EL CAMINO COLLEGE

2008 Institutional Self-Study in Support of Reaffirmation of Accreditation

Fall 2008

El Camino Community College District Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by:
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Superintendent/President
Thomas M. Fallo

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

June 16, 2008

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: June 16, 2008

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

From: El Camino College
16007 Crenshaw Boulevard
Torrance, CA. 90506

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.
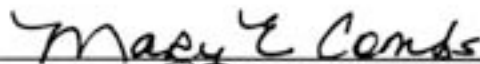
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

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Thomas M. Fallo   Superintendent/President

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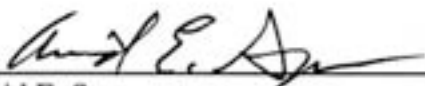
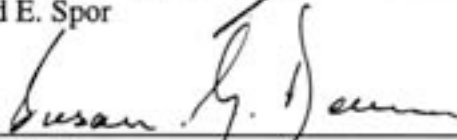Mary E. Combs   President, Board of Trustees

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Francisco M. Arce   Vice President Academic Affairs
                                                         Accreditation Liaison Officer

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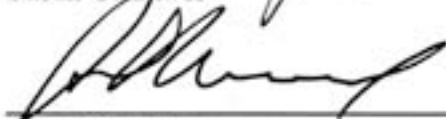Arvid E. Spor   Dean, Enrollment Services
                                                         Accreditation Co-Chair

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Susan Y. Dever   Faculty Member
                                                         Accreditation Co-Chair

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Peter Marcoux   President, Academic Senate

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A Brief History of El Camino College

In 1947, 450 students attended classes at the newly opened El Camino Junior College. The 80-acre campus included nine buildings - all former World War II barracks from the Santa Ana Army Air Base. Thirty professors, housed in one main faculty office, taught lower division courses that included math, speech, economics, geography, English, and history. These dedicated professors used their own cars and trucks to move their teaching materials and other College belongings from the temporary campus located at Leuzinger High School (in Lawndale) to the new campus at Crenshaw and Redondo Beach Boulevards. Students enjoyed weekly dances and fraternity parties, listened to the college string quartet, cheered at football games, and participated in campus celebrations. A new vocational shop, the first permanent building on the campus, was in the planning stages. A women's gym and other athletic facilities would soon follow. The founding faculty and staff were committed to meeting the educational needs of the communities that had enthusiastically supported establishing the new college.

During its 61 years, El Camino College has become one of the largest single-campus districts in the California Community College system. The evolution of El Camino Junior College, from nine war barracks to a multi-structured campus, was the vision of many individuals who saw an unusable Alondra Park - always flooded in the winter and arid in the summer - and created a means to turn the parkland into a much-needed junior college. The El Camino Junior College campus opened in 1947 to serve the growing local high school graduate population as well as a wave of returning WWII veterans.

Talk of a junior college in the area began as early as the 1930s. However, the initial steps were taken in 1943 when members of the boards of the Centinela Valley, Redondo, Inglewood, and El Segundo school districts saw enrollments at out-of-district community colleges peaking and area students being turned away. They formed a committee with the goal of creating a junior college for the Inglewood/South Bay area and used a survey completed by UCLA professor Lloyd N. Morrisett to demonstrate that a need existed. The study also

proved the area met State Department of Education criteria for creating a junior college - a growing population of college-age students and a tax base that could support a vigorous curriculum. After introducing the idea of a junior college at chamber of commerce meetings and other local events, the committee members requested that the Department of Education hold an election. Though voter turnout was light, the community supported the college in a 10-1 margin of approval on June 30, 1946.

With this affirmation, the El Camino Junior College Board of Trustees was established. Courses were scheduled in the evenings at local high schools. Acquiring the land for the permanent college was the next challenge. The Board of Trustees sought a portion of the land in Alondra Park for the site. However the Los Angeles County Board of Supervisors, who held title to the land, could not legally deed it to the college. Carl Arfwedson, acting business manager for the El Camino Junior College District, called Assemblyman Glenn Anderson with a unique solution. Arfwedson persuaded the assemblyman to introduce a bill that would allow the transfer of parklands to junior college districts provided the land had not been used for 20 years. After extensive lobbying, Anderson elicited a unanimous vote from the Assembly. The Los Angeles County Board of Supervisors used the newly passed Assembly Bill 62 to deed 75 acres of Alondra Park to the El Camino Junior College District. That vote rested on a crucial stipulation - that the college agrees to provide community members usage of all recreational facilities on the campus. The Board of Trustees agreed to the stipulation on May 23, 1947. Soon after, the Army barracks arrived from Santa Ana, and the faculty, staff, and students moved to the new college site.

Today the campus has changed considerably. Students at El Camino College enjoy an expansive, 126-acre campus with an open, tree-lined quad area. They are part of a diverse student body of nearly 30,000 who study in the three-story library, use 50 computer labs located throughout the campus, or attend classes in the 30 buildings across campus. The architecture is mid-century modern.

A bond measure approved in 2002 enabled funding for structural improvements in many of the buildings- some nearly 55 years old. The 1,150 full- and part-time faculty members teach approximately 2,336 sections of pre-baccalaureate, transfer, and vocational courses in 850 programs each semester. Students and community members enjoy cultural and entertainment events in the 2,048-seat Marsee Auditorium, cheer at football games in Murdock Stadium, or study in the 120,000-volume Schauerman Library. The new Humanities Building, the first new academic building on campus in four decades opened in early 2008 and serves as part of a revitalized entrance to the campus.

While numerous individuals dedicated time and effort to creating El Camino Junior College (ECJC), the catalyst was Forrest G. Murdock, then-superintendent of the Centinela Valley Union High School District. Murdock had the faith, determination, and tenacity to transform an idea into a reality. He was enthusiastic in gathering community support and was tireless in his efforts to succeed. Murdock served as the acting director of ECJC during the initial planning years and was then selected as the first superintendent/president in 1947. In his 12 years of leadership, Murdock instilled a feeling of community at the college that remains to this day. He was known for his open door policy, as well as for knowing the entire faculty and staff, and most of the students, by name. He attended all campus events and invited faculty to his home after football games. His dedication to creating the college and his leadership through its pioneering years earned him recognition as the "Father of El Camino College."

Murdock could not have fulfilled his vision alone. Carl Afrwedson, former business manager of the Centinela Valley Union High School District and El Camino College's first business manager, dedicated 14 years to leading the campus through tremendous periods of growth. In the initial planning of ECJC and through its early years, Arfwedson served as Murdock's right-hand person. His creativity and initiative took the college from an idea to an expansive campus of modern buildings - all without establishing debt. This remarkable feat gave the college a fiscal stability envied by other districts. It also ensured that El Camino College would be able to offer students educational experiences for decades to come.

The founding members of the Board of Trustees represented the three high school districts served by the college. The first Board of Trustees president, Robert Russell, served on the board for six years. He was known as El Camino Junior College's financial watchdog, always insisting on negotiating the best deal for the college. For his long-time dedication and leadership, Russell was given the honor of turning the first shovel of dirt at the groundbreaking ceremonies during the summer of 1947.

The culture and facilities of the college are indeed a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The 12,600-seat Murdock Stadium is a reminder of his dedication. Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including the prestigious Marsee Auditorium. In 1982, Dr. Rafael Cortada became president and established the El Camino College Foundation, which assists in funding various programs throughout campus. In 1987, Dr. Sam Schauerman, who had served the college as a dean of instruction and as vice president of academic affairs, became the college's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas M. Fallo became the fifth superintendent/ president of the District after serving as vice president of administrative services for four years.

Under Dr. Fallo's leadership, the District sought and obtained voter approval for Measure E, a $394 million facility and equipment bond in 2002, the largest successful bond for a single campus community college district. This bond was the first-ever in the college's history. Measure E funding will enable El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus. Community support of Measure E echoed the sentiment of the original vote to create the college as the bond passed with a 61 percent vote. Soon after, a nine-person Citizen's Bond Oversight Committee was formed to oversee the expenditures of the bond.

The five-member Board of Trustees oversees El Camino College's policy and fiscal issues. The board members represent the nine Los Angeles county cities and unincorporated areas served by the District: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. Much like the founding board members, the current board comprises individuals dedicated to ensuring that El Camino College continues to set the standard for community college education.

On August 22, 2006, the Board of Trustees approved an agreement between El Camino Community College District and the Compton Community College District to establish the El Camino College Compton Community Educational Center on the site of the former Compton College, which lost its accreditation in August 2006. El Camino College agreed to establish a center to serve the Compton District service area with the intent to establish an independent accredited college at the end of eight to 10 years. The service area in the Compton District includes the communities of Carson, Compton, Lynnwood, northern section of Long Beach, and Paramount.

On August 23, 2006, the Compton Community Educational Center officially became part of El Camino College with Dr. Doris P. Givens serving as the Interim Provost/CEO.

Dr. Lawrence M. Cox was named permanent Provost of Compton Center on June 4, 2008. His leadership in academic administration, institutional research and strategic planning will lead the Compton campus to a successful future.

DEMOGRAPHICS

Area Description

El Camino College serves two community college districts (El Camino and Compton) in southwestern Los Angeles County. The college strives to meet the needs of communities in both of these economically and demographically diverse districts (Figure 1).

The figures and tables below provide demographic, enrollment, and workforce profiles of the communities and campuses served by the main campus in Torrance and the Center in Compton. The El Camino Community College District profiles are listed first followed by the Compton District profiles.

El Camino College Demographic Profile

The college serves both growing and stable communities (Figure 2). Cities within the district also vary by age, with younger mixed with aging communities (Figure 3).

Figure 1

Figure 2

ECCCD Population by City
2000 to 2005

Legend: 2000, 2005

Cities: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, Torrance, Gardena*
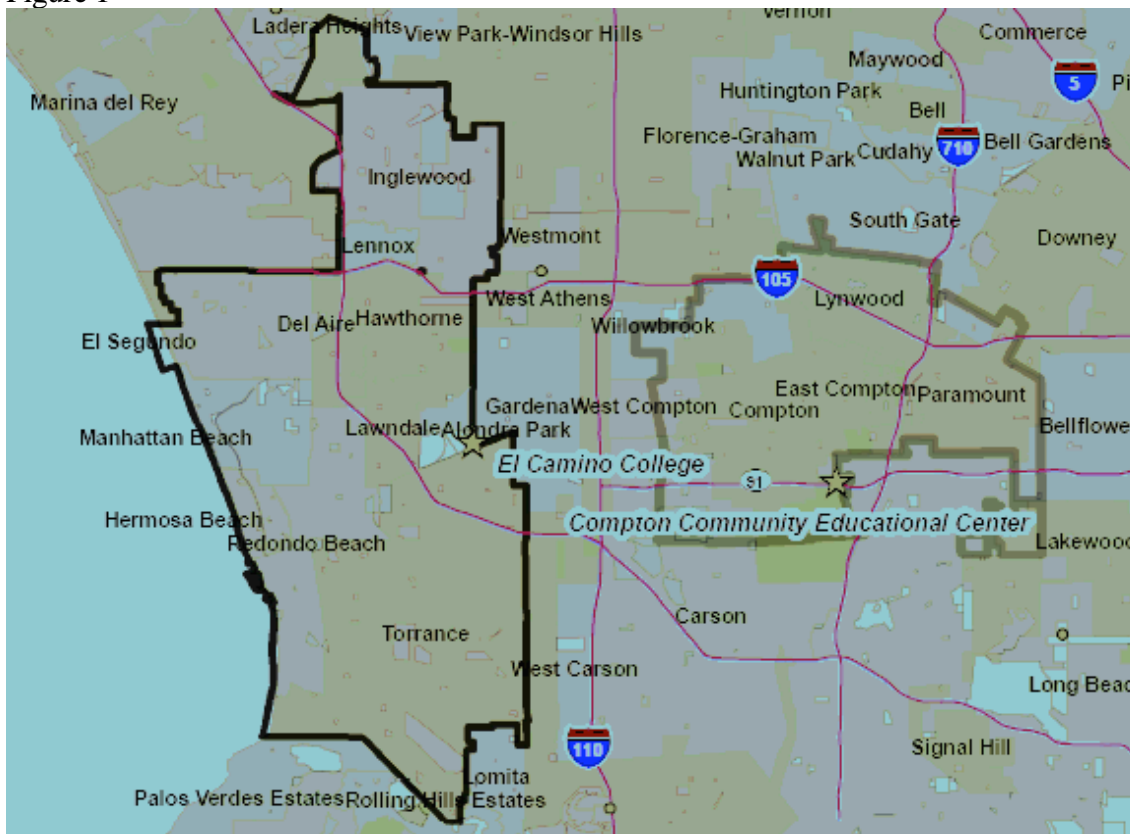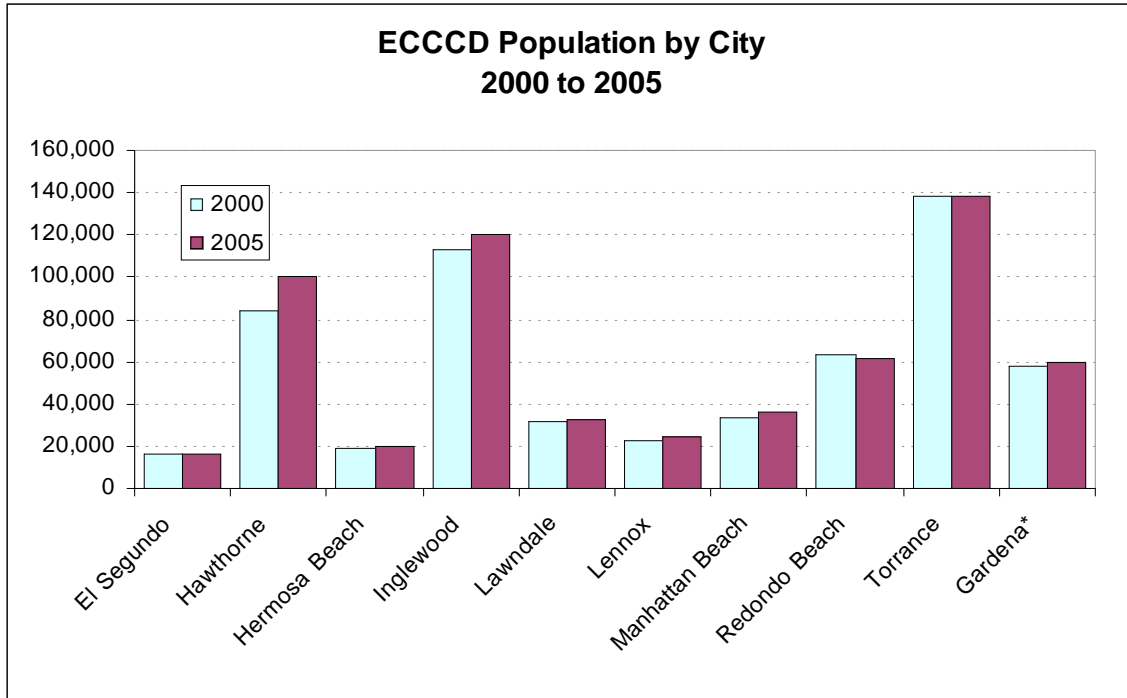
* Outside El Camino Community College District

Figure 3

ECCCD
Median Age by City - 2000

City	Median Age
El Segundo	36.4
Hawthorne	28.7
Hermosa Beach	34.2
Inglewood	29.6
Lawndale	29.3
Lennox	24.2
Manhattan Beach	37.7
Redondo Beach	36.7
Torrance	38.7
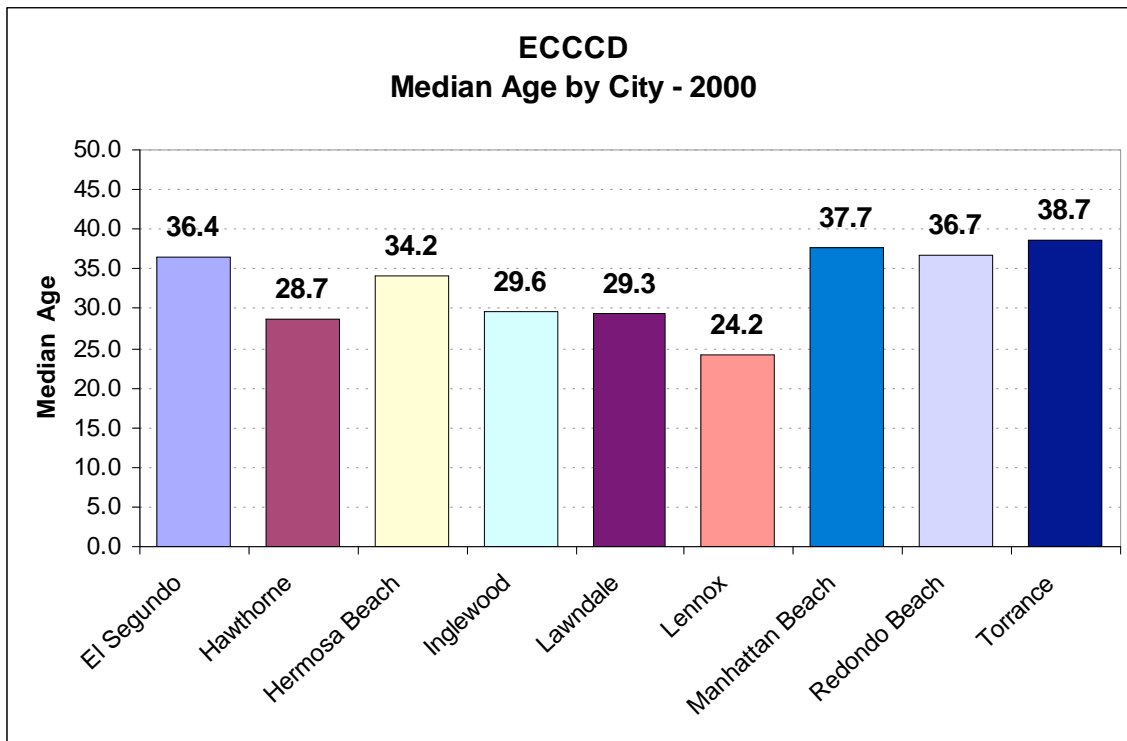
El Camino College tends to serve more women from the district than men (Figure 4). However, this is typical for a community college. El Camino College has the same broad ethnic diversity found in the district (Figure 5). Although the college serves noticeably fewer white students, this is likely due to the fact that this portion of the population is older on average than those of other ethnic groups.

Figure 4
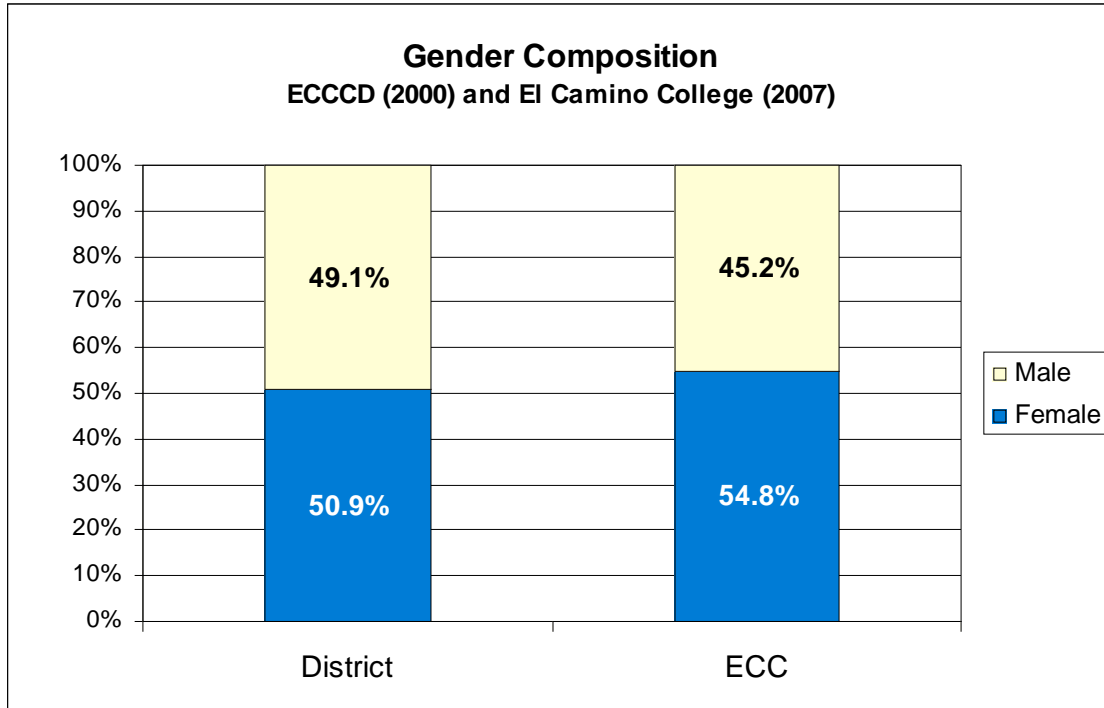
Source: Census 2000 and 2006-07 college enrollment

Figure 5
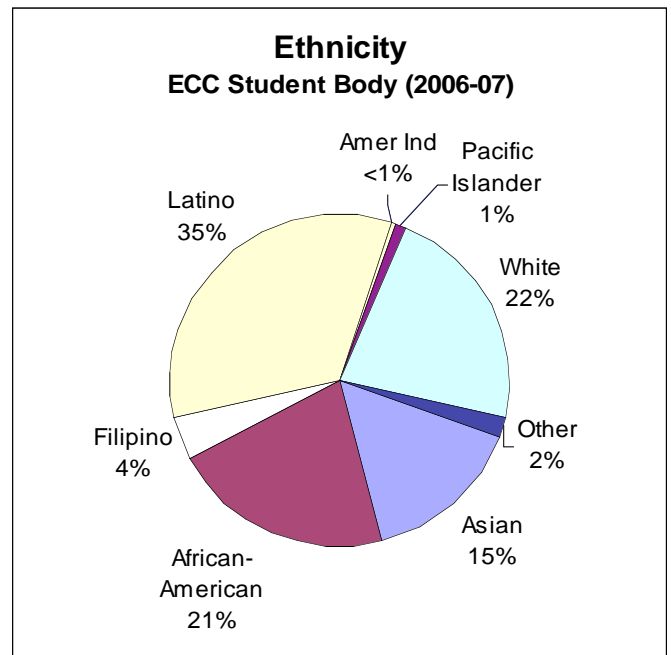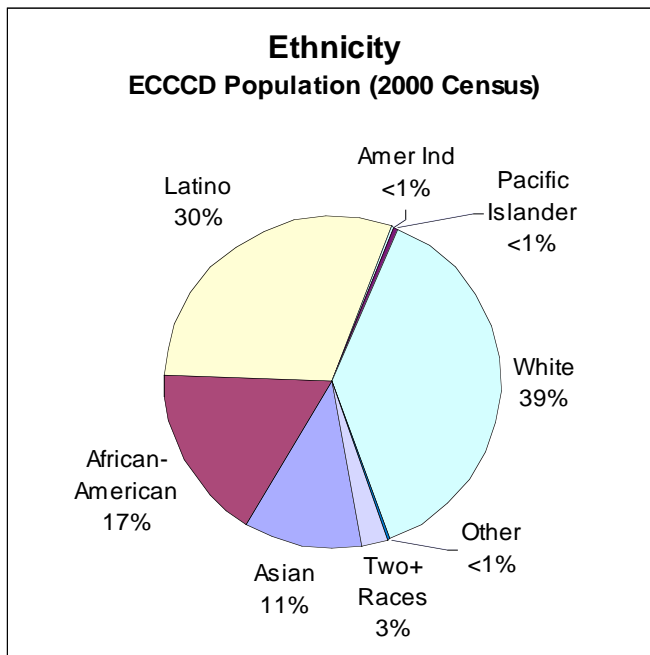
Participation at El Camino College varies by district city. In Figure 6, the bars show each city in terms of its percentage of the district and the student body. Differences between percentages of representation in the district vs. college enrollment are primarily due to distance from the college (and proximity to other colleges) as well as the age distribution of the city. These rates are, nonetheless, monitored to determine how well the college serves each region of its district.

Figure 6

Percentage of ECCCD Population and Enrollment by City

Legend:
- District, 2005 est.
- ECC, Fall 2007

Cities: El Segundo, Gardena*, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, Torrance
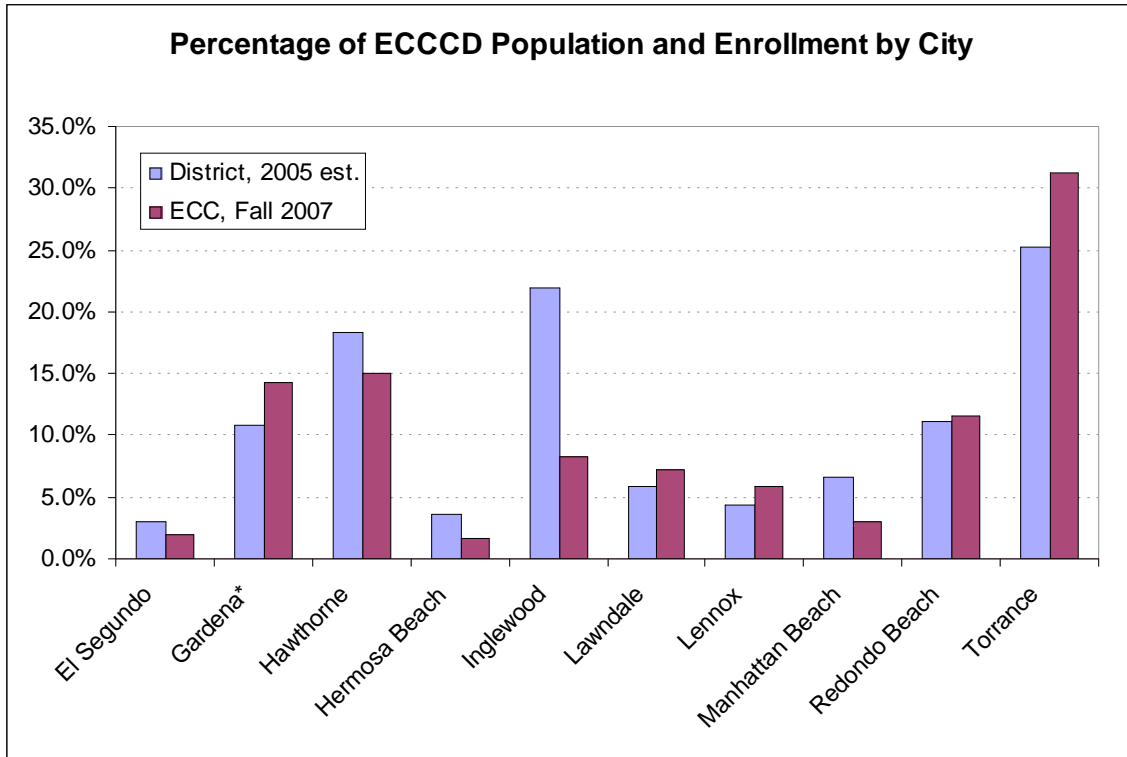
* Located nearby but outside district.

El Camino College
Enrollment Profile

Enrollment at El Camino College has fluctuated over the past 15 years (Figure 7), with enrollment peaking in 2002-03. Since that time, enrollment has declined until the recent increase experienced in 2007-08.

Although enrollment has declined overall since 2003-04, the percentage of students enrolled exclusively in evening courses has dropped even more, with the college hosting less than 25% percent of students in recent years compared to over 30% 5 or 6 years ago. This could be partly due to the growth in online course enrollments, found under the "unknown" category in Table 1 below.

Figure 7
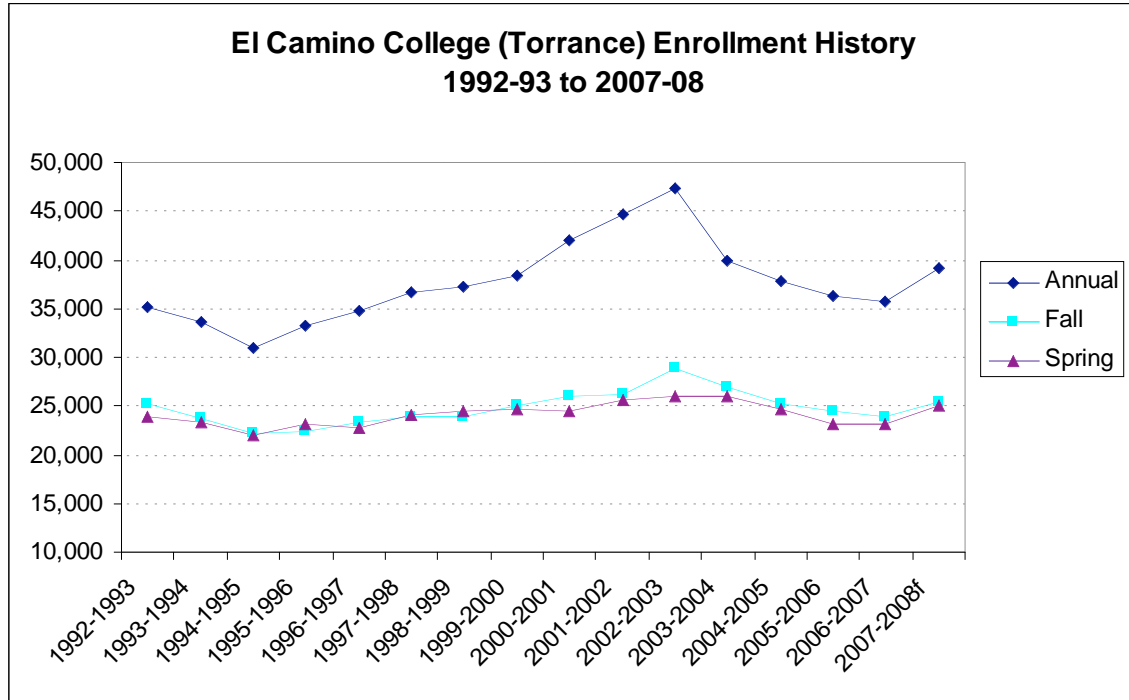
Table 1
El Camino College
Day vs. Evening Class Time Status
Percentage (%) in each Category

Time	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07
Day	66.4	67.1	65.9	66.5	67.4	68.0	69.6	70.3	72.0	71.7
Evening	32.6	31.2	30.5	30.3	29.6	28.2	27.3	26.0	24.3	23.4
Unknown	1.0	1.7	3.6	3.2	3.0	3.7	3.1	3.7	3.7	4.9

Studying the higher education destinations of local high school graduates is another way that El Camino College can determine how well it serves its district population. With the exception of 2 outlying schools in the district that tend to send more students to other colleges and universities, El Camino College serves between 25% and 47% of graduating high school classes that attend public higher education institutions in California (Figure 8).

Figure 8

Higher Education Destinations
ECCCD High Schools
Fall 2006
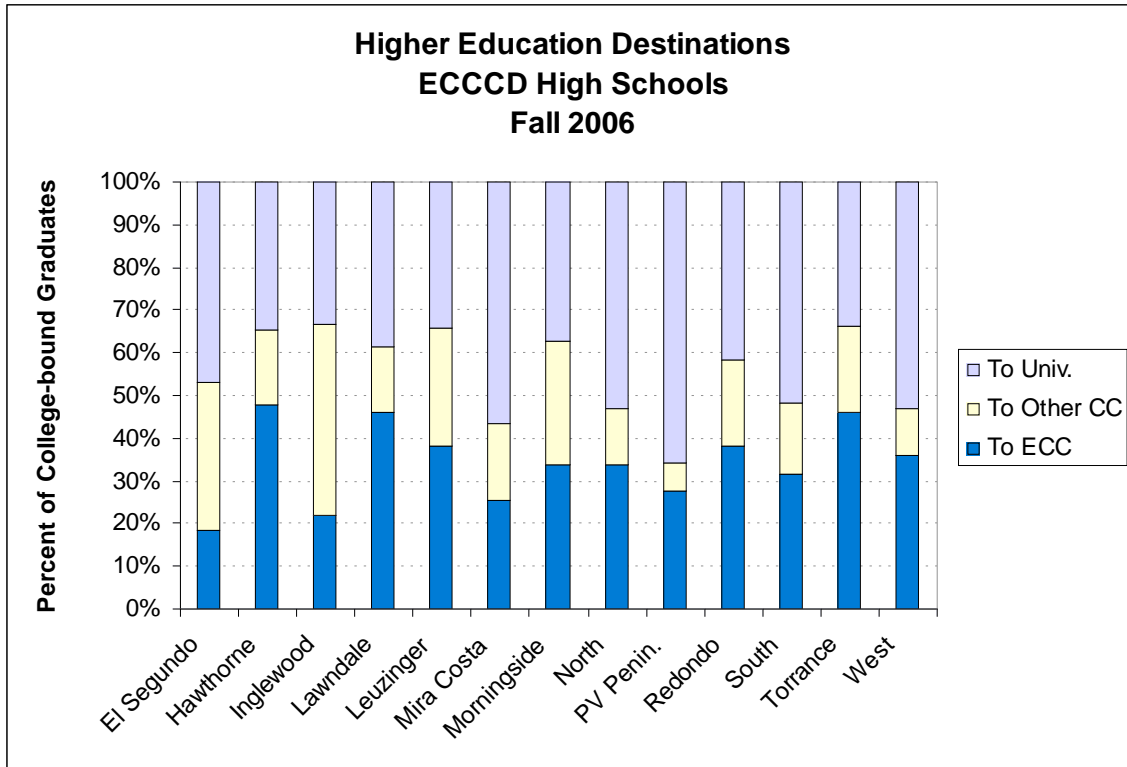
El Camino College Workforce Profile

The El Camino College workforce is known for its long-term employees with over 30% of employees having more than 15 years of service. Tables 2 and 3 and Figure 9 below profile the workforce as of Fall 2007. Although the workforce is predominantly White, the percentage of those employees is declining in favor of other groups.

Table 2
El Camino College
Workforce by Employment Category

Position	Count	%	All CCC %
Administrative	45	3.2	3.5
Tenured / Tenure Track	333	23.4	19.8
Academic Temporary	650	45.7	47.2
Total Faculty	*983*	*69.1*	*67.0*
Professional, Other	49	3.4	2.2
Clerical / Secretarial	150	10.5	12.2
Technical / Professional	88	6.2	8.6
Skilled Crafts	36	2.5	1.1
Service / Maintenance	71	5.0	5.4
Total Workforce	1,422	100.0	100.0

Table 3
El Camino College
Workforce by Gender and Employment Category

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	11	1.4	8	1.2	19	1.3
Tenured	118	15.4	128	19.5	246	17.3
Tenure Track	57	7.4	30	4.6	87	6.1
Academic Temporary	332	43.3	318	48.5	650	45.7
Classified	248	32.4	172	26.2	420	29.5
Total Workforce	766	100.0	656	100.0	1,422	100.0

Figure 9

Ethnicity
El Camino College Workforce, Fall 2007

Filipino 2%
Asian-American 12%
African-American 12%
American Ind / Alaskan <1%
Unknown 4%
Other <1%
Latino 14%
Pacific Islander 1%
White 55%
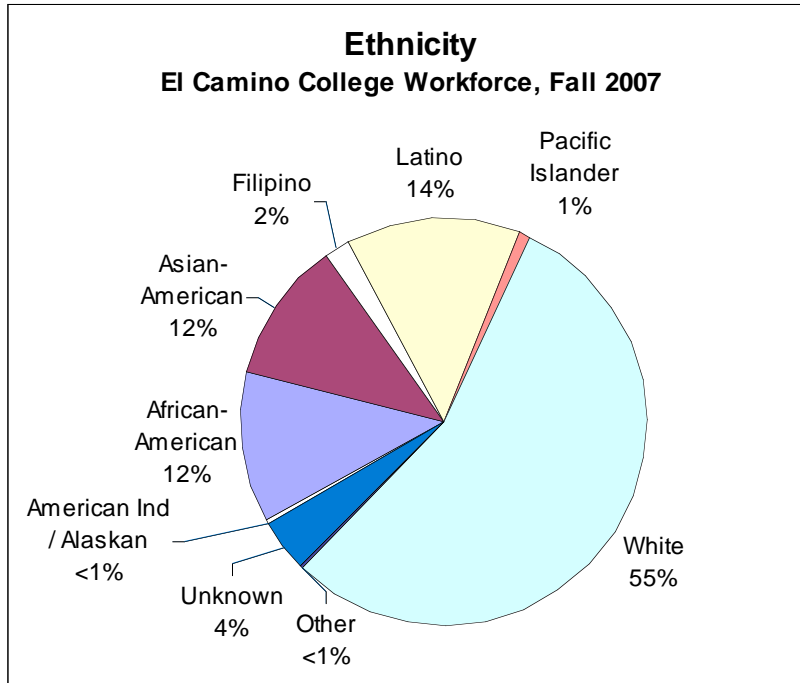
El Camino College - Compton Center
Demographic Profile

Compton Center serves students of the Compton Community College District, originally configured to include the K-12 districts of Compton, Lynwood, and Paramount. It includes a decidedly younger and growing district (Figures 10 and 11).

Figure 10

Compton District Population by City
2000 to 2005

Figure 11

Median Age by City - 2000
Compton District
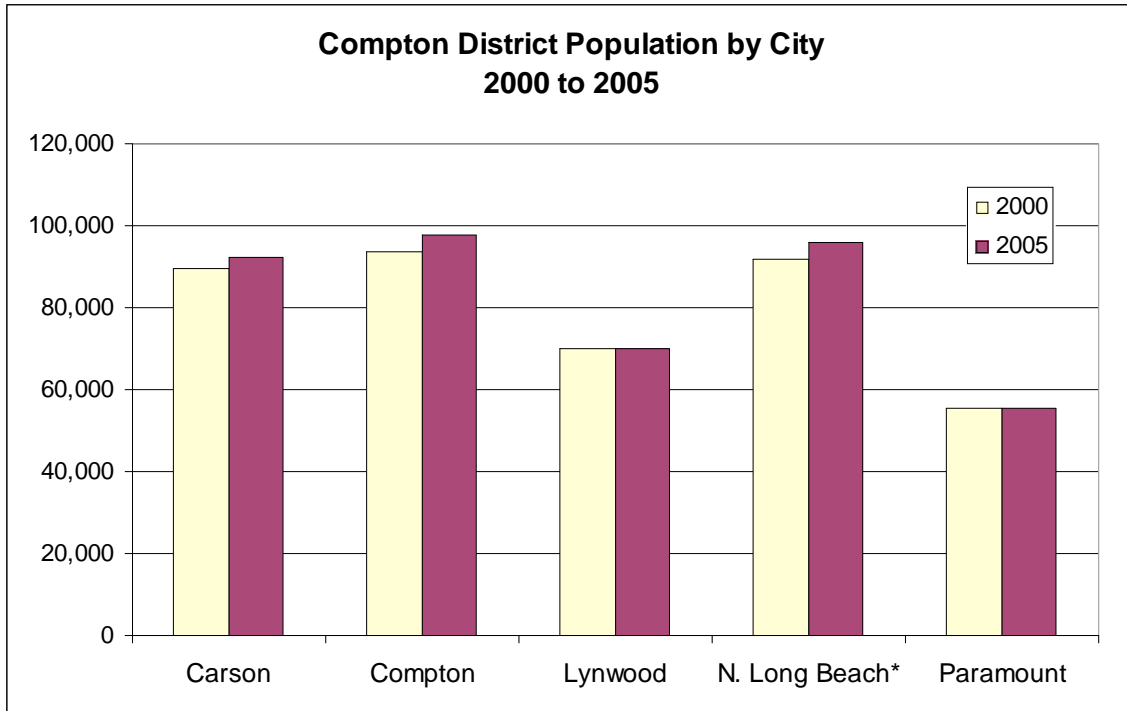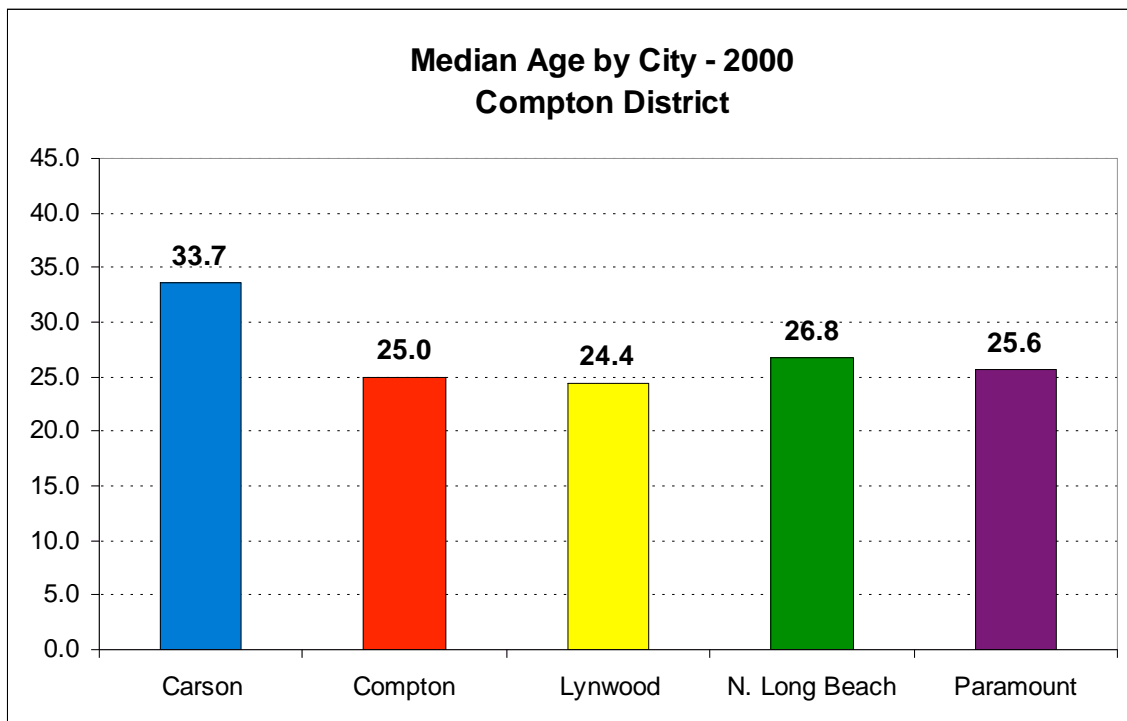
Compton Center shows distinctly larger enrollments of women than men and proportionately more African-American than Latino students despite the more even distribution in the district in both these areas (Figures 12 and 13). One explanation for the ethnic difference is that the Latino population is younger, on average, than the African-American community within the Compton district.

Figure 12

Gender Composition
Compton District (2000) and Compton Center (2007)

Figure 13

Ethnicity
Compton District Population (2000 Census)

Ethnicity
Compton Student Body (Fall 2007)

Figure 14

Percentage of Compton District Population and Enrollment by City
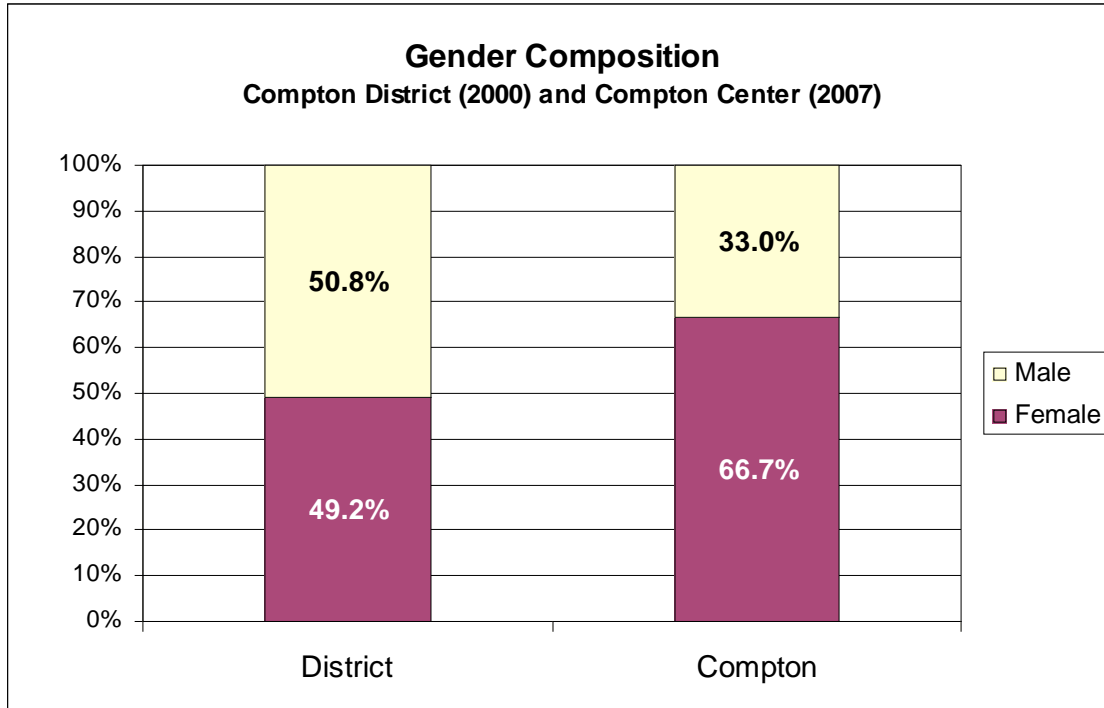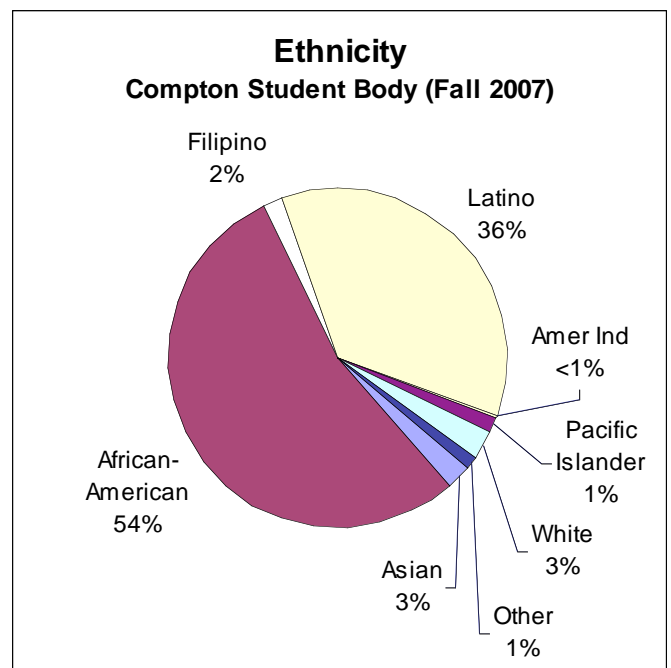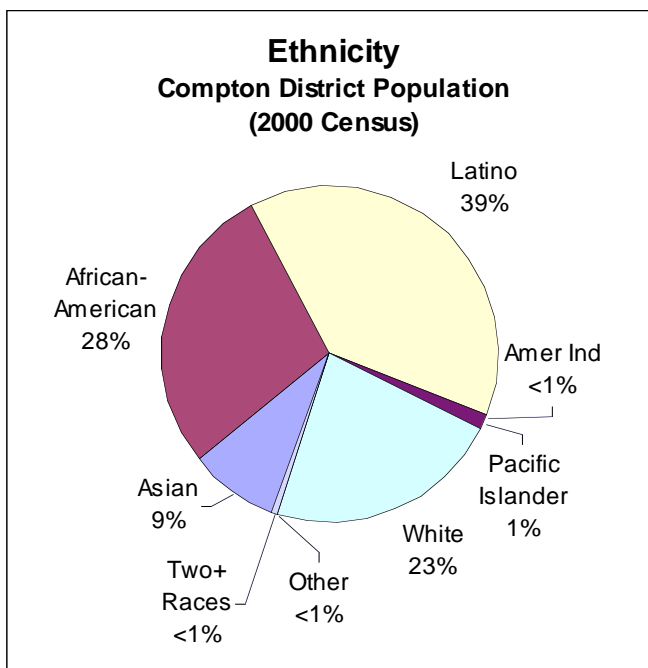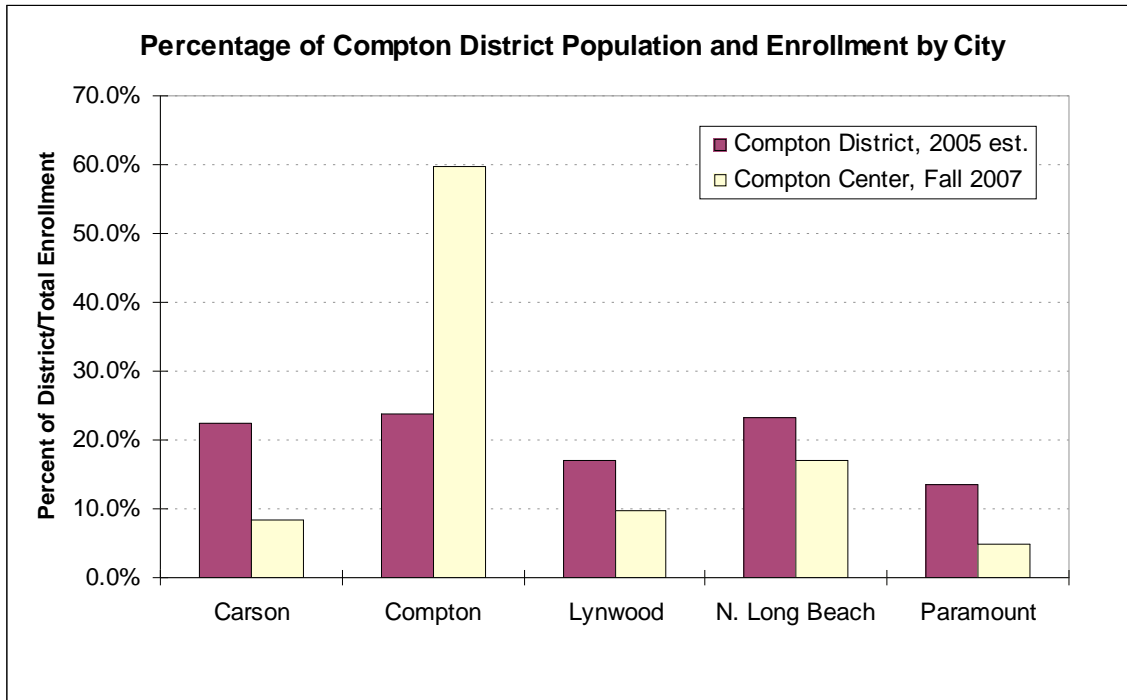
Percentage of enrollment by district city (Figure 14) varies, with a much higher percentage of students enrolling from the City of Compton compared to other regions, partly due to each region's distance from the campus.

Compton Center Enrollment Profile
In the first year of the partnership with El Camino College, Compton Center enrolled fewer than 3,000 students but experienced a jump of nearly one thousand students by Fall 2007 (Table 4).

Enrollment of evening students at the Compton Center has increased slightly over the same period (Table 5).

Table 4
Compton Center
Fall Term Enrollment

	FA06	FA07
Total Headcount	2,851	3,725

Table 5
Compton Center
Day vs. Evening Class Time Status
Percentage (%) in each Category

Time of Day	FA06	FA07
Day	71.5	69.1
Evening	27.0	28.2
Unknown	1.4	2.7

A small percentage of college-going students in the Compton district selected Compton Center in Fall 2006 (Figure 15). However, this is not surprising due to the loss of Compton College's accreditation just before the semester began. As the campus recovers from the accreditation loss and moves forward in partnership with El Camino College, Compton Center is working strenuously to rebuild enrollment from area High Schools.

Figure 15
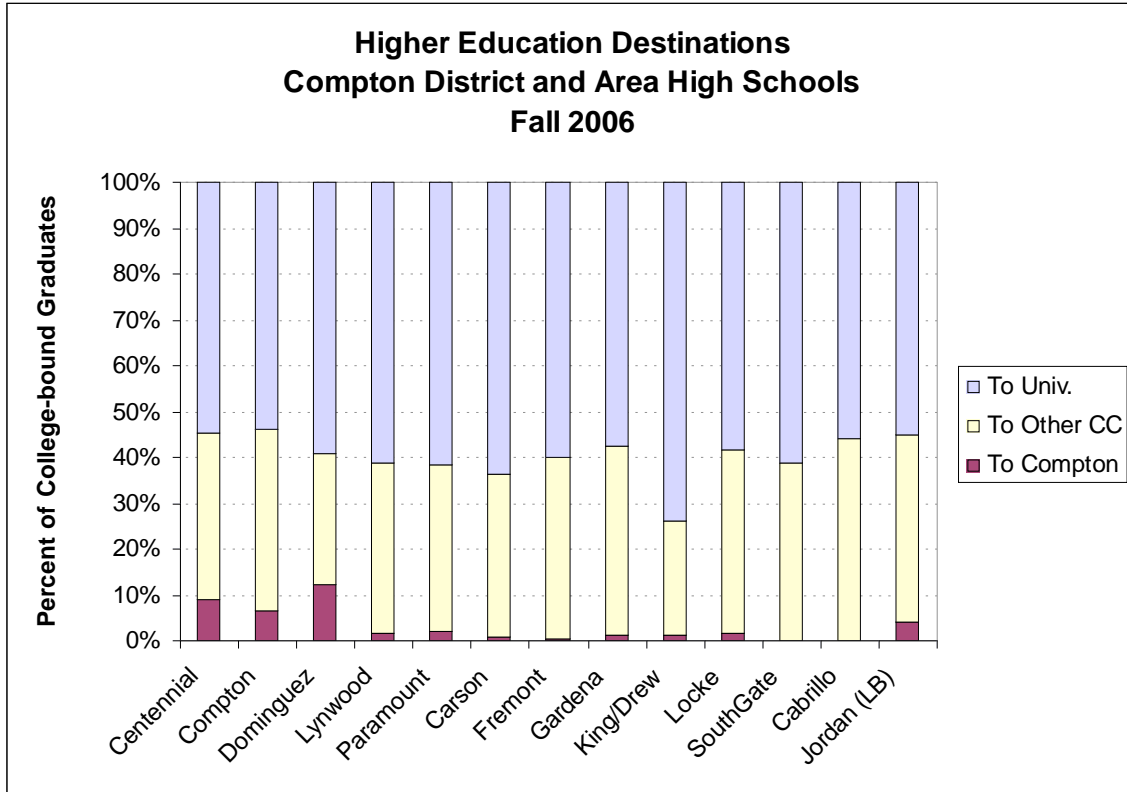
Compton Center Workforce Profile
The workforce at the Compton Center featured in

Tables 6-7 and Figure 16 reflects broad ethnic and gender diversity.

Figure 16
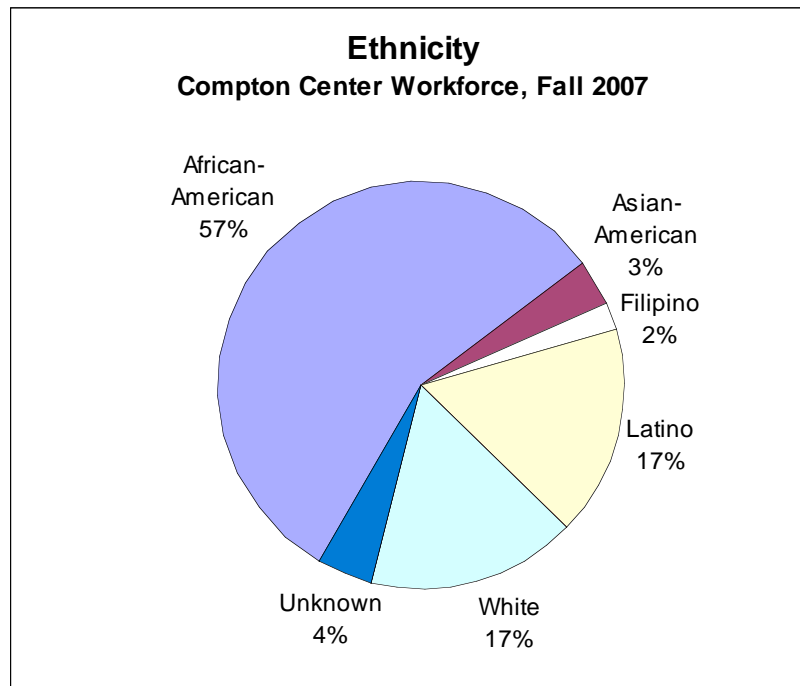
Table 6

Compton Center Workforce by Employment Category

Position	Count	%	All CCC %
Administrative	11	3.7	3.5
Tenured / Tenure Track	88	29.4	19.8
Academic Temporary	69	23.1	47.2
Total Faculty	*157*	*52.5*	*67.0*
Professional, Other	11	3.7	2.2
Clerical / Secretarial	22	7.4	12.2
Technical / Professional	59	19.7	8.6
Skilled Crafts	4	1.3	1.1
Service / Maintenance	35	11.7	5.4
Total Workforce	299	100.0	100.0

Table 7

Compton CenterWorkforce by Gender and Employment Category

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	6	4.1	2	1.3	8	2.7
Tenured/Tenure Track	42	28.4	46	30.5	88	29.4
Academic Temporary	26	17.6	43	28.5	69	23.1
Classified Administrator	1	0.7	2	1.3	3	1.0
Classified Professional	11	7.4	0	0.0	11	3.7
Classified Support	62	41.9	58	38.4	120	40.1
Total Workforce	148	100.0	151	100.0	299	100.0

RESULTS FROM THE 2002 COMPREHENSIVE VISIT

1. *As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)*

2. *The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7B.3)*

3. *As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)*

4. *The college's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)*

The college has successfully addressed all of the site review team's recommendations listed above. Since the 2002 site visit, the college completed a focused midterm report in Spring 2005 and progress reports in Spring 2006 and 2007. Subsequent to the 2007 progress report, the Commission sent a one-day progress visit team in April 2007 to review documentation and to interview personnel and examine the issues identified by the Commission.

Response to Recommendation 1

1. *As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services* **and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)**

Description of Progress Made Toward Recommendation 1

The college met the recommendation and continues to move forward in an affirmative manner.

Academic Affairs

The college is making progress in the academic program reviews and to date has completed 41 of the 53 programs. In Fall 2007, the Associate Dean of Humanities assumed responsibility for overseeing the program review process and has been very successful working with the faculty and the deans in the programs to complete their outstanding program reviews. The program review committee meets every two weeks to review completed program reviews and helps the proponents review and refine their recommendations and analysis. Any recommendations which result from the program review process can possibly be incorporated into the division planning process if they become part of the prioritization for the division. In addition, the research office in coordination with the associate dean and the faculty conducting program reviews has made data collection and surveys much easier to collect. The program review process has become more systemic because the recommendations that the programs make, particularly if they are going to have cost impact to the budget, must become a part of the division planning process which takes place every year with a software called Plan Builder that the entire college is using for planning. This process allows for the program review process to become linked to the planning and budgeting process on an annual basis. While not all of the recommendations made by the various program reviews get into the plan for the division, faculty has the satisfaction that their recommendations are taken seriously and are considered by the division planning committee. The program review in Academic Affairs should be completed by the end of Fall 2008, at which time the program review process will start all over again for all of the programs.

Student and Community Advancement:

Under the direction of the Vice President of Student and Community Advancement (SCA), the Dean of Enrollment Services is responsible for monitoring the program review process for all programs in Student and Community Advancement. At this time 90% of the SCA department program reviews are complete with the remaining 10% expected to be completed by the end of Summer 2008.

Managers and staff submit completed program reviews to the Vice President of Student and Community Advancement for review and comment. The Vice President forwards approved program reviews to the Planning and Budget Committee for consideration and potential endorsement of funding recommendations to the president.

Administrative Services:

Administrative Services adopted a program review process that works differently from Academic Affairs and Student Services as it uses flowcharts to identify how the various individuals and operations within the unit work with each other. This is accomplished by feedback analysis from unit members and customer satisfaction surveys. The process also requires setting benchmarks in the form of performance indicators for each of the units. All of this process results in the analysis of the quality of services in the 24 Administrative Services units. Information gathered from the process analysis may be used to initiate changes or improvements in areas identified by the process. Lately the 24 units reported their progress on benchmarks or the performance indicators every 90 days and will continue to do so until areas identified as needing improvement in each of the units actually make the required changes to improve. At a recent management meeting, the major organizational units within Administrative Services presented a report to the rest of the management staff that demonstrated how their process analysis and feedback is working to improve services. This approach is different but because Administrative Services primarily focuses on providing services both to internal clients and external clients, it seems to be working well for them and will be evaluated over the next three years to assess effectiveness.

Summary

The college is using the program review process effectively to incorporate prioritized program proposals into the planning and budgeting process. It is expected that as the program review process becomes more formalized that the college will develop a more routine approach to program review with the goal of reducing the labor intensiveness, particularly in Academic Affairs. It is anticipated that as all of the program reviews are completed at the end of 2008 that a more streamline program review process that allows for annual evaluation and progress on goals will become the norm and part of the planning process.

Response to Recommendation 2

2. *The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7.B.3)*

Description of Progress Made Toward Recommendation 2

The college completed Recommendation 2 by instituting a three-pronged approach for managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. The three approaches used include a classified employee personnel grid, performance evaluation workshops, and the implementation of a classified employee performance evaluation procedure.

The Human Resources Department developed an evaluation database organized by manager. The database is organized into an Excel spreadsheet and lists departments or units in each of the vice presidents' areas. The grids show classified employee names, titles, original hire date, job status date, and the last evaluation date. The grids are designed to highlight employee evaluations that had lapsed beyond the annual time frame thus prompting managers to catch up with delinquent classified staff evaluations and to construct a reminder system to avoid falling behind with annual evaluations. The majority of the college's managers and supervisors became engaged in the process and completed their staff evaluations.

Managers regularly have the opportunity to become trained on evaluation of classified, faculty and administrative staff. The Human Resources department regularly provides evaluation workshops on themes related to employee evaluation processes. Some of the workshops are provided by staff and others are provided by the Leibert, Cassidy and Whitmore legal firm. In general, the timeliness and the effectiveness of the classified staff evaluation process have improved and managers are required to complete them in a timely manner.

The Human Resources department regularly notifies all of the managers of their schedules for evaluation on a 30-day basis. This approach has helped managers to stay current and at this time, more than 80% of the classified staff evaluations are completed in a timely manner. A list of overdue performance evaluations are given to the Superintendent/President and the three vice presidents every month.

Response to Recommendation 3

3. *As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)*

Description of Progress Made Toward Recommendation 3

The college has met the requirements of Recommendation 3. The principle responsible parties of the planning and budgeting process are the college President, the three Vice Presidents and the Planning and Budget Committee (PBC). The PBC serves as the steering committee for campus wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the Superintendent/President on all planning and budgeting issues and reports all committee activities to the campus community.

Plans and program review recommendations are created by managers, faculty, and staff and entered into Plan Builder, the college's planning software. Plan Builder plans are reviewed and prioritized by the area vice presidents and brought to PBC for consideration and funding endorsement. PBC recommendations are forwarded to the president for consideration.

The college is in the second generation of planning software and processes after originally selecting planning software called Q-Builder that managers found difficult to use. Though it was an excellent software, it had some technological difficulties that the college was never able to debug and the college then decided to go to another software used by a neighboring college called Plan Builder. This software is in its first year of application and appears to be working well and does not take up as much space on the computers consequently operating more

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effectively. All managers must complete and submit a plan if they wish to be considered for new funding. The college has consistently funded department plans for the last four years.

Response to Recommendation 4

4. *The college's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)*

Description of Progress Made Toward Recommendation 4

Shortly after the 2002 visit, the Board of Trustees approved and updated consultation Board policy, also known as BP 2510, and the corresponding Administrative Procedure, AP 2510. Both the policy and procedure have been circulated through each collegial consultation committee on campus and placed on the college's website for ease of accessibility by all employees. The updated policy clarifies the District's decision-making process for the Academic Senate, staff, and students. The updated procedure spells out the role and functions of the District's College Council (a campus-wide collegial consultation committee), membership and process of College Council, other collegial consultation groups, and committee appointments.

The application of the consultation policy is working well and the college has developed consultation processes at the division, unit, and college-wide level. The principle consultation committees are the College Council, chaired by the Superintendent/President, the Planning and Budgeting Committee (PBC), and the Facilities Steering Committee. Other committees, such as Area Councils, Division Councils, and unit councils, advise the Superintendent/President through the Council of Deans or the Area Councils or through the representatives in the College Council. While not everyone agrees on the effectiveness of communication in the consultation process, the college has developed a well-established consultation committee structure and flow of information to advise decision making. The Superintendent/President holds College Council meetings every Monday at the same time and publishes the agenda and the minutes from the previous meeting. The College Council is made up of representatives from the three unions, faculty senate, associated students and members of the Superintendent/President's Cabinet. On a monthly basis, the Council reviews and discusses the Board of Trustees agenda and advises the Superintendent/President on matters of concerns to the various constituent representatives. Any recommendations for changes in the consultation process must come through the representatives to the College Council to advise the Superintendent/President. Ideally each of the representatives will report back to their constituents on the progress of their recommendations or discussions in College Council. The College Council meetings are open meetings.

Academic Affairs Program Review Status (April 2008)

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Paralegal Studies*	92/93, 00/01	2001	Done	Done
Speech Communication	92/93, 00/01	2001	Done	Done
Dance	93/94	2003	Done	Done
English as a Second Language	92/93	2003	Done	Done
Architecture		2004	Done	Done
Astronomy	92/93	2004	Done	Done
History/Ethnic Studies	92/93	2004	Done	submitted
Machine Tool Technology		2004	Done	Done
Nursing*	94/95	2004	Done	Done
Philosophy		2004	Done	resubmitted
Physics	93/94	2004	Done	Done
Real Estate	93/94	2004	Done	Done
Administration of Justice	93	2005	Done	Done
Air Conditioning and Refrigeration	94/95	2005	Done	submitted
Anthropology	**97/98**	**2005**	**IP**	**May 07**
Construction Technology	93/94	2005	Done	Done
English - Reading	93/94	2005	Done	Done
Film/Video		2005	IP	submitted
Mathematics – Engineering	94/95	2005	Done	Done
Music		2005	Done	Done
Photography		**2005**	**IP**	**May 07**
Radiological Technology*	92/93	2005	Done	submitted
Sociology	**98/99**	**2005**	**IP**	**May 07**
Art	**93/94**	**2006**	Done	Done
Automotive Technology		**2006**	**Done**	**May 07**
CADD	96/97	2006	Done	Done
Childhood Education	93/94	2006	Done	Done
Computer Information Systems		2006	Done	Done
Computer Science		**2006**	**IP**	**May 07**
Fire and Emergency Technology	93/94	2006	Done	Done
Life Sciences	92/93	2006	Done	Done
Quality Assurance		2006	-	-
Recreation/PE Major		**2006**	**IP**	**Apr 07**
Respiratory Care*	97,00/01, 03	2006	IP	Done
Teacher Education Program		2006	Done	Done
Welding		2006	IP	resubmitted
Academic Strategies	93/94	2007	submitted	Apr 08
Auto Collision Repair/Painting	92/93	2007	Dec 07	Apr 08

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Business		2007	submitted	Apr 08
Cosmetology	96/97	2007	submitted	Apr 08
Electronics & Computer Hardware Technology	93/94	2007	submitted	Apr 08
English	93/94	2007	submitted	Apr 08
Environmental Horticulture		2007	submitted	Apr 08
Fashion	93/94	2007	Dec 07	Apr 08
Honors Transfer Program	97/98,98/99	2007	submitted	Apr 08
Learning Resources Unit		2007	submitted	Apr 08
Mathematics - Developmental	93/94	2007	Dec 07	Apr 08
MESA		2007	submitted	Apr 08
Physical Education – Athletics Program	94/95	2007	submitted	Apr 08
Political Science	93/94	2007	submitted	Apr 08
Pre-Engineering		2007	Dec 07	Apr 08
Sign Language/Interpreter Training	94/95	2007	submitted	Apr 08
Theatre	93/94	2007	Dec 07	Apr 08
Chemistry	97/98	2008	Dec 08	Apr 09
Earth Sciences	98/99	2008	Dec 08	Apr 09
Economics	98/99	2008	Dec 08	Apr 09
Family & Consumer Studies	96/97	2008	Dec 08	Apr 09
Foreign Language	97/98,98/99	2008	Dec 08	Apr 09
General Studies	97/98	2008	Dec 08	Apr 09
Health Center	96/97	2008	Dec 08	Apr 09
Journalism	97/98	2008	Dec 08	Apr 09
Psychology	97/98	2008	Dec 08	Apr 09
School Health Clerk		2008	Dec 08	Apr 09
Science Career Prep Programs		2008	Dec 08	Apr 09
Special Resource Center	94/95	2008	Dec 08	Apr 09
Study Abroad Program		2008	Dec 08	Apr 09
Distance Education		2008	Dec 08	Apr 09
Human Development		2008	Dec 08	Apr 09

*Accredited by outside agencies. Their accreditation reports serve as their program review.

Student and Community Advancement Program Review Timeline

Year – 1 (2005/06)
- Admissions
- Evaluations
- Records
- Registration
- Veteran's Affairs
- International Student Program - ISP
- Outreach & School Relations
- Financial Aid
- Assessment & Testing
- Student Development
- First Year Experience / Supplemental Instruction

Year – 2 (2006/07)
- Counseling
- EOP&S/CARE/CalWORKs
- Career Center
- Transfer Center
- Project Success
- Puente Program
- Matriculation - Student Enhancement Program

Year – 3 (2007/08)
- Resource Development - Foundation
- Resource Development - Grants Development and Management (In process)

LONGITUDINAL STUDENT ACHIEVEMENT DATA

El Camino College

Course Completions
Retention and success rates are two measures frequently used to assess academic progress and serve as proxies for college-level learning outcomes. Retention is the percentage of students who remain enrolled through the end of the term; success is the percentage of students who earn a C, CR (credit) or better in courses.

El Camino College is proud of its rigorous curriculum which successfully prepares students for a variety of careers and academic programs at four-year universities. The college experienced slight fluctuations in success and retention over the past 5 years, with course retention and success rates stable but declining slightly over the last 3 years (Figure 17).

The Student Progress and Achievement rates in the Accountability Report for the California Community Colleges (ARCC) also exemplify changes in academic performance and achievement at El Camino College over the past few years (see Figure 18 below). The college tends to be above or near the average of its peers on most measures with the rate of persistence (Figure 18) being especially high. ECC students tend to stay with their course of study more often than nearly all its peer institutions.

Figure 17
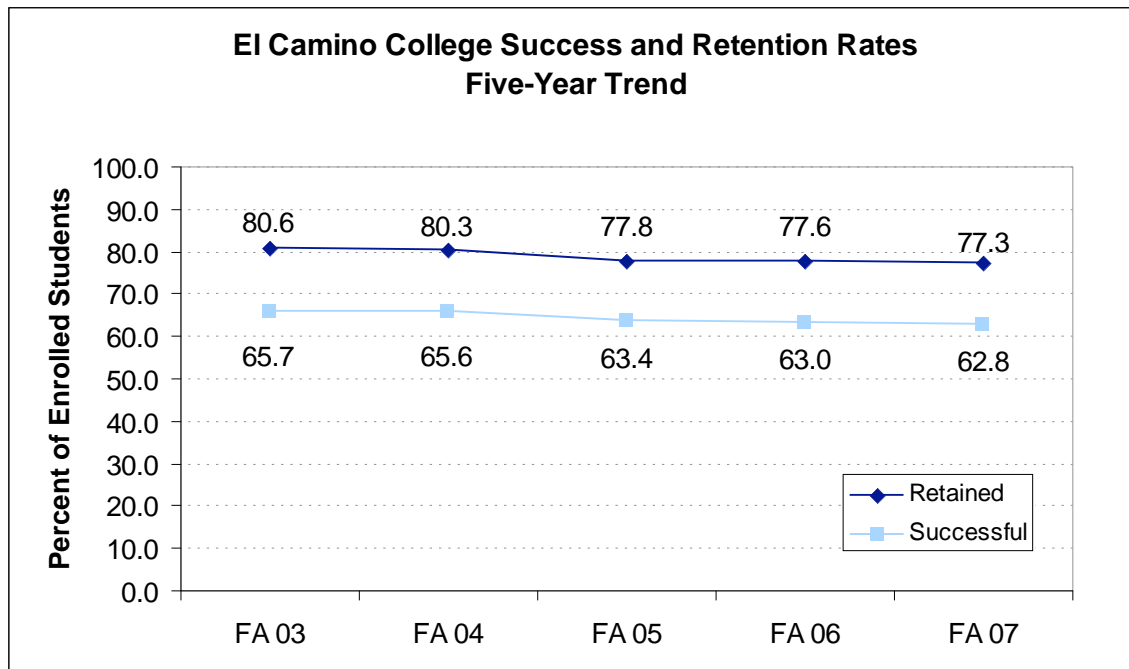
Figure 18

Student Progress and Achievement: Degree/Certificate/Transfer

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	49.5%	50.8%	49.6%

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.8%	68.3%	67.9%

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	73.6%	74.4%	75.2%

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	71.2%

Accountability Reporting for the Community Colleges (ARCC), March 2008

Degrees Awarded
El Camino College experienced a recent growth and subsequent decline in degrees awarded which directly related to preceding enrollment levels (Figure 19). Certificates awarded continued fairly stable growth during the same period despite these enrollment declines. 2006-07 showed a 5-year high in certificates awarded. Tables 8 and 9 below show the top 10 fields in which degrees and certificates were awarded by the college.

Figure 19
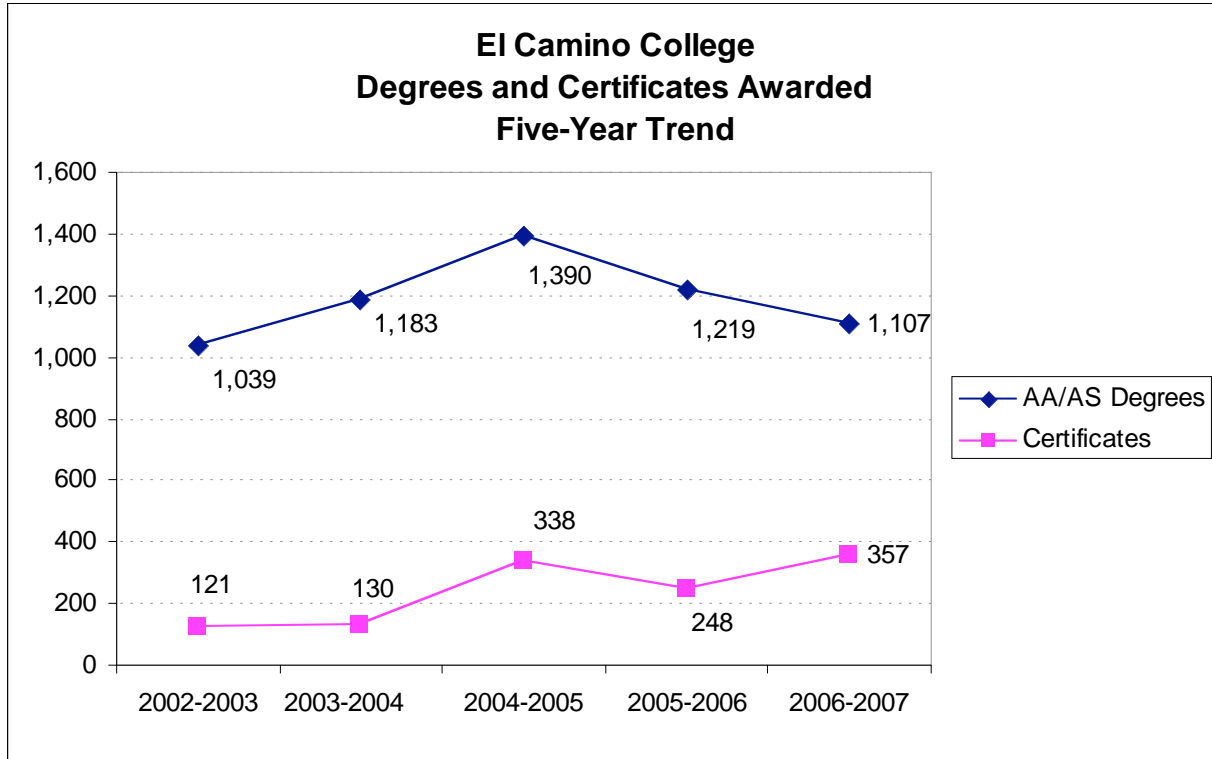
Table 8
El Camino College
Top Ten Degree Fields
2006-07

Degree Area	Count
Interdisciplinary Studies	427
Health	145
Business and Management	139
Public and Protective Services	59
Social Sciences	58
Engineering and Industrial Technologies	44
Fine and Applied Arts	44
Family and Consumer Sciences	40
Education	25
Information Technology	21

Table 9
El Camino College
Top Ten Certificate Fields
2006-07

Certificate Area	Count
Health	82
Public and Protective Services	73
Engineering and Industrial Technologies	54
Commercial Services (e.g., Cosmetology)	41
Business and Management	32
Education	20
Family and Consumer Sciences	14
Law	10
Humanities	8
Media and Communications	8

Transfer Destinations

El Camino College is among the top colleges in California in terms of transfer to 4-year institutions. Well over 1,000 students transfer to universities each year. Tables 10 and 11 show the top destinations of El Camino College students by institution type and institution, respectively.

Table 10
El Camino College Students
Transfer Destinations
2006-07

Institution Type	Count	%
California State University	668	59.3
University of California	253	22.5
In-State Private University	113	10.0
Out-of-State University	92	8.2
Total	1,126	100.0

Table 11
El Camino College Students
Top Receiving Institutions
2006-07

Institution Name	Count
California State University - Long Beach	298
California State University - Dominguez Hills	123
University of California - Los Angeles	84
California State University - Fullerton	58
California State University - Los Angeles	52
University of California - Irvine	47
University of California - San Diego	41
University of California - Berkeley	35
California State University - Northridge	33
University of Phoenix	26
San Diego State University	24
California State Polytechnic University - Pomona	22
University of Southern California	21
Loyola Marymount University	21
University of California - Riverside	16
University of California - Santa Barbara	15
California State University - Sacramento	14
San Francisco State University	10

Basic Skills Academic Performance
Success rates in pre-collegiate (credit) basic skills courses at El Camino College fluctuate little over time (Figure 20). The college is also above the average of its peers on this measure.

Improvement rate, measured as the percentage of students successful in an entry basic skills or ESL course who are also successful in a subsequent course, is an effective way to determine progress through a basic skills course series (Figure 20). The

ESL Improvement Rate at El Camino College is consistently high and well above the peer average. Although the basic skills improvement rate is below the peer average, the college has experienced notable gains on this measure in recent years.

Figures from the ARCC report reflect mostly pre-partnership rates for Compton and are not included here. Nonetheless, Compton's rates in the basic skills categories are especially low and therefore are a particular focus for improvement.

Figure 20

El Camino College

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

	2004-2005	**2005-2006**	**2006-2007**
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	57.1%	58.7%

	2002-2003 to 2004-2005	**2003-2004 to 2005-2006**	**2004-2005 to 2006-2007**
ESL Improvement Rate	65.2%	62.9%	64.9%
Basic Skills Improvement Rate	49.6%	49.8%	51.7%

Accountability Reporting for the Community Colleges (ARCC), March 2008

LONGITUDINAL STUDENT ACHIEVEMENT DATA
El Camino College - Compton Center

Course Completions
Figure 21 reflects overall fall term success and retention rates for Compton Center for the first two years of the partnership with El Camino College. Academic performance has improved dramatically at the Compton Center over the last year. Between Fall 2006 and Fall 2007, success rates improved from 57% to nearly 59%, while retention rates stayed about the same (70%).

The Accountability Reporting for the Community Colleges (ARCC) report presents data for the Center over three cohort years. For most measures, the last cohort of the 2008 report was partially under the El Camino College partnership. The largest influence on these performance indicators is, without question,

Compton College's loss of accreditation and late-starting partnership with El Camino College in Fall 2006. However, this report serves as a useful baseline from which to measure future improvements.

Figure 22 (on page 30) shows the student progress and achievement indicators from the Fall 2008 ARCC report. The measure of greatest concern is Persistence, which indicates that many students who left Compton College after being enrolled in Fall 2005 did not enroll at another California Community College. A positive result from the report is the vocational course success rate (Figure 22) which showed continued strong improvement across the years of the report.

Figure 21

Compton Center
Overall Success and Retention Rates
Two-Year Trend
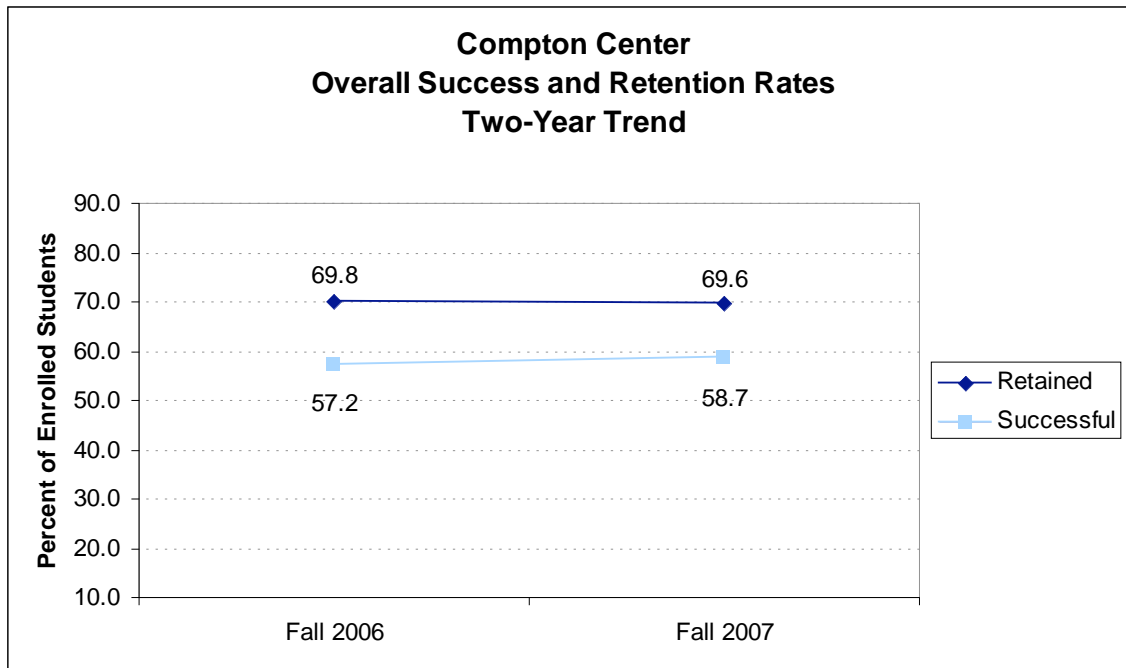
Figure 22

Student Progress and Achievement: Degree/Certificate/Transfer

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	27.0%	29.6%	24.4%

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	56.1%	55.9%	53.5%

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	46.7%	53.7%	34.3%

Student Progress and Achievement: Vocational/Occupational/Workforce Development

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	64.4%	68.5%	69.9%

Accountability Reporting for the Community Colleges (ARCC), March 2008

Degrees Awarded

One of the more dramatic effects of the accreditation loss has been on the number of degrees and certificates awarded at Compton College/Compton Center (Figure 23). This number, which plummeted during the first year of the partnership with El Camino College, relates to the extreme decline in enrollment during this first year. Although degrees and certificates are now awarded by El Camino College, those awarded to students associated with Compton Center will continue to be tracked as graduation will continue to be celebrated on the Compton campus.

Table 12 lists the top fields in which degrees and certificates were awarded in 2006-07.

Figure 23

**Compton Center
Degrees and Certificates Awarded
Three-Year Trend ***
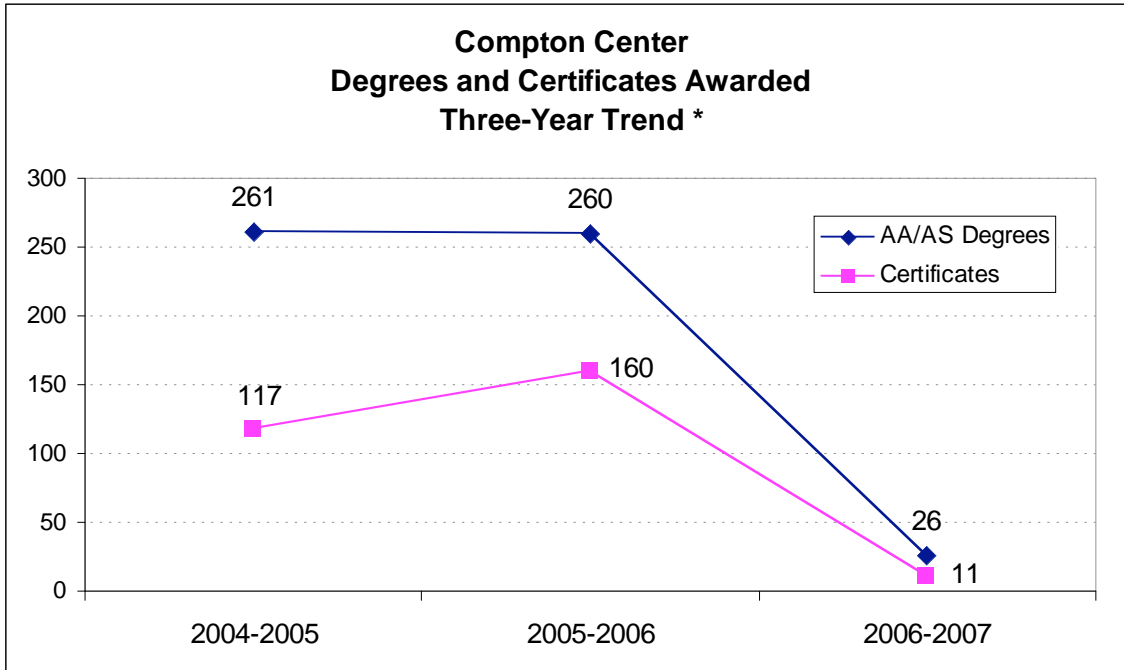
* First two years in chart were under Compton College.

Table 12
**Compton Center
Top Degree and Certificate Fields
2006-07**

Program/Degree Subject	Count
Health (Nursing)	18
Family and Consumer Sciences	6
Engineering and Industrial Technologies	5
Public and Protective Services	4
Business and Management	2
Commercial Services	2

Transfer Destinations

Despite the impending loss of accreditation in 2006, Compton College transferred nearly 200 students to 4-year institutions in 2006-07 (Table 13). Most of these students went to the nearby CSU-Dominguez Hills, while a notable number selected local private institutions (Table 14).

Table 13
Compton Center Students
Transfer Destinations
2006-07

Institution Type	Count	%
California State University	168	87.5
University of California	1	0.5
In-State Private	23	12.0
Out-of-State Private	0	0.0
Total	192	100.0

Table 14
Compton Center Students
Top Receiving Institutions
2006-07

Institution Name	Count
California State University - Dominguez Hills	112
California State University - Los Angeles	19
California State University - Long Beach	17
Charles R. Drew University	13
California State University - Fullerton	6
California State Polytechnic University - Pomona	6
National University	6
University of California - San Bernardino	5
University of La Verne	3
Humbolt State University	2

Basic Skills Academic Performance

Success and progress in pre-collegiate (credit) basic skills courses at Compton Center is an area of concern. Most measures of basic skills, retention, success, and improvement (Figures 24 and 25) are low and experienced recent declines. Academic success and progress through basic skills courses are receiving special attention both at the division and department levels as well as through a college-wide Basic Skills Task Force. Classroom and student service innovations have begun to be implemented which should support greater success among students at Compton Center.

Figure 24
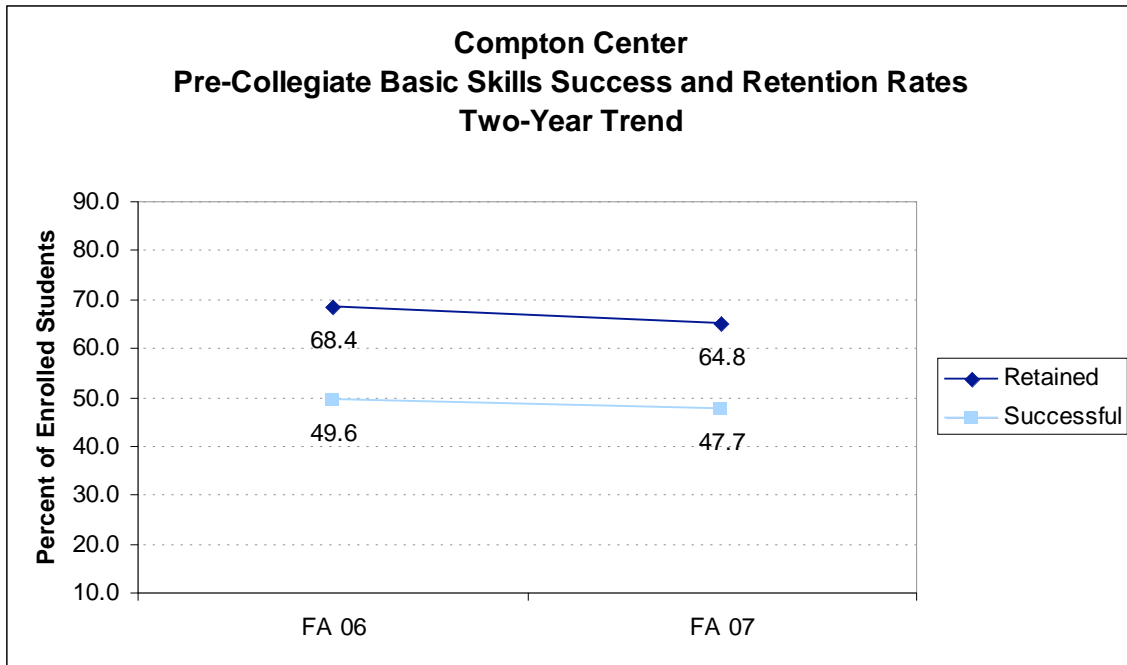
Figure 25
Compton Center

	2004-2005	**2005-2006**	**2006-2007**
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	61.8%	51.5%

	2002-2003 to 2004-2005	**2003-2004 to 2005-2006**	**2004-2005 to 2006-2007**
ESL Improvement Rate	5.8%	5.6%	9.4%
Basic Skills Improvement Rate	41.3%	41.0%	35.1%

Accountability Reporting for the Community Colleges (ARCC), March 2008

STUDENT LEARNING OUTCOME (SLO) STATUS

The SLO Task Force
In Fall 2004, the college administration and the academic senate formed the SLO Task Force. For two years, key personnel held meetings and sponsored flex activities to facilitate dialogue concerning student learning outcomes and assessment. The Vice Presidents for Academic Affairs and Student Services funded training workshops, both on and off campus.

The SLO Task Force began its work in the midst of an ambitious six-year process to review all course outlines for compliance with Title 5 regulations. The college curriculum committee was reluctant to change the procedure midstream to include SLOs, so the SLO Task Force concluded that developing the assessment infrastructure would take place in parallel; integrating assessments into curriculum review would wait until the cycle of Title 5 course reviews was completed. Allowing the Title 5 course review to proceed uninterrupted had an unexpected benefit. Comprehensive Title 5 course review demanded that course objectives were stated in behaviorally measurable terms became a standard question faculty asked and answered in curriculum review. As a result, when the design of SLOs and assessment proposals began in earnest, the college enjoyed a head start in creating robust student learning outcome statements.

The SLO Task Force established two clear principles: First, course objectives undergo a strict approval process, and so are different from student learning outcomes and assessments, which are cyclical and must be flexible. Assessment results produce evidence for consideration during course review. Second, while faculty have always engaged in assessments, a formal system of sharing results would require faculty leadership.

The SLO Task Force also had a few crucial accomplishments. The Vice President for Student Services organized an SLO Writing Event, at which each program director or dean in student services wrote at least one desired outcome statement for his or her area. In Fall 2005, the new Vice President for Academic Affairs led the SLO Task Force in creating Institutional Learning Outcomes, which later were the first draft for the college's core competencies. By the end of Spring 2006, the SLO Task Force decided that faculty coordinators were needed before further progress could be made. The Academic Senate President and the Vice President for Academic Affairs selected two faculty members to serve as Coordinators. Under this new leadership, the process began in earnest at El Camino College in Fall 2006.

Coordinators and an SLO and Assessment Strategy
The coordinators decided on a unique approach to student learning outcomes and assessments, designed for swift, meaningful and sustainable progress. Emphasis was placed on complete, three-phase assessment cycles. Personnel were to identify a student learning outcome and create an assessment instrument, to *assess* the outcome, and then to reflect on the results, before going on to the next cycle. Willing faculty and staff from across campus would focus on one course or program and one student learning outcome at a time. One way to visualize the plan was as a tall, narrow pyramid: complete course-level assessment cycles at the base, program-level student learning outcomes in the middle, and college core competencies on top. As more cycles were completed, the structure would expand at all levels. Within a few years, the structure would become a more robust pyramid.

The coordinators created an initial three semester plan, each semester of which mimicked the assessment cycle. For example, the theme of the first semester was "identify." Workshops focused on identifying student learning outcomes and creating assessment plans. Academic divisions identified all programs for the purpose of student learning outcomes and assessments. Faculty and staff created at least one student learning outcome and assessment plan for one course in every program. The themes for the second and third semesters were "assess" and "reflect", respectively.

The coordinators formed the Assessment of Learning Committee (ALC), with members from each division, representatives from student services, the institutional researcher, senior administrators, and the accreditation chairs. Representatives from the Compton Center were also invited to join in Spring 2007. The committee was charged with guiding the campus as it builds the SLO and assessment process.

As the three-semester project unfolded, the ALC gathered evidence to determine where the college was in terms of assessing student learning outcomes at the course, program and degree level, as well as how the faculty and staff understood the role assessments play in improving student learning at the college.

Evidence at the Institutional Level

The ALC's first task was to establish a set of core competencies, which reflected the values of the community, based on evidence gathered at a workshop held on the Fall 2006 flex day. Beginning with a compilation of over a hundred core competencies at other colleges across the nation, faculty, staff and managers narrowed the list to the five areas most important to the El Camino College community. This served as evidence for the ALC, which drafted a set of core competencies, which expound the mission of the college, reflect the values of the college community, and serve as the over-arching framework, under which program-level and course-level student learning outcomes are organized and aligned. The El Camino College Core Competencies were ratified by the Academic Senate in February 2007.

Evidence at the Program Level

Early in Fall 2006, academic divisions were asked to establish programs for the purpose of SLO assessments; the results were surprisingly varied and at times did not align with the programs defined for program review. For example, the Natural Sciences Division decided on three programs, based on the three groups of students it serves: pre-allied health students, general education students, and future majors. The Mathematical Sciences Division decided on five programs and reshaped its governing structure to align with these.

A few programs on campus defined student learning outcomes and designed assessments at the program level during the first cycle of assessments. One example was the Math for Teachers Program, which began with program-level SLOs and created course-level SLOs to align with the program-level SLOs. The lead Math faculty member then conducted a full set of assessment cycles for one of the courses in the program, Probability and Statistics for Prospective Elementary School Teachers (Mathematics 115). She is now assisting other instructors in this program as they conduct assessment cycles in the other courses

in the program. In student services, the Admissions Program completed an assessment cycle related to how well students are able to apply for admission online, which they aligned with one of the core competencies, Communication and Comprehension. CalWORKs completed its first assessment cycle of its program. As a result, it is redesigning how it gathers evidence from both students and employers. The Natural Sciences division created a "division-level" student learning outcome focused on a student's ability to articulate how the scientific method has been used in a published study. The history program recently identified three program-level SLOs, which were then adapted to all of their courses.

Evidence at the Course Level

Faculty members who have completed an assessment cycle are using the experience to change how they are teaching and to help bring fellow instructors begin an assessment cycle. Below are a handful of examples:

- An Art instructor, after completing his first assessment cycle in Life Drawing (Art 17/18), changed in the ways he trains his students to do certain tasks. He has repeated the Life Drawing SLO assessment cycle twice. He has also developed and completed an assessment cycle in Basic Drawing (Art 10ab), working together with an adjunct instructor.

- A Biology instructor designed and implemented a complete assessment cycle based on the scientific method "division-level" student learning outcome. This first example helped set the quality standards for SLOs in this division.

- A Child Development faculty member created an assessment plan entitled "Putting Theory into Practice: Observing, and Analyzing Special Education Programs". Her conclusions and plans: "Students do not know how to cite the text when extracting information. I will develop a handout as well as some practice sessions on 'How to Cite.' I will consider providing a list of observation sites to the students to determine if more students will attempt the assignment." Since this first cycle, the Child Development

program has designed at least one student learning outcome and assessment proposal for every course in its program.

What the ALC Has Done With the Evidence To-Date

1. *We are adjusting our strategy.* The ALC found that most assessments were designed at the course level, largely because instructors were more familiar with assessments at the course level. In response, the ALC now encourages faculty to work at the course level until they complete several cycles.

2. *We are creating a new metaphor for the big picture.* Course-level assessment report are "files", collected in appropriate program-level or degree-level student learning outcome "folders"; "files" and "folders" are, in turn, stored in core competency "filing cabinets". Assessments of programs, degrees and core competencies would be based on a review of the contents of these "filing cabinets", "folders and "files".

3. *We are designing and redesigning reporting forms that reflect our strategy.* In Spring 2007, the ALC designed a form with three sections, each corresponding to a step in the cycle (identify, assess and reflect). The standardized form guides faculty, while still allowing them latitude in assessment design and reporting styles. A similar form was developed for student services in Fall 2007.

4. *We are refining the role of the ALC and articulating assessment principles.* The ALC coordinates the development of an SLO and Assessment infrastructure across the campus, but is not empowered to establish policy. The ALC developed assessment principles, which guide the campus as it integrates SLOs and assessments into already-existing systems and processes. Ideally, any policy regarding SLOs will adhere to these principles, once accepted by the Cabinet, as well as the Faculty and Classified Staff Unions. The first draft was ratified by

the Academic Senate on March 4, 2008.

5. *We created means of reporting progress.* The ALC shares the results of faculty and staff effort in three venues. In addition to resources that assist in the development of student learning outcomes and assessment proposals, all work done by the committee is posted on the web site. Every semester, a progress report is compiled by the co-coordinators, approved by the ALC, submitted to the Vice President for Academic Affairs, and posted on the website. Finally, all SLO Assessment Reports are stored by the Coordinators on a shared drive and sent to the appropriate academic division dean and ALC representative.

Training and Professional Development Opportunities

Since Fall 2004, senior administrators have emphasized the importance of ongoing training. After being selected, the administration sponsored multiple training opportunities for the coordinators, including sending them to the first Strengthening Student Success Conference in San Diego in October, 2006. The ALC continued this commitment with the continued backing of the Vice President of Academic Affairs and the Office of Staff Development. In October 2007, a team of fifteen campus leaders attended the second Student Success Conference in San Jose. In addition to large events, such as flex days, other training opportunities were more informal, including visits to department meetings, and other one-on-one or group meetings.

Flex Days

Fall 2006 flex day marked the beginning of the student learning outcomes and assessment development process at El Camino College, in earnest. Workshops were offered in order to lay the groundwork for course-level and program-level student learning outcomes, as well as core competencies. At the Spring 2007 Flex Day, faculty worked in their divisions, creating new student learning outcomes and assessments plans and completing ongoing assessment cycles. Some faculty engaged, in an "assessment audit", a process which asks faculty to discuss assessments they already do, and encourages them to create student learning outcomes for which the existing assessment

would be appropriate. Finally, at the Spring 2008 flex day, the campus expanded its pool of active student learning outcome assessment plans and completed assessment cycles. On this day alone, the number of student learning outcome assessment proposals at the course-level nearly doubled. Faculty have commented on how productive these flex days have been. Administrators have been impressed as well, and have decided that all flex days will focus on student learning outcomes and assessment until a complete assessment infrastructure has been put in place.

Assessment of Student Learning Weeks & Student Services SLO Summits
Other important training events include the Assessment of Student Learning Weeks, started in Fall 2007 and offered each semester, and the Student Services SLO Summits, started in January 2008, and offered during the summer and winter intersessions. The Assessment of Student Learning Weeks include "fairs", at which faculty create new assessment proposals, make progress with ongoing assessment, and share experiences with other faculty. The week ends with a "mini-conference," which includes break-out workshops and guest speakers. The Student Services SLO Summit is a half-day event which begins with campus leaders and administrators establishing outcomes for the day and continues with several break-out workshops. These two events will continue to offer faculty an opportunity to collaborate and receive help and training from the campus leaders.

Snapshot of Progress
The faculty coordinators use the ACCJC Rubric for Assessment of Progress to help them guide the college forward. The stages of development are 1) Awareness Building, 2) Infrastructure Under Development, 3) Infrastructure Complete, and 4) Ongoing Reflection & Change Occurring. Overall, the college places itself in Stage 2. In the tables below, a more detailed description of our current status is given for each area of development.

Area A:
Student Learning Outcomes and Assessment Framework Creation and Organizational Integration
Current Status:
Infrastructure Under Development (Stage 2)
Evidence:
• Framework designed and approved by all college stakeholders.
• Core Competencies have been established and ratified.
• Course and program SLOs and Assessments developed for targeted courses and programs. (Assessment Proposals: 328 Course-Level and 27 Program-Level Complete Assessment Cycles: 31 Course-Level and 5 Program-Level)
• Coordinators have begun integrating SLOs and Assessments into program and curriculum review.
• Staff Development has adopted student learning outcome and assessment training as a central goal.
• Assessments of SLOs are contractually part of faculty self-evaluation.

Area B:
Dialogue about Student Learning Outcomes and Assessments
Current Status:
Infrastructure Close to Completion (Between Stages 2 & 3
Evidence:
• Department, division, deans and manager meetings, as well as the college cabinet and the academic senate, list SLO and assessment as regular agenda items.
• Faculty and staff are engaged and aware of the SLO and assessment framework; the Assessment of Student Learning Weeks and the Student Services SLO Summits; and three of the past four flex days, have been entirely devoted to student learning outcomes and assessments.

Area C:
Administration Commitment and Support
Current Status:
Infrastructure Under Development (Stage 2)
Evidence:
• The administration provides the equivalent of one fulltime faculty release for three coordinators (two instructional and one student services faculty).   • Administration supports both on and off-campus training opportunities, e.g., in October, 2007, a fifteen member team was sent to the Strengthening Student Success Conference in San Jose.

Area D:
Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments
Current Status:
Infrastructure Under Development (Stage 2)
Evidence:
• Widespread acceptance exists for the role student learning outcomes and assessment results will play in reviewing and revising curricular and pedagogical strategies, as well as how student services will be delivered.   • A policy for including student learning outcomes in course syllabi and program descriptions is underway, but at a very early stage.   Aligning grading with student learning outcomes still meets with a high level of faculty resistance.

Area E:
Artifacts and Evidence
Current Status:
Building Awareness, with some Infrastructure Under Development (Between Stages 1 & 2)
Evidence:
• Organized evidence related to student learning outcomes consists largely of indirect measures, such as retention and success rates, grades, and transfer rates.   • An SLO Handbook is available to all faculty and staff. It is updated every semester.   • Identification of student learning outcomes for courses, programs and degrees is underway, but these are not yet available to the college as a whole through any consistent means.

Instructional Area

The table below shows where instructional divisions stand in the process of developing student learning outcomes assessment plans and reports for all courses and programs. In eighteen months, the percentage of courses with student learning outcomes and assessment proposals increased from essentially zero percent to roughly 25%. In Fall 2007, the ratio of assessment plans to completed assessment cycles was roughly 7:1. The plan for Spring 2008 is to return and reduce that ratio.

Semester	Courses with SLO Assessment Plans	Courses with complete SLO Assessment Cycle	Programs with stated SLOs	Programs with assessed SLOs
Fall 2006	16	2	1	0
Spring 2007	90	10	7	0
Fall 2007	178	26	22	5
Spring 2008	323	31	27	5

Semester	Programs with stated SLOs	Programs with complete SLO Assessment Cycle
Fall 2006	11	0
Spring 2007	11	0
Fall 2007	13	3
Spring 2008	13	4

Student Services Area

As described above, progress in the Student Services area has been slow. In Fall 2007, a third SLO coordinator from student services was appointed, who began her work by revising the SLO assessment reporting forms to make them more useful in the student services area. With the new forms, student services made rapid progress; some revisited their SLO from Fall 2005 and drafted an assessment plan. Other areas drafted new SLOs; a few were even assessed in Fall 2007. The Student Services SLO Summit in January 2008 helped this area move forward in the process. Most programs will be completing their first assessment cycle by the end of Spring 2008. Those who have already completed one cycle are using the results from their assessments to improve and modify their programs. They are also considering ways to assess different components of their program and involve more staff in the process. In addition, more efforts are being made to assist the Compton Center in moving forward in their SLOs. Their goal is to complete one assessment cycle by Spring 2009. With the support of the Student Services SLO coordinator, their progress is expected to be steady in the next year.

Compton Center

SLO Project leaders have made a concerted effort to include Compton Center faculty in the Project. Center faculty have participated together with El Camino faculty in developing SLOs and assessments within their disciplines. Compton faculty also participate in ALC workshop activities held on both the Torrance and Compton campuses and in the mini-conferences. The Compton SLO coordinators attend ALC meetings and report back to their colleagues in a regularly agendized item on the Compton Faculty Council.

Implementing an endeavor of the size, scope, and complexity of El Camino's SLO Project is never easy for a college. Compton faculty have faced additional challenge in having to adapt to an implementation model (bottom-up and SLO/assessment/reflection) that differs significantly from the approach they were working with prior to the partnership (course SLOs closely articulated within program sequences across the college with assessments to be developed at a later date). However, as Compton and El Camino faculty build closer personal and professional relationships and communicate more effectively and as faculty from both campuses have more experience working together, both Compton and El Camino faculty are finding the process easier. Faculty in the Business and Math Divisions have led the way in collaborating on the development of SLOs in their areas.

Plans for Continued Progress

El Camino plans to continue with its primary strategy of strengthening and expanding its assessment pyramid over the next three years. The goal is to reach Stage 3 (Infrastructure Complete) by the end of Spring 2011, with most of the campus entering Stage 4 (Ongoing Reflection and Changes Occurring) by Fall 2011. The ALC plans to guide the campus toward this goal and has set up a timeline for attaining the benchmarks listed below, again organized using the ACCJC Rubric for Assessment of Progress.

Area A:	
Student Learning Outcomes and Assessment Framework Creation and Organizational Integration	
Current Status:	
Infrastructure Under Development (Stage 2)	
Benchmarks:	**Completion Date:**
A1. Course SLOs and completed assessment cycles on record for every course offered regularly	Fall 2009
A2. Program and degree SLOs and complete assessment cycles on record for all programs and degrees	Fall 2010
A3. Memorandum of Understandings established regarding adjunct faculty participation in SLO Assessments	Spring 2009
A4. Plan for the integration of SLOs into planning and budget processes underway in Spring 2009 and completed over the next year	Spring 2010
A5. Plan for the integration of SLOs into program review and curriculum review underway in Spring 2009 and completed over the next two years	Spring 2011

Area B:	
Dialogue about Student Learning Outcomes and Assessments	
Current Status:	
Infrastructure Close to Completion (Between Stages 2 & 3)	
Benchmarks:	**Completion Date:**
B1. As evidenced in faculty self-evaluation reports, a large majority reflect engagement in SLOs and assessments	Spring 2011

Area C:	
Administration Commitment and Support	
Current Status:	
Infrastructure Under Development (Stage 2)	
Benchmarks:	**Completion Date:**
C1. Institutionalize adjunct faculty participation in SLOs and assessments	Spring 2009
C2. Permanently assign responsibility for SLOs and assessments, program review and curriculum review in each of the academic affairs and student affairs areas.	Spring 2010

Area D:	
Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments	
Current Status:	
Infrastructure Under Development (Stage 2)	
Benchmarks:	**Completion Date:**
D1. All course syllabi list course SLOs and appropriate program SLOs. Rubrics for high-stakes assignments are also included in course information.	Spring 2009
D2. Linked courses and student services routinely develop and assess common SLOs using multiple assessments	Spring 2010
D3. Course and program SLOs routinely used by counselors to assist students in academic planning	Spring 2011

Area E:	
Artifacts and Evidence	
Current Status:	
Building Awareness, with some Infrastructure Under Development (Stage 1)	
Benchmarks:	**Completion Date:**
E1. Online database for SLO and assessment reports created and used to generate reports and public webpages	Fall 2009
E2. Program SLOs listed in college catalog and on website for all programs and degrees	Fall 2010
E3. College, division, departmental and program meeting minutes and notes routinely reflect that decisions are made based on results of SLOs and assessments	Fall 2010
E4. Job descriptions changed to require participation in SLOs and assessments	Fall 2010

OFF-CAMPUS SITES AND CENTERS

El Camino College offers programs and services at four off-campus locations. The El Camino College Business Training Center (BTC), part of the ECC Community Advancement Division, is located in the city of Hawthorn. The BTC is the economic development segment of the college and provides a variety of programs and services to aid businesses and individuals. These programs and services include assistance through the Center for Applied Competitive Technologies (CACT) for manufacturers and aerospace companies in becoming more productive through consulting and training. The Center for International Trade Development (CITD) assists businesses and individuals get started with importing or exporting products. And the BTC offers customized training, workshops and seminars to businesses through Contract Education and to the life-long learner through Community Education.

The El Camino Fire Academy has trained firefighters for fire departments throughout the South Bay and across the country. It is located in the City of Inglewood.

The El Camino College Inglewood Center provides public access to technology and provides basic skills and general education classes. It also offers academic, career and technical education advising, on-site Math and English Assessment, financial aid advising for students who seek to obtain an AA/AS degree, or to transfer to a four year university.

The Compton Educational Center, located in the City of Compton, serves students from the Compton Community College District. This includes the cities of Compton, Lynwood, Paramount, part of Carson, and adjacent unincorporated areas. Due to its proximity, Compton Center also serves significant numbers of students from North Long Beach. The approximately 3500 Compton Center students can take courses and earn El Camino College certificates or degrees at the Center in almost all subjects for which courses are offered at the Torrance campus.

Students may also take El Camino College courses though distance education. In the 2006-2007 academic year, over 4100 students registered in 140 sections. Most of these were online; a smaller number were through instructional television. El Camino's goal is to expand its offerings to 150 sections per semester by Fall 2008, making available to all students the highest quality education in online courses and degree programs.

INDEPENDENT AUDIT INFORMATION

The El Camino Community College District (the District) engages an independent audit firm to perform an annual audit of the District's financial statements. The audit is conducted in accordance with auditing standards generally accepted in the United Sates of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. These standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The audit includes examination of evidence supporting the amounts and disclosures in the financial statements, and an assessment of the accounting principles used, and an evaluation of the overall financial statement presentation. In the auditor's opinion the basic financial statements present fairly, in all material respects, the financial position of the District for the period ending June 30, 2007.

The auditors audited the compliance of El Camino Community College District (the District) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB)* *Circular A-133 Compliance Supplemental* that are applicable to each of its major Federal programs. Compliance with the requirements of the laws, regulations, contracts, and grant applicable to each of its major Federal programs is the responsibility of the District's management. The auditor's responsibility is to express an opinion on the District's compliance based on the audit.

The compliance audit is conducted in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. These standards require the auditors to plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements could have a direct and material effect on a major Federal program occurred. In the auditor's opinion the El Camino Community College District complied, in all material respects, with the requirements that are applicable to each of its major Federal programs for the year ending June 30, 2007.

Abstract of the Report

Standard IA: Mission

The El Camino College mission statement was revised in 2007 through a collaborative effort involving representative faculty, staff, students, and administrators from the main campus and the Compton Educational Center (CEC). The mission statement along with the statement of values, philosophy statement, guiding principles, and strategic initiatives appropriately reflect the purpose of the collage, its intended student population, and our commitment to student learning.

Standard IB: Improving Institutional Effectiveness

Since the last self study the college has experienced a dramatic reduction in the number of personnel serving in the Office of Institutional Research. The college has been gradually building up the office over the past three years to more fully track institutional effectiveness. Institutional Research assesses and produces annual and semester-based reports and surveys to inform college constituents of student learning progress from the college level down to departments. The research based information is used to support program reviews, department plans, enrollment management plans, and decision-making activities. Data collection and evaluation also occurs outside of institutional research at the course and program level through student learning outcomes.

Standard IIA: Instructional Programs

El Camino College offers high quality course offerings that meet the transfer, career and technical, personal development, basic skills, and industry needs of the community. Programs are offered in person and online in topics that cover general education and transfer patterns to California universities as well as traditional skill building courses. Offerings include traditional and emerging programs.

Program reviews are conducted with the recommendations placed into the college's planning software (plan builder). Curriculum is assessed and revised to meet Title 5 requirements on a regular basis. New courses and updated courses go through a thorough curriculum review process before being approved by the Board of Trustees. SLOs are an additional assessment tool to guarantee the quality of the instructional offerings at the college. The college is in the development stage of the SLO/Assessment program and has accomplished a great deal in the last two years, however the college has more to do.

Standard IIB: Student Support Services

The college serves a diverse student body at both the main campus and the Center as can be seen in the college's Fact Book. The college and Center are both designated as Hispanic Serving Institutions and the Center is a Predominately Black Institution. The 25 student services programs (SSTARS - Student Success Transfer And Retention Services) are all consistent with the mission statement and are designed to meet student academic and personal needs. The college is an open access institution that focuses on student success throughout all 25 programs. Almost all student services programs have completed program reviews and has created at least one SLO in the effort to improve student programs.

Standard IIC: Library and Learning Support Services

The Library and Learning Resources Center plays a critical role supporting instructional programs. The library subscribes to approximately 35 electronic databases to augment the conventional library holdings. Located in the center of campus the Learning Resources Center is the primary location for students to receive tutoring services in transfer and developmental courses. The library is also a major cultural center on campus and hosts a variety of programs and exhibits throughout the year to enrich campus life. In summer 2008 the Library/Learning Resources Center will be expanded to include a new 15,000 square foot addition.

The Compton Center has a new library and Learning Resources Center that is unoccupied at this time due to construction defects that will be resolved in the next 14 months. Once completed this will be the newest building at the Compton Center.

Standard IIIA: Human Resources

The institution employs qualified personnel and all personnel are treated equitably. The college is committed to employing and supporting people from diverse backgrounds. The college regularly evaluates

its hiring processes to ensure that hiring pools are diverse, qualified, and meets the minimum qualifications for hiring. The Human Resources Department is adequately staffed with specialists, an Assistant Director, and a Vice President. Human Resources provides a full range of services including staff and professional development for all employees. All hiring is effectively coordinated through the Human Resources Department.

Standard IIIB: Physical Resources

The college enrolls 25,000 students in fall and spring at the main campus and 3,800 students in each term at the Compton Center. In 2002, the District passed a general obligation bond measure to support a 15 year, $460 million construction program guided by the educational master plan and facilities master plan. In Spring 2008, the college completed the construction of an 80,000 square foot Humanities building and in summer 2008, a 15,000 square foot addition to the Learning Resources Center will be completed.

The Compton Center has a $120 million general obligation bond and recently succeeded in obtaining commitments from the State bond in the amount of $44 million to modernize the campus. It is estimated that the Center will need an additional $150 million to complete the modernization of the campus.

Standard IIIC: Technology Resources

The Information Technology Services Department oversees the administrative and academic computing programs and is responsible for maintenance and programming of the college information system and networks. The college Technology Plan serves as the blueprint for all major equipment acquisition and deployment into the administrative and academic programs. The college currently has 42 student computing laboratories, and all faculty are assigned laptop computers. The college has approximately 200 classrooms that include smart classroom technology.

Standard IIID: Financial Resources

The financial status of the District is sound. The budget is sufficient to support student learning programs and services. The budget development process is a collegial process that allows for consultation at various levels resulting in a tentative and final budget for Board of Trustees adoption. El Camino College has assumed the primary responsibility for the development of the budget at the Compton Center. This includes working with the Center's Budget and Planning Committee to strengthen the role of collegial consultation in budget and planning development.

Standard IVA: Decision-Making and Processes

The college has a strong commitment to supporting an environment conducive to collegial consultation. The major consultation committee is the College Council, followed by the Planning and Budgeting Committee and the Facilities Steering Committee. Other standing committees are made up of representatives of students, faculty, classified staff, and administration. The college has clear policies and practices for the development and revision of Board policies and procedures. The college attempts through the President's newsletter and other communications to keep the internal and external community informed about the status of the college. All committee meetings with agendas and minutes are public and are available on the college website.

Standard IVB: Board and Administrative Organization

The Board of Trustees provides effective leadership to the college. The Board is responsible for policies that ensure quality, integrity, and strong instructional and student support programs. The Board is primarily responsible for the selection and supervision of the chief executive officer (Superintendent/President). Board agendas are public and include an opportunity for public comment on any matter, consent agenda items and non-consent agenda items. The Board of Trustees is responsible for maintaining the fiscal stability of the District and ensuring effective management by the Superintendent/President of the college.

The Compton Educational Center is under the auspices of El Camino College but the Compton Community College Districts exists as an independent authority under the leadership of the a Special Trustee appointed by the CCC Chancellor. The Superintendent/President has management control over all aspects of the Compton Educational Center and coordinates with the Special Trustee to ensure the effective operation of student instructional and support programs.

Organization of the Self Study

Self Study Executive Committee
Francisco Arce - Accreditation Liaison Officer (Vice President - Academic Affairs)
Arvid Spor - Accreditation Self Study Co-chair (Dean - Enrollment Services)
Susan Dever - Accreditation Self Study Co-chair (Faculty - Learning Resources Center)
Luukia Smith (President - El Camino Classified Employees)

Self Study Steering Committee
Francisco Arce (Administrator)
Susan Dever (Faculty, Co-chair)
Matt Ebiner (Faculty)
Robert Gann (Administrator)
Donald Goldberg (Administrator)
Irene Graff (Administrator)
Alice Grigsby (Administrator)
Peter Marcoux (Faculty)
Jeff Marsee (Administrator)
James Noyes (Faculty)
Barbara Perez (Administrator)
Stephanie Rodriguez (Administrator)
Luukia Smith (Staff)
Arvid Spor (Administrator, Co-chair)
Claudia Striepe (Faculty)
Lori Suekawa (Faculty)
Evelyn Uyemura (Faculty)
David Vakil (Faculty)
John Wagstaff (Administrator)

Standard IA/B: Institutional Mission and Effectiveness
Co-chairs
Irene Graff (Administrator)
Peter Marcoux (Faculty)

Committee Members
Martha Aaron (Classified)
Rebecca (Loya) Bergman (Faculty)
Arthur Flemming (Faculty)
Ann Garten (Administrator)
David Mc Patchell (Faculty)
Quajuana Miller (Classified)
Julian Peters (Student)

Standard IIA: Student Learning Programs and Services
Instructional Programs
Co-Chairs
Donald Goldberg (Administrator)
Evelyn Uyemura (Faculty)

Committee Members
Carolee Casper (Classified)
Kate Collins (Classified)
Suzanne Gates (Faculty)
Jesse Galdamez (Student)
Randy Harris (Faculty)
Jeanette Magee (Administrator)
Danielle Marquez (Student)
Kevin O'Brien (Faculty)
Jenny Simon (Faculty)
Howard Story (Faculty)
Rosemary Swade (Faculty)
Pieter J. Van Niel (Faculty)

Standard IIB: Student Learning Programs and Services
Student Support Services
Co-Chairs
Stephanie Rodriguez (Administrator)
Lori Suekawa (Faculty)

Committee Members
Keith Curry (Administrator)
Sean Eggers (Student)
Maria Elena Dominguez (Classified)
Victoria Martinez (Faculty)
Brian Matson (Student)
David Muriyama (Faculty)
Esperanza Nieto (Administrator)
Jeanie Nishime (Administrator)
Dipte Patel (Administrator)
Ella Stewart (Faculty)

Standard IIC: Student Learning Programs and Services
Library and Learning Support Services
Co-Chairs
Alice Grigsby (Administrator)
Claudia Striepe (Faculty)

Committee Members
Umera Ameen (Student)
Lynn Clemons (Classified)
Mattie Eskridge (Confidential)
Wilma Hairston (Classified)
Ed Martinez (Faculty)
Gloria Miranda (Administrator)
Estina Pratt (Faculty)
Eleanor Sonido (Faculty)
HongVy Tran (Student)

Standard IIIA: Resources
Human Resources
Chair
Barbara Perez (Administrator)

Committee Members
Steve Cocca (Faculty)
Momi Elliott (Classified)
Jim Hilgeman (Classified)
Dalia Juarez (Faculty)
Joseph Lewis (Classified)
Roxanne McCoy (Classified)
Julieta Ortiz (Classified)
Luis Ramirez (Student)
Allene Quarles (Administrator)
Rachelle Sasser (Administrator)
Chelvi Subramaniam (Faculty)

Standard IIIB: Resources
Physical Resources
Co-Chairs
Bob Gann (Administrator)
Matt Ebiner (Faculty)

Committee Members
Laurie Dawdy (Classified)
Chris Halligan (Faculty)
Brittney Hewitt (Student)
Bruce Hoerning (Administrator)
Debbie Johnston (Classified)
Tom Lew (Administrator)
Patricia Servin (Student)
Angela Simon (Faculty)

Standard IIIC: Resources
Technology Resources
Co-Chairs
Dr. James Noyes (Faculty)
Mr. John Wagstaff (Administrator)

Committee Members
Lisa George (Classified)
Melanie Graves (Classified)
Bo Morton (Administrator)
Tom Norton (Faculty)
Arnel Pascua (Administrator)
Donna Post (Classified)
Virginia Rapp (Administrator)
John Ruggirello (Faculty)
Alejandro Ruiz (Student)
Rebecca Stewart (Classified)
Robert Sutton (Classified)
Satish Warrier (Administrator)

Standard IIID: Resources
Financial Resources
Co-Chairs
Jeff Marsee (Administrator)
David Vakil (Faculty)

Committee Members
Ann Ashcraft (Classified)
Rocky Bonura (Administrator)
Robin Dreizler (Administrator)
Katie Gleason (Administrator)
Saad Husain (Student)
Kelvin Lee (Student)
Teresa Palos (Faculty)
Lillian Sapp (Classified)
Gary Turner (Classified)

Standard IV-A/B: Leadership and Governance
Decision-Making Roles and Processes
Board and Administrative Organization
Co-Chairs
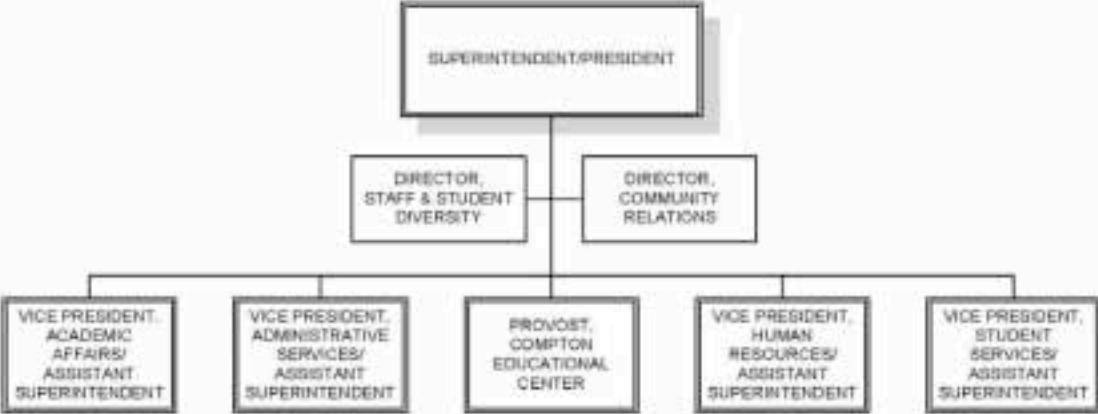Francisco Arce (Administrator)
Luukia Smith (Classified)

Committee Members
Ashley Bachmann (Student)
Sue Dowden (Faculty)
Kahea Kamahele (Classified)
Leo Middleton (Administrator)
Rodney Murray (Faculty)
Lucy Nelson (Classified)
David Nordel (Student)
Saul Panski (Faculty)
Renard Smith (Student)
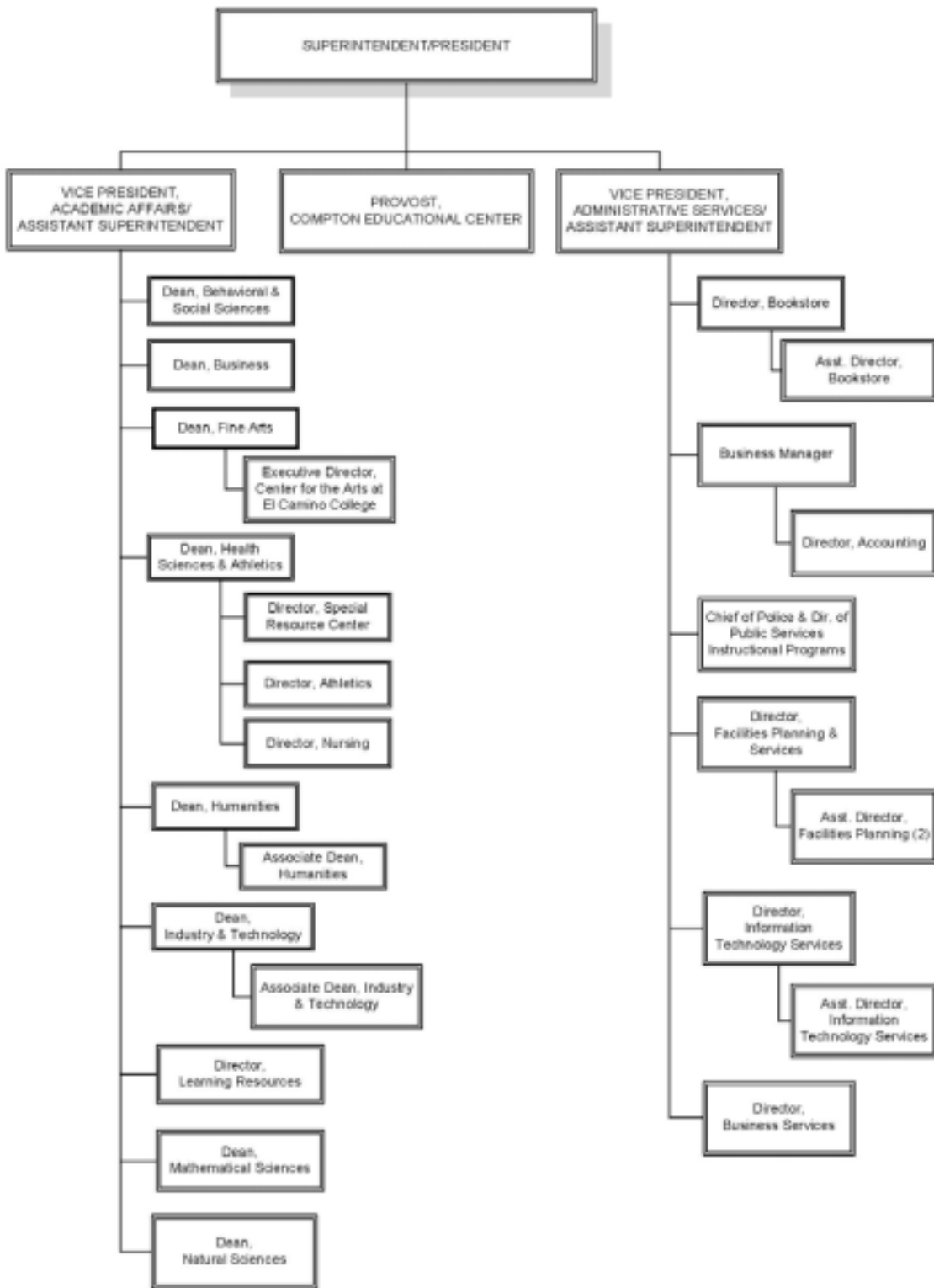Harold Tyler (Administrator)
Chris Wells (Faculty)

Accreditation Timeline

Time Period	Activity
Spring 2006	Co-chairs meet with VP-AA, Presidents of Academic Senate and ECCE to field names of potential committee members
Fall 2006	Co-chairs chosen for Accreditation
Sept/Oct 2006	Invite co-chairs and committee members for each standard
September 21, 2006	Accreditation Standards Training – Rio Hondo College
October 19, 2006	Steering Committee training meeting
October 26, 2006	Accreditation Committee training meeting
December 1, 2006	Committee progress update
Jan/Feb 2007	ACCJC site visit regarding Substantive Change Report
February 1, 2007	Committee progress update
March 1, 2007	Committee progress update
April 2, 2007	Committee progress update
May 4, 2007	First draft due to Susie and Arvid
May 21, 2007	Post 1st draft on Portal
May 29, 2007	Open Forum-CEC (4:30 – 6:00pm) campus community feedback
May 30, 2007	Open Forum-ECC (4:30 – 6:00pm) campus community feedback
May 31, 2007	Open Forum-ECC (11:00am – 12:30pm) campus community feedback
June 8, 2007	First draft comments referred to respective standard committees
June – July 2007	Standard co-chairs incorporate 1st draft comments
August 23, 2007	Flex presentation
September 10, 2007	Comments on 2nd draft due back to standard co-chairs
September 28, 2007	Second draft due to Susie and Arvid
November 2, 2007	Post 2nd draft on Portal
November 13th and 14th, 2007	Open Forum – ECC (11:30am -1:00pm) Open Forum – CEC (12:30 – 2:00pm) and ECC (4:30 – 6:00pm)
November 30, 2007	Standard co-chairs incorporate 2nd draft comments
January 2008	Executive committee review
April 2008	Editor prepares final draft
April 18 - May 2, 2008	Final draft to campuses for review and discussion
May 19, 2008	Board of Trustees – first reading
June 16, 2008	Board of Trustees - second reading projected approval
No later than mid-August 2008	Publish 2008 self study and mail to accrediting commission
October 6 - 9, 2008	Accreditation team visit

Organization of El Camino College

SUPERINTENDENT/PRESIDENT

VICE PRESIDENT, ACADEMIC AFFAIRS/ ASSISTANT SUPERINTENDENT

PROVOST, COMPTON EDUCATIONAL CENTER

VICE PRESIDENT, ADMINISTRATIVE SERVICES/ ASSISTANT SUPERINTENDENT

Dean, Behavioral & Social Sciences

Dean, Business

Dean, Fine Arts

Executive Director, Center for the Arts at El Camino College

Dean, Health Sciences & Athletics

Director, Special Resource Center

Director, Athletics

Director, Nursing

Dean, Humanities

Associate Dean, Humanities

Dean, Industry & Technology

Associate Dean, Industry & Technology

Director, Learning Resources

Dean, Mathematical Sciences

Dean, Natural Sciences

Director, Bookstore

Asst. Director, Bookstore

Business Manager

Director, Accounting

Chief of Police & Dir. of Public Services Instructional Programs

Director, Facilities Planning & Services

Asst. Director, Facilities Planning (2)

Director, Information Technology Services

Asst. Director, Information Technology Services

Director, Business Services

SUPERINTENDENT/PRESIDENT

VICE PRESIDENT,
STUDENT SERVICES/
ASSISTANT SUPERINTENDENT

PROVOST,
COMPTON EDUCATIONAL CENTER

VICE PRESIDENT,
HUMAN RESOURCES/
ASSISTANT SUPERINTENDENT

Director,
Admissions & Records

Assistant Director, Admissions &
Records

Assistant Director,
Human Resources

Dean, Community Advancement

Director, CACT

Director, Contract &
Community Education

Assistant Director, Community
Education & Development

Director, SBDC

Director Workforce Development

Director, WpLRC

Director, International Business
Development

Director, Inglewood Center

Director, Resources Development/
Grants Development & Management

Director, Institutional Research

Executive Director, Foundation

Assistant Director, Development
Annual & Alumni Giving

Dean, Counseling & Student
Services

Director, EOPS/CalWORKS

Assistant Director, EOPS/
CalWORKS

Dean, Enrollment Services

Director, Student Dev.

Director, Financial Aid

Assistant Director, Financial Aid

Director, Outreach & School
Relations

**El Camino College Compton Center
Lines of Reporting, Review and Accountability**

Special Trustee	Board of Trustees El Camino College

President
El Camino College

Vice President Administrative Services	Provost*	Vice President Academic Affairs	Vice President Student Services

Administrative
Dean*

Dean
Academic
Programs*

Dean
Career/Technical
Programs*

Assoc. Dean
Health & Human
Services*

Dean
Student Services*

————— Denotes contractual relationship

* Compton employee "assigned"
to El Camino College –
Compton Community
Educational Center

Compton District Functions
(Delegated to El Camino College)

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                    ┌─────────────────┐
                    │ Special Trustee │
                    └────────┬────────┘
                             ┃
                    ┌────────┴────────┐
                    │    President    │
                    │ El Camino College│
                    └────────┬────────┘
┌──────────────┐             │
│Vice President│             │
│Administrative├─────────────┤
│   Services   │             │
└──────────────┘    ┌────────┴────────┐      ┌──────────────┐     (Planned for
                    │     Provost     ├──────┤Police & Security│   Spring/Summer
                    └────────┬────────┘      │  (Contracted   │      2008)
                             │               │    Service)    │
                             │               └──────────────┘
          ┌──────────────────┼──────────────────┐
┌─────────┴────────┐ ┌───────┴─────────┐ ┌──────┴──────────┐
│     Dean,        │ │Chief Business   │ │   Director,      │
│ Human Resources  │ │   Officer       │ │Facilities Planning*│
└──────────────────┘ └───────┬─────────┘ └──────┬──────────┘
                             │                   │
                        ┌────┴────────┐    ┌─────┴──────┐
                        │ Accounting  │    │Operations* │
                        └─────────────┘    └────────────┘

                        ┌─────────────┐
                        │   Budget    │
                        └─────────────┘

                        ┌─────────────┐
                        │   Payroll   │
                        └─────────────┘

                        ┌─────────────┐
                        │ Purchasing  │
                        └─────────────┘
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* El Camino staff "assigned" to
    Compton (as of Spring 2008)

▮ Denotes contractual relationship

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Compton District Functions
(Not Delegated to El Camino)
Lines of Reporting, Review and Accountability

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┌─────────────────────┐        ┌─────────────────────┐
│     President        │════════│   Special Trustee    │
│  El Camino College   │        │                      │
└─────────────────────┘        └─────────────────────┘
                                          │
                               ┌─────────────────────┐
                               │        CEO           │
                               └─────────────────────┘
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        ┌─────────────────────┬───────────┴───────────┬─────────────────────┐
┌─────────────────────┐ ┌─────────────────────┐ ┌─────────────────────┐
│  District Function   │ │  District Function   │ │  District Function   │
│  e.g. Bond Program   │ │  e.g. Community &    │ │  e.g. Labor          │
│                      │ │  Gov. Relations      │ │  Relations           │
└─────────────────────┘ └─────────────────────┘ └─────────────────────┘
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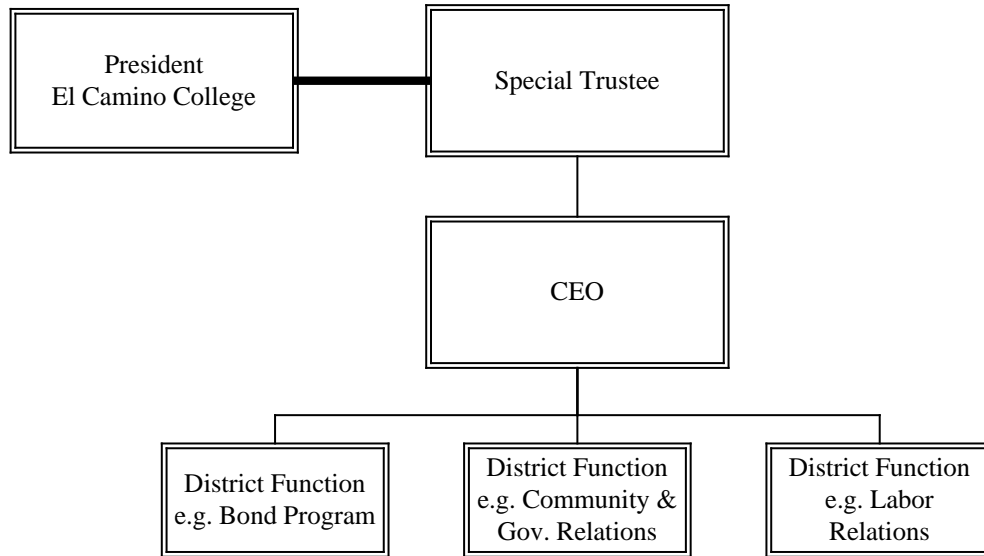
━━━━━━━━ Denotes contractual relationship

El Camino College Compton Center and Compton Community College District
Lines of Reporting, Review and Accountability
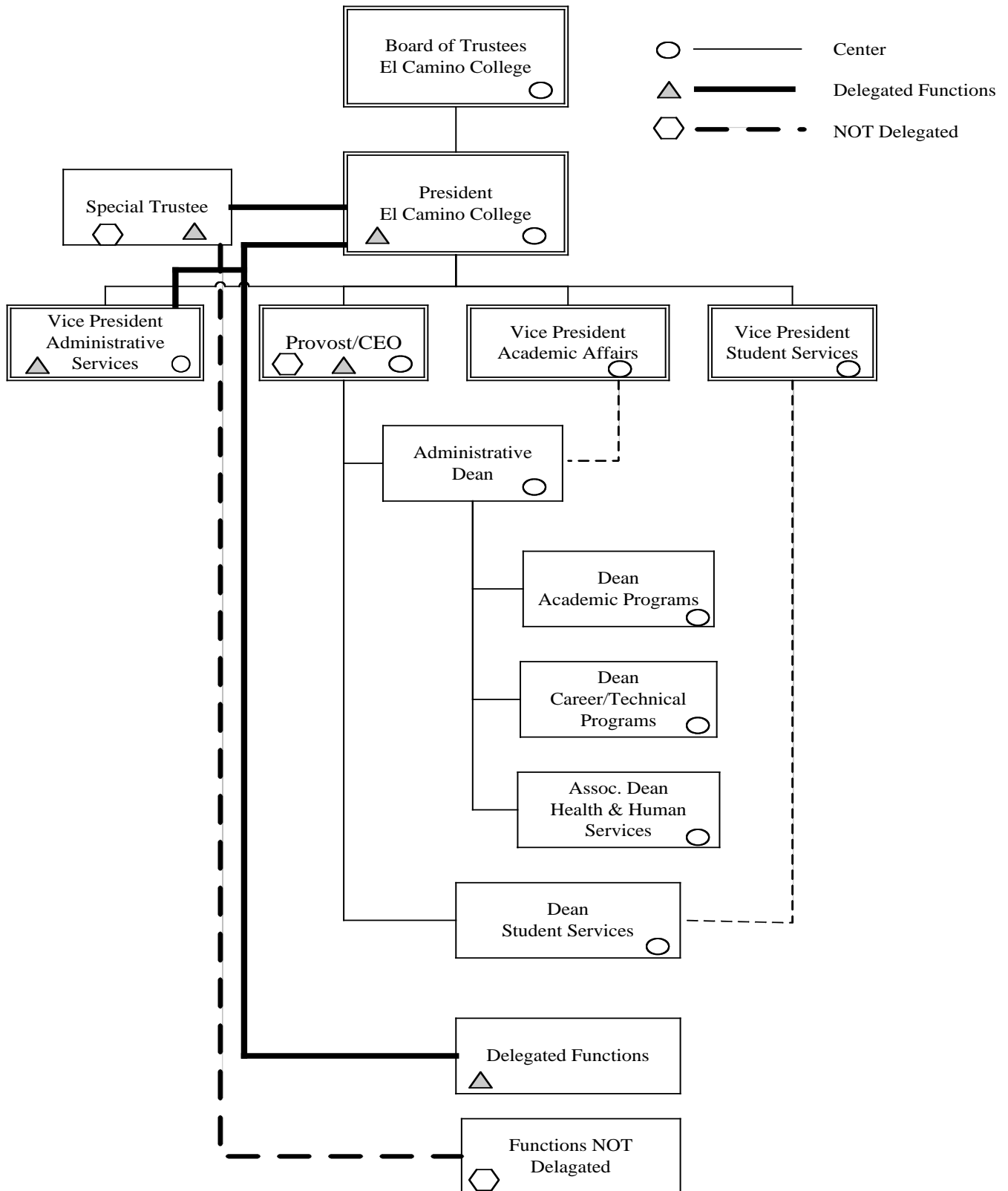
Certification of Continued Compliance with Eligibility Requirements

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

The Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education, accredited El Camino College.

El Camino College opened the El Camino College Compton Community Educational Center in August 2006. The educational center is the result of a partnership with the Compton Community College District to provide educational programs and services to the residents of the district. This is a unique arrangement in the State of California and the California Community College system. All educational programs and services are operated under the direction and legal auspices of El Camino Community College District. El Camino College understands and supports the long term effort to obtain accreditation status of the newly formed El Camino College Compton Center into a College in the future.

2. Mission
The El Camino College (ECC) mission statement was re-written in 2007 and is designed to address the needs of the community. The mission statement was reviewed by all college constituencies including representatives from the Compton Center and approved by the Board of Trustees.

The major change to ECC's mission since the last accreditation review is the establishment of the educational center in the Compton Community College District services area on the grounds of the former Compton College. Two significant changes to the ECC mission were made: first, a new geographical service area that is not contiguous to the El Camino Community College District was added to the ECC services area; and, second, a comprehensive educational center was opened in August 2006.. The addition of a new geographical service area encompassed by the Compton Community College District resulted in a higher concentration of limited English speaking persons needing educational services.

The mission statement is found in several campus documents, including the Educational Master Plan and College Catalog. The college publishes it on the web site, increasing its public availability. ECC has a separate website for the ECC Compton Community Educational Center, more commonly known at the ECC Compton Center.

3. Governing Board
The ECC governing board and its jurisdiction has not changed. The establishment of an educational center in a new service area will not affect the authority of the El Camino Community College District Board of Trustees. El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five trustee areas that make up the college district in district wide elections. The Board is stable and has strong leadership and support from the community.

The Board members do not have any employment, family, or personal financial interests related to either the college or the district. Two current Board members were ECC employees; however, both retired from the district several years prior to their election to the Board.

At each Board meeting, held once per month, there is a place on the agenda for both community and staff comment. The students have a non-voting Board member, and the Academic Senate President reports

to the Board on a regular basis.

The ECC governing board is independent of the Compton Special Trustee. Jurisdiction for the Compton Community College District remains under the auspices of the CCC Chancellor and her authority to appoint a Special Trustee. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. The Compton Board is suspended, though lately the elected board members are allowed to participate in the the monthly board meetings by the Special Trustee.

4. Chief Executive Officer

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

The Board of Trustees appointed the Superintendent/President after a nationwide search. A large, broad-based committee comprised of representatives of the campus community, student government, and the community at large, under the guidance of a consultant selected by the Board, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration.

On matters related to the management of the Compton Center, the Superintendent/President and the Compton District Special Trustee mutually agree on the appointment of the Provost/CEO of the Compton Center and Compton Community College District. Other key management and faculty positions for the Center (faculty, staff and managers are Compton employees) are approved by the Superintendent/President through his participation in the final interview with the Provost. The Compton Provost reports to the Superintendent/President on educational policies, programs, and services; and to the Special Trustee on fiscal, operational, and bond programs. The Provost coordinates with the Vice President of Academic Affairs on instructional and academic matters; the Vice President of Student Services on student support services matters; the Vice President of Administrative Services on fiscal, facilities, and bond programs; and with the Vice President of Human Resources on personnel matters.

5. Administrative Capacity

The college has a reputation for educational excellence supported by its accreditation history. This would suggest that the administration is capable of providing the administrative oversight necessary to ensure that the institution continues to offer quality programs. ECC has sufficient administrative, faculty, and support staff to address the needs of our students and the institution. Since opening the Compton Center the college added three additional administrators to assist the vice presidents.

The college has sufficient span of control to adequately manage the Center. The Center management staff work closely with the main campus administration through direct reporting, participation in the Council of Dean/Directors, committees, and other joint efforts. Management development workshops are held monthly for all administrators to develop their knowledge and skills in a variety of areas including accreditation policies and procedures.

ECC's administrative services structure and operations were superimposed on the Compton Center to eliminate duplication of services and to lower operational costs. Where necessary the management and supervisory staff were moved to different locations to enhance operational efficiency.

6. Operational Status

Students at the main campus and Center enroll in a variety of courses that can lead to either a two-year degree, certificate of achievement/accomplishment in one of seventy-seven programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced.

The most pressing challenge facing El Camino College is the need to rapidly grow enrollment on the main campus and at the Compton Center. Enrollment is monitored by the Vice President of Academic Affairs in coordination with the campus deans and the center deans. Both sites are gradually recovering from the 2005 - 2006 enrollment decline.

7. Degrees

There is not any major changes in degrees since the last Accreditation Self Study Report – 2002. A Transfer Studies AA/AS Degree was adopted, but since the Board of Governors Title 5 revisions, this

degree was revised into a certificate program. The General Studies degree was revised to meet the new conditions of Title 5 requiring students to major in a subject area with a minimum of 18 units.

8. Educational Programs

The majority of El Camino College's offerings are in programs that either lead to an Associate in Arts or Associate in Science degree, as described in the college catalog. A significant number of students are enrolled in these courses. The catalog clearly indicates whether or not the courses are degree applicable and transferable to the UC and CSU.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5. A unit is the value placed on three hours of a student's time per week in pursuit of educational goals. Students attending El Camino College find a wide array of degree and certificate programs in academic and vocational fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered.

10. Student Learning and Achievement

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

The college matriculation policies strongly encourage students to complete the matriculation process starting with application, assessment, orientation to college, and educational planning. The college offers courses in Academic Strategies and in Educational and Career Planning for all students.

11. General Education

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

12. Academic Freedom

El Camino College Board of Trustees approved Board Policy 4030 Academic Freedom at their August 21, 2006 meeting. The policy is available on the college website.

13. Faculty

El Camino College has 333 full-time instructors and 572 part-time faculty members. The names, degrees, and year of hire of full-time faculty are listed in the college catalog. While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught ten consecutive semesters are also published in the college catalog. The college lists faculty responsibilities in faculty handbooks and the Agreement between the El Camino College Federation of Teachers and the district.

The Compton Center employs 83 full-time faculty members and very few part-time faculty members. The El Camino College Catalog also lists Compton faculty member names, degrees, and year of hire. The Compton Federation of Teachers represents Compton faculty members.

14. Student Services

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

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

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These programs are for the most part replicated at the Compton Center.

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

15. Admissions

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

16. Information and Learning Resources

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

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

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

The Center students have access to the Library and Learning Resources Services at the main campus and vice versa for main campus students wishing to use similar services at the Center. Library catalogs are not commingled.

It is unclear at this time if the fiber optics project was ever completed at the Compton Center. Based on preliminary information, there is a general sense that the Compton bond projects are significantly behind schedule and, comparable to many other colleges, will experience higher building costs than originally projected.

17. Financial Resources

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

Funding for the Compton Community College District is separate, guaranteed for three academic years, and will be adjusted according to FTES enrollment. The enabling legislation authorized a state loan for $30 million for Compton's budget to be stabilized over a five year period. There is a structural deficit in the adopted budget that is stabilized by the state loan. El Camino College estimates that it may take up to five years to restore full enrollment at the Center.

18. Financial Accountability

An independent firm audits the El Camino Community College District on an annual basis. The firm conducts the audit in accordance with generally excepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that

notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary.

Compton Community College District funding is separate from El Camino Community College District even though both utilize enterprise resource planning system (Datatel – Colleague). The integrity of each budget is kept separate by assigning different accounting codes to each site. The Vice President of Administrative Services works closely with the Special Trustee and the Provost to ensure the budgeting and accounting systems are working correctly. The enabling legislation requires the Compton Community College District to be reviewed every six months by Fiscal Crises Management Assistance Team (FCMAT) to evaluate progress in the five operational areas of management: financial management; academic achievement; personnel management; facilities management; and governance/community relations. The FCMAT team has aligned these five areas with ACCJC's four standards.

19. Institutional Planning and Evaluation

El Camino College has made considerable progress in this area since the 2002 accreditation team visit. The Planning and Budgeting Committee (PBC), a standing committee, is advisory to the President and meets every two weeks two review and endorse plans and the annual budget. The committee recently created an application process that requires all applicants to that requires pre and post evaluation of any plan that is funded. The PBC is chaired by the Dean of Enrollment Services.

Planning and budgeting for the educational center coexists with El Camino where appropriate. In coordination with the Provost and the Special Trustee, the Vice President of Administrative Services ensures the Compton Community College District is adhering to the FCMAT standards.

20. Public Information

El Camino College reviews and publishes a printed and online catalog every academic year. The college catalog is accurate, current, and provides all of the information necessary for students and the public to learn about the college. The Director of Community Relations chairs a web oversight committee that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission

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

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

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

El Camino College's mission is stated in its Strategic Plan 2007-2010: "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."[1]

Representatives of El Camino College and the Compton Center - students, faculty, staff, and administrators - at its Planning Summit in April of 2007 created this mission statement to help define its purpose. The 2007 Planning Workshop involved all of the district constituent groups, including representatives from Compton, in extensive discussion about the mission of the college as it relates to student learning. There was general consensus on the need to support high quality educational programs and services. There is wide agreement that the mission statement emphasizes the need to support quality educational programs and student success.

First, the mission statement emphasizes the excellence and broad focus of our programs and services by focusing on the "quality" of our programs. In the mission statement, the phrase "comprehensive educational programs" captures the overall objective of the college by focusing on both the educational and vocational programs and services the college provides. The mission statement directly recognizes the "diverse" district served by the college, which is an amalgam of communities with widely different demographic characteristics in terms of household income, age, ethnicity, ability level, education level, and career direction. The college defines diversity broadly and takes pride in its efforts to serve all segments of the community with programs and services such as basic skills development, college honors and transfer courses, vocational education and workforce development, and enrichment courses for the community.

El Camino College is a regional college that attracts student enrollment from outside of the service area because it has a large schedule of course offerings and more than 40 certificate programs. Students select the college because of its name recognition and reputation according to the 2006 Community Survey conducted by Kenney and Associates. In 2006, the college was approved to extend its geographical service area to include the Compton Community College District service area.

Evidenced by its broad array of course and program offerings and student services, El Camino College's mission statement truly captures the college's commitment to serving a diverse community with high-quality educational opportunities. Rather than solely focusing on a particular type of student, such as a full-time transfer student, the college has maintained a comprehensive set of academic programs, expanded its distance education offerings, and has created opportunities for success and excellence among its vocational, transfer-oriented, and basic skills students. Recent efforts, such as the Basic Skills Task Force, and the Assessment of Learning (SLO) Committee, have begun to emphasize the further improvement of student learning and academic success at El Camino College. The addition of the Compton Educational Center further diversified the college.

El Camino College created core competencies that demonstrate its commitment to student learning. During flex day in 2006, staff, faculty, and managers created these core competencies to enhance our mission and focus our efforts on student learning outcomes.

Core Competencies:

I. **Content Knowledge:** Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation or career.

II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative, and analytical skills.

III. **Communication and Comprehension:** Students effectively communicate in written, verbal, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior, and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.[2]

Self Evaluation

The college exceeds the expectations of this standard. The current mission statement is the result of the 2007 Planning Workshop in which more than 60 participants represented all of the college and Center constituent groups. The mission statement has been approved by the Board of Trustees at El Camino College and the Special Trustee at the Compton District.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The Office of Institutional Research (IR) measures academic performance by division, program, and course for each term, with grade distributions, and success and retention rates published on the college's website.[3] Demographic and enrollment profiles,[4] published by term and annually, help the college determine the student body it serves and monitor changes in that population. Institutional Research also produces demographic profiles for each department going through the program review process. Alongside the profiles, IR also mirrors the demographic portion of the student profile in periodic district profiles; this helps the college assess how effectively it is serving the various sub-populations of the region such as men and women, different age groups, and different ethnic groups. ZIP code analyses of enrollments show how well the college is serving each region of the district, providing the ability to focus more efforts in areas that appear to be underserved.[5]

The effort to improve basic skills is just one example of how El Camino College serves its "diverse community." Through the demographic profiles and trend analyses produced each term,[6] faculty, staff, and administrators can implement program plans responsive to the changing needs of our student body. For example, although enrollment has declined in recent years, the percentage of students who are Latino has steadily increased. This prompted the College to examine programs to ensure that the needs of this growing (and diverse) group of students are being measured and addressed. The college is an active member of the Hispanic Association of Colleges and Universities (HACU) and has hosted consortia for programs such as *¡Excelencia! in Education* (an organization supporting research and practice that improves Latino student success). Institutional Research and the Counseling Division are currently conducting a long term evaluative study of Puente, the college's program geared towards improving academic success and transfer-readiness for Latino students.[7]

Another method of assessing institutional effectiveness is through benchmarking and peer comparison. The Accountability Report for the Community Colleges (ARCC) highlights performance measures for El Camino College and the Compton Center and compares each to a set of peer colleges for each measure.[8] The administration

and Board of Trustees at each campus receive reports to inform them about future campus plans to address the ARCC results.[9] In addition, IR creates periodic peer analyses comparing itself to similar urban/suburban colleges in Southern California on a variety of measures.[10]

A critically important way the institution knows it is addressing the needs of its student population is by asking the students themselves through comprehensive and program-level student opinion surveys. The Office of Institutional Research administered a comprehensive student opinion survey to a random sample of the student body in Fall 2001.[11] Beginning in 2005-06, the administration established a regular schedule of student surveys, with comprehensive, nationally-benchmarked surveys administered every other year, and with focused surveys administered in alternating years. In Spring 2006, ACT's Survey of Student Opinions was administered,[12] providing comparisons available to other community colleges across the nation. Through this survey, students informed the college that the issues most important to them (other than parking[13]) involved academic quality and educational offerings. El Camino College was proud to learn that students also were highly satisfied with these important academic issues.

The College participated in the well-known Community College Survey of Student Engagement (CCSSE).[14] The results will be published from this survey in summer 2008 and will show comparisons with other California community colleges, national averages, and averages from a consortium of Hispanic-serving institutions. In Spring 2007, students enrolled in distance education courses were surveyed to ensure that the Distance Education program and course offerings were meeting their needs.[15] The survey was also used as a planning tool to gauge interest in expanded program offerings in the future, ensuring that the educational offerings continue to remain "comprehensive". Academic Affairs and the Distance Education Office are currently using the 2007 survey results in their near-term program plans.

Student opinion surveys also serve the goals of institutional effectiveness by informing the college on topics that might not be otherwise known, such as the number of hours students work each week, students preferred communication methods with the college, and languages spoken in student homes.

The administration authorized a plan, similar to the student survey, which will survey the El Camino College workforce on a regular basis. The first faculty/staff survey since 2001 was administered in Spring 2006,[16] with a faculty survey planned for Spring 2008 (linked to the CCSSE). Additional faculty and staff surveys are planned for every two to three years.

Self Evaluation
The college exceeds this standard. More than 2000 online students received a link to the locally-developed Online Student Survey in Spring 2007. Seventeen percent (342 surveys) were submitted. A number of conclusions could be drawn from the results. It determined that about 50% were fulfilling a general education requirement or completing a degree or certificate. The prevailing reason for enrolling in an online course was its convenience when working around work and family commitments. Over forty percent indicated a preference for the online format. The responses indicated that most of the students are also enrolled in other ECC classes, they are likely to repeat, and that general education topped the courses of interest.

33.5% of student respondents were very dissatisfied with the availability of cultural programs on campus. This may be an indication that the number of cultural programs on campus are lacking or are unknown to students. In response to discovering that 25% of students speak at least some Spanish at home, the college signed on to the Spanish-language application project and has translated registration materials and parent surveys into Spanish.[17]

Of some concern was the fact that only 14% of the respondents had spoken to an ECC staff or faculty member prior to deciding to enroll in an online course while the overall conclusion was that students are very comfortable with the online environment and likely will enroll in another course. There was also significant interest in offerings that facilitate degree/certificate receipt.
Since the survey, the academic deans have collaborated with the distance education department to expand the offerings online and/or in the hybrid format. At this time, there are offerings within all six areas enabling a student to satisfy the general education requirements.

*2. **The Mission Statement is approved by the governing board and published.***

Descriptive Summary
On June 18, 2007, the Board of Trustees approved the Mission Statement as part of the Strategic Plan 2007-2010.[18] The mission statement is published in documents available to the public such as the college catalog, the schedule, some marketing materials and announcements, and on the college's website.[19] It is also printed on college business cards, in the El Camino College Catalog, and in the monthly President's Newsletter.

Self Evaluation
The College meets this standard.

*3. **Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.***

Descriptive Summary
Since the last accreditation site visit, the college revised the mission statement in 2004 and again in 2007. Annual reviews are conducted by the College Council, which represents the Academic Senate, faculty and classified unions, confidential employees, management, and the President's Cabinet. A revision of the mission statement would go through College Council and on to the Board of Trustees for approval. The mission statement is in all major college publications, in the Board of Trustees agenda, and on the college website.

Self Evaluation
The college meets the standard.

*4. **The institution's mission is central to institutional planning and decision making.***

Descriptive Summary
The mission statement plays a key role in the college's planning and decision making. The statement focuses on key characteristics, such as student success, quality, comprehensive educational programs, and the educational needs of a diverse community.

Planning supports the mission through the college's quality instructional programs that are comprehensive in meeting the needs of the community and through student service programs that promote student success. The breadth of instructional and student services programs are evident in the mix of transfer, career/technical education, developmental, basis skills, and community service programs offered by the college. ECC enrolls about 25,000 students every semester. The Compton Center enrolls approximately 3,500 students every semester.

Self Evaluation
The college meets this standard.

Planning Agenda
1. The college will review the mission statement every three years (IA.4).
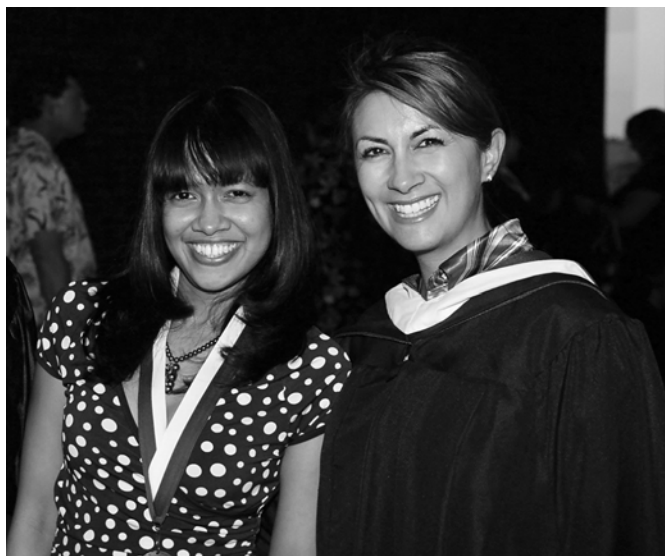
B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Descriptive Summary
The college engages the various constituent groups in the governance processes to ensure that as many people and groups as possible participate in the planning and decision making of the college. Meetings are open and all staff may participate. The entire governance process is designed to support student learning and student success. All governance committees are required to post their agendas and minutes on the college website under the Board of Trustees links associated with the president's office.

In July 2006, the college formed an Enrollment Management Committee whose purpose is "to plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management."[20] The college developed targeted Enrollment Management Plans[21] in 2006-07 and in 2007-08 outlined a detailed action plan that included cost estimates for the various strategies. In addition, in the Spring 2007, the college held three Enrollment Management Summits. At the first two summits, various stakeholders including students, staff, faculty, and administration discussed specific ways for the college to focus on improving student learning and institutional processes. The third summit involved Compton Center faculty, classified staff, students and administrators.

The college administration and Senate leadership formed the SLO Task Force, which developed a general implementation plan. The Task Force began its work by drafting institutional learning outcomes, as well as creating a permanent SLO committee. During the next two years, the college sponsored numerous flex activities to facilitate the exchange of ideas surrounding the development and assessment of SLOs.[22]

In Fall 2005, the Vice President of Student Services organized a Student Learning Outcomes Workshop, specifically geared towards educating program directors and deans in student services on the process for writing and assessing SLOs. The attending campus leaders came away with at least one well-drafted SLO and the corresponding assessment plan.

By the end of Spring 2006, the SLO committee recommended faculty coordinators to further progress among instructional faculty. Two faculty coordinators were selected by the Vice President of Academic Affairs and each was provided with reassigned time. Working closely with administrators and the academic senate, these coordinators established the Assessment of Learning Committee (ALC), whose members include representatives from college administration, institutional research, and faculty from both campuses.[23] Through a campus-wide discussion and voting process involving administration, faculty and the campus at large,[24] the ALC began its work by refining the institutional learning outcomes and renaming them "core competencies". These were ratified by the academic senate in February 2007. Rather than first writing student learning outcomes for all courses and programs, the ALC's strategy is to develop and implement complete SLO assessment cycles, emphasizing how assessment results are used to inform self-evaluation of services offered and instructional methods. Workshops were offered to faculty and staff throughout the fall, and the Spring 2008 flex day was dedicated to developing SLO assessment plans.

During this time, El Camino College began to focus its professional development resources on methods for assessing student learning. The Fall 2007 flex day offered several sessions on instructional innovations intended to advance student engagement and learning in the classroom. Research studies are under way to determine whether recently-introduced methods have an impact on student learning and academic success, including active learning

methods.[25]

Also in Fall 2007, El Camino College expanded the leadership structure for the ALC, adding both a student services co-coordinator, as well as a faculty co-coordinator from Compton. The ALC is in constant motion, creating new events, updating website information, and processing new course and program SLOs and assessment results on nearly a weekly basis. The ALC conducted three SLO fairs and a Mini-Conference during Assessment of Learning Week in October 2007, creating another opportunity for faculty to learn about the SLO process with a special emphasis on the assessment cycle. The fairs and conference included presentations, a guest speaker, workshops, and informational tables to promote a faculty focus on the assessment of learning process. The Assessment of Learning Committee also hosted another student services SLO writing event in winter 2008 and is planning to offer at least two more mini-conferences in Spring and Fall 2008, with more activities, training, and collaborations planned.

Self Evaluation
The college meets this standard. Initially the campus was slow to respond to the call to focus on student learning and assessment of outcomes. Since that time the college has greatly increased its efforts. Many more SLO and assessment plans must be created across campus, and the SLO process needs to be integrated more fully into curriculum planning and program review processes. The next crucial need is a system to display, access, and store college data for existing SLO assessment plans. The ALC is in the process of reviewing the limited number of existing systems to select one that is most appropriate for El Camino College. A planned implementation date for this system is still being considered.

The college made very steady progress completing program reviews in academic affairs and student services. To date, 29 instructional program reviews[26] are complete and 16 student services program reviews are complete. Administrative services uses a program review model called "flow charting" and is nearly complete.

2. ***The institution sets goals to improve effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.***

Descriptive Summary
The college consistently sets goals to improve its effectiveness. The criteria it uses to set these goals are the college's vision, mission, philosophy, and values statements as well as its guiding principles. The College Council, Council of Deans, Area Councils, and the Enrollment Management Committee continually evaluate the goals and revise them accordingly.

The college established its institutional strategic goals at a Planning Summit held May 15-16, 2003. Objectives for the summit in 2003 included reviewing external trends and internal data such as the budget, student demographics, student success, and retention reports, Partnership for Excellence (PFE) results, and El Camino's vision, mission, and values statements. Participants in the summit included all constituent groups - students, faculty, staff, administration - thereby offering a broad-based understanding of college goals and processes. From this summit the following Strategic Goals 2004-2007 emerged:

1. Support and constantly improve the quality of our educational offerings.
2. Promote student-centered learning to increase student success.
3. Support innovative practices that enhance the educational experience.
4. Foster a climate that promotes integrity and accountability.
5. Support and develop effective and motivated employees.
6. Improve and enhance internal and external communication.
7. Incorporate flexibility into institutional structure process.

As the college began efforts to achieve these goals, many felt that some of the goals were difficult to implement because they were too broad and lacked a link to student success.

Although some of the goals were difficult to implement, progress was made during this period, particularly in the area of student learning. The college promotes student centered learning by offering many specialized learning programs. Programs like Project Success,[27] First Year Experience[28] and its Learning Communities, Supplemental Instruction,[29] and the Puente Program[30] demonstrate effective models of student centered instruction.[31] In addition, a wide variety of innovative instructional and student service methods were implemented and evaluated campus-wide (goals #2 and #3). Many of these practices were found to positively improve student success and encourage greater student engagement both inside and outside the classroom. Examples of these practices include service learning programs, active-learning instructional methods, and matriculation services.

The college continually offers staff and faculty development programs. Staff development offers instruction in computer related tasks such as using Microsoft products more efficiently, training in teaching and learning online, and other enrichment programs like Women's Wall of Fame and Black History Month events. It also attempts to motivate its employees through events such as the Electric Cart Parade and various barbeques during flex day activities. However, there has been some discussion on campus whether or not these are effective means of motivation.

The college also hosted mini-conferences such as the Assessment of Learning Week (see above) and Holistic Approaches to Teaching and Learning, offered on May 4, 2007. Programs such as these highlight effective teaching and learning methods which faculty may adopt in their own classes or programs.

The college sponsored another planning summit on April 18-19, 2007.[32] Key constituents were in attendance including administrators, faculty, staff, and students from both the El Camino College main campus and the Compton Center. The following are the results of the 2007 Planning Summit:

Strategic Initiatives
1. Offer excellent educational and student support services:
   a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
   b) Maximize growth opportunities and strengthen programs and services to enhance student success.
   c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:
   a) Use student learning outcomes and assessment to continually improve processes, programs, and services.
   b) Use research-based evidence as a foundation for effective planning, budgeting, and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:
   a) Use technological advances to improve classroom instruction, services to students, and employee productivity.
   b) Improve facilities to meet the needs of students and the community for the next fifty years.

College representatives organized the goals under three initiatives as a way to focus campus efforts. The goals help to provide concrete ways for taking steps forward to achieve the overarching initiatives. The college maintained educational and service quality as an important campus initiative. This initiative will be achieved through efforts to 1) implement "what works" in the classroom and institutional processes, 2) take advantage of resources opportunities, and 3) strengthen partnerships with other institutions and organizations.

Many discussions during the Enrollment Management Summits held in Spring 2007 centered on improving educational offerings. The Curriculum Committee plays a central role in this endeavor as well, whether it is via adding new courses or updating out-of-date course outlines.[33]

The college is continuing its efforts to implement and evaluate new methods to improve student learning. It also initiated recent efforts to maximize the use of available resources, such as state-wide funding initiatives, which can be used to expand and improve services to students.

El Camino College has had a strong connection to the community through programs such as workforce development, community education, and by offering college courses in high school and community settings. The college is committed to improving vital links to the community and other educational segments. For example, in 2007 the college joined Cal-PASS (California Partnership for Achieving Student Success), a data-sharing consortium; future data-sharing opportunities will support the improvement of students' college-readiness and success beyond El Camino College. In 2005, El Camino College began sponsoring a bi-annual high school "Principal's Breakfast" with the President and other college representatives. The goals of the Principal's Breakfast is to profile educational opportunities, provide updates important for principals and high school counselors, and to hear from local administrators to ensure the college is meeting their needs. In addition, Vice Presidents for Academic Affairs and Student Services host annual meetings with district high school principals, providing a "report card" profile of how their former students are doing at El Camino College and discussing ways to coordinate additional educational and service opportunities with each school.

Finally, campus representatives spoke loud and clear at the 2007 Planning Summit about the need to improve campus infrastructure which may impede program quality in the future. The campus is now over 60 years old and many aging facilities need refurbishing or replacement. A Facilities Master Plan[34] has been developed to address both technological and infrastructure improvements campus-wide.

The Planning and Budget Committee (PBC) approved the use of college-wide indicators[35] as an evaluation tool to use in plan development and to assist in determining the effectiveness of implemented plans. Beginning in 2008 for the 2008-09 planning and budgeting cycle, campus leaders will be required to link their program plans to specific strategic initiatives and justify plans and funding requests in terms of how they will contribute to these initiatives.

Self Evaluation
The college meets this standard. El Camino College is effective in implementing its goals, yet like any organization, improvement can be made. The integration of strategic initiatives into the program and division planning process helped to link planning and budgeting.

As with any large organization, the college recurrently works on improving both the internal and external communication process. The campus email system has become a vital organ in the college's communication process. Other forms of communication include the president's newsletter, the college newspaper (The Union), internal memos, etc. All governance committee meeting minutes are posted on the web. Though some are not as detailed with verbatim information, they contain minutes of actions. Some faculty and staff leaders have expressed a desire to have verbatim minutes.

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

3. The Institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
El Camino College demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve. The college also organizes its key processes and allocates its resources to effectively support student learning. The college demonstrates its effectiveness by providing 1) a growing body of evidence of student learning outcomes achievement and 2) long-term and in-depth evidence of institutional and program performance. The college uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

New strategic initiatives and new planning software have reinvigorated the process in the past year. Program review recommendations are prioritized and entered into the planning software for review by the vice presidents. All plans are reviewed and prioritized and then brought to PBC for consideration. The PBC reviews and discusses all funding requests from the vice presidents and advises the president.

The college made concrete efforts to more closely link campus goals with student and program outcomes and funding requests, especially program review and departmental plans. For example, Institutional Research produces a standard data set[36] of demographic and longitudinal performance data for each program undergoing periodic review. Department level questionnaires and student surveys[37] are used to assess satisfaction and program/service needs. In September 2006, the PBC adopted a model to integrate planning, resource allocation, implementation, and re-evaluation. PBC now reviews budget requests in light of college goals and objectives. Budget requests are typically accompanied by supporting research that demonstrates potential institutional improvement. When possible, follow-up funding is granted based on actual improvements following the initial funding.

The template for academic program review[38] uses a standard data set that supports program evaluation along with planning for future changes and development by departments. Student services program review[39] uses standard metrics for each program to assist in evaluation and future planning.
The college develops an Educational Master Plan every three years to provide a comprehensive analysis for the campus community to plan for the future. Planning agendas are created that serve as a guide for campus program planning. A Facilities Master Plan is created to support evidenced-based planning for physical campus growth and modification.

A community survey[40] is conducted periodically to determine how El Camino College is perceived in the community and how well the college serves its district population. Changes may be made to the campus plan based on results of the survey.

Institutional Research provides many comprehensive research reports to the campus community, many of which are updated each year. The reports are often accompanied by explanatory narrative. Profiles of trend data and campus and community profiles are presented several times per year to a variety of college constituencies including administrators, managers, deans, new faculty, and the campus as a whole.

Planning resources and research reports are provided on the Institutional Research and Planning website, which is available to the entire campus community.

Self Evaluation
The college meets this standard. Response to the availability of evidence on which to make decisions has been very positive; the increase in new requests for supporting research has grown 40% over the past four years. The use of performance indicators is promoted in several areas of the campus (e.g., PBC, Enrollment Management, campus planning). However, it is too early to tell how effective the use of performance indicators will be to improve program quality and student success. While global performance indicators are important markers of academic and service quality, caution is recommended when attempting to link broad campus-wide performance too closely with funding for specific program or service modifications. Performance can be due to a variety of factors, not just a particular intervention.

4. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Descriptive Summary
In response to recommendations following the 2002 site visit, the college conducted a review and evaluation of its planning and budgeting process.

Composed jointly of the prior District Planning Council and Budget Development Committees, the study found that most unit action plans were not funded; discretionary dollars were insufficient to fund strategic initiatives; the district did not establish annual priorities before the budget process began; the Budget Development Committee did not consider the master plan when reviewing budget requests; and the budgeting process was essentially a "roll over" operation that did not allow for new programs or services.

A second report, done at the request of the College Council, proposed that the college establishes parameters for linking planning to budget development. Among the recommendations were to develop a planning/budgeting model directly linked to the college mission and master plan; develop common planning and budgeting terminology; build unit action plans from program review; hold each unit accountable for its budget; and set aside a percentage of the college's budget each fiscal year to fund the highest ranked action plans, as rated by the President's Cabinet and the PBC.

In the academic year 2003-2004, the District Planning Council and the Budget Development Committee merged into a single governance Planning and Budgeting Committee (PBC), with the following responsibilities: to create an integrated planning and budgeting model; to oversee the program review process and incorporate findings into the planning process; to implement a three-year cycle of both master and strategic planning; to coordinate facilities, technology, human resources and fiscal planning with the Educational Master Plan; to develop a long-range financial plan as part of the Educational Master Plan; to review and monitor implementation of on-going planning activities by measures of institutional effectiveness; to provide recommendations to the president regarding all planning activities, funding sources, enrollment management, and the Educational Master Plan.[41]

The PBC has voting representatives from the Academic Senate, the Federation of Teachers, the classified employees, the associated student organization, management, and the superintendent/president.

To illustrate the new planning-budgeting process at work, approximately $1 million was set aside in the Fiscal Year 2006-2007 budget for program innovation. Priority was assigned to plans which focused on student recruitment and retention. Program managers submitted 53 unit plan-based proposals, each of which was reviewed by the PBC. The committee ranked all of the plans and recommended funding support for the top 12. Among the proposals endorsed were:

1. A request, submitted by the Distance Education Committee, for $112,000 in first-year funding to migrate more course offerings to the online format. Expenditures included $36,000 for Etudes software licenses, $12,000 for faculty stipends to convert to Etudes, and the remainder for staffing support. (Enrollment in distance education classes has increased almost four-fold in the past ten years.)
2. A proposal, submitted by Enrollment Services, for $50,000 to augment the student services component of the 2006-2007 Enrollment Management Plan. Funds would pay for directional signage, post cards, student staffing, and a calling service for special events addressed to recruitment and orientation.
3. $75,000 in partial-year supplemental funding for the First Year Experience (FYE) Learning Communities Program. FYE offers entering students nationally-recognized integrated courses (learning communities), specialized counseling, early group registration, FYE-dedicated faculty, peer mentoring, and other services.
4. $25,000 in funding to enhance the financial aid process, which would allow for a) purchase of a software package that would reduce aid application processing time from six to two weeks, and b) staffing to keep the financial aid office open for an additional two evenings per week.

The PBC recommendations, totaling $575,000, were forwarded to the College President and reviewed by the President's Cabinet. The Cabinet endorsed and the Board of Trustees approved requests for $362,000 in funding (page 68 of Board agenda).[42] The Committee deferred additional funding recommendations until the spring, when more program reviews would become available.

The college now uses a model that maps the new strategic initiatives to measurable indicators of success in order to input college and unit plans into the college's new planning software (Plan Builder). At the same time, the comprehensive master plan is undergoing revision, with a timeline for Board adoption in summer 2008.

Program Reviews are developed by programs with recommendations that are entered into the college planning software as unit plans. Divisions evaluate and prioritize these plans, forwarding priorities to area vice-presidents and the Planning and Budgeting Committee for final review before the president recommends funding to the Board. Unit plans must be coordinated with the strategic goals of the college, the most recent program review, and relevant accreditation planning agenda items. Department plans are also developed outside of program review. In winter 2008, campus leaders entered their program and unit plans with final approvals by the administration made in time for the 2008-09 budget cycle. This planning and budgeting process is in the process of being implemented at the Compton Center.

The Grant Development and Management Office, the El Camino College Foundation, and the Community Advancement Division are sources of alternative funding for college programs. The Grants office provides coordination and oversight for all grant applications submitted by faculty and staff, and all grant-funded projects awarded to the college. Currently, public sector grant funding is decreasing, and private foundation grants account for less than 10% of grant funding overall. The latter remains a potential sector for growth. Grant funding is not a solution to shortages in operational revenue. It is, however, an excellent resource for testing new concepts and strategic initiatives.

The ECC Foundation functions to support the college, to identify financial resources available from within the community, and to build collaborative partnerships which make sharing of resources possible. The Foundation raises money from external sources, provides fiscal and investment management and oversight of all funds, and allocates funds for scholarships, campus programs, and initiatives. The Foundation is also able to enhance the effectiveness of other campus fundraising efforts by extending the benefits of community resources and networks that it has established over time.

Since 2001-2002, ECC Foundation has grown dramatically. In the past five years, total contributions grew annually from $250,000 to $1,300,000, with $800,000 distributed in 2005-06. This is a four-fold increase in contributions and a ten-fold increase in distributed funds since 2000-01. This infusion of new funds has supported a new program, Foundation Scholarship Program, which provides funding for 128 new scholarships many with substantially higher dollar amounts awarded. $1,000 multi-year scholarships have also been added, including 14 linked to district high schools.

Along with a significantly increased number of individual Foundation supporters, additional corporate partnerships have been formed. For example, Northrop-Grumman sponsors a $100,000 five-year program in support of math and science teachers. Washington Mutual is also supporting future teachers with a $60,000 gift, and American Honda provides annual support for the South Bay Youth Orchestra. In addition, Boeing, Southern California Edison, and Southern California Gas have all partnered with the Foundation, providing support for various programs on campus. With the help of a newly expanded Board of Directors, ECC Foundation expects continued growth in the future in support of students and program innovations.

The Community Advancement Division provides economic and workforce development services through 13 different departments and 23 different grant funded projects. These services are provided directly to businesses and their employees throughout the South Bay. Some of these services that are grant funded are provided free of charge and some are charged a nominal fee. Some of the high level contract training is charged at a fee based on the ongoing market rate. Since 2002 this division has grown from seven grants totaling $1.2 million to 23 grants totaling over $4 million. The contract fee-based trading has grown from over $200,000 to over $4 million.

This substantial expansion has allowed the division to fund programs and services that provide direct service to the business community. In addition, Community Advancement staff support job placement for students, job internships, high school outreach for vocational programs, and other services

that ultimately also lead to increased FTES for the college. These services to the campus only became available during the last two years because of the division's independent funding growth. The enterprise account that covers the fee-based contract training also allows the division to cover all of its expenses as well as contribute to the general fund.

The college has many avenues to initiate innovative practices. Faculty can apply for programs such as mini-grants and iGrants offered through the ECC Foundation[43] that promote innovative learning practices. In addition, in the 2005-2006 and 2006-2007 years, the college funded special projects through the Augmentation Budget, which was money received from the partnership with the Compton Center.

Self Evaluation
The college meets this standard. The college has undertaken a major transformation of its planning processes at the master and strategic planning levels, particularly with a design to integrate planning and budgeting cycles.

In recent years, the college has been under continuous funding pressure, in part from system-wide constraints imposed by restrictive state budgets, but also because enrollment growth targets have fallen short. The college has begun to explore non-state funding sources of revenue more aggressively, but with sensitivity to the risk that one-time or short-term infusions may mutate into a drain on unrestricted general funds when such funding is exhausted. The Grants and Foundation programs along with the Community Advancement Division have responded to this funding need with exceptional growth over the past few years.

Although the growth in the availability of one-time resources such as grants and augmentation funds can provide start-up funds for special programs and innovations on campus, the college should improve its long-term support of these innovative practices to enhance the educational experience. Often, innovative practices are first funded through grant proposals and then are never institutionalized. For example, funding for programs like First Year Experience and Supplemental Instruction as well as academic hardware and software are not made permanent and therefore their funding is inconsistent.

With the college's new strategic planning process, a more integrated approach to resource development will be needed. An annual resource development/grants agenda needs to be formulated, with priorities attached to projects directly advancing goals and objectives identified in the plan. A resource development plan could be developed from the unfunded objectives and action plans identified by the divisions. External funding should have the highest institutional priority.

5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary
The college's mission states that "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community". There are various methods in which the college strives to assess whether it is meeting the goals of the mission. The college collects assessment data from members of the campus community to stay on task with institutional objectives.

Internally, administrative level decision makers and faculty conduct program reviews and Student Learning Outcome (SLO) assessments. Externally, the college collects data using surveys to target groups among the community and student populations.

During Program Review, academic departments and student service areas perform comprehensive self-studies of their programs and processes. The college collects data on student demographics and academic performance, method of instruction, learning environment, human resources, facilities, financially viability of the program, and governance. The purpose of Program Review is to look at programs and services in their current state and determine whether they are meeting the goals of the institution. The review recognizes strengths and weaknesses and recommends improvements.

Assessment through the Student Learning Outcome (SLO) process focuses on students' skills and educational results. Student-centered data is collected from an academic, student service, and environmental perspective. The assessment process includes information about quality of education and

the ability for students to navigate through the institution's services. Additionally, the campus environment should contribute to Student Learning results.

Information from campus surveys are also used in assessing the institution's effectiveness.
Survey results have been collected from all members of the campus community: faculty, staff, students, and administrators. The college has recently collected data to learn the student, faculty and staff opinions about the campus. Campus wide survey results are compiled and tabulated by El Camino College's Institutional Research department. Individual programs and departments, with the assistance of Institutional Research, also gather opinions[44] from students served by each program on a regular basis.

Each fall, Institutional Research produces a student profile report to help the college better serve our students. This report captures the vital first step of identifying the students we serve. This identification process enables our college to gear up programs and services for target populations, informing the campus of notable enrollment shifts such as the growth of Latino students as a share of the student body. Campus surveys included additional information about students such as language spoken at home and number of hours worked each week. Academic performance data is also collected for the fact books[45] including unit load, retention, success, and persistence.

The Faculty and Staff Opinion Survey,[46] completed Spring 2006, focused on four topics: Campus Mission, Campus Climate, Communication, and Student Services. In an anonymous forum, faculty and staff were able to provide professional feedback about the campus. Institutional Research compiled data from the employee responses to several items under the four topics. Some items included in the survey: familiarity with our mission, assessment of employee morale, innovation, and evaluation of student services.

The college publicizes research reports and analyses through a variety of avenues, both internally and externally. Through its open-access website, El Camino College posts student profiles and trend data, academic performance data, district profiles and survey results. In addition, many of these reports, such as the fall term student profile and results from campus-wide surveys, are presented at trustee meetings that are open to the public. Major reports are also released to the student newspaper and quoted in community publications. Internally, the college posts daily enrollment trends on its Intranet (MyECC) and distributes enrollment reports to the entire college workforce periodically via email. Research findings are also presented widely on campus by way of presentations to committees (such as Academic Senate, Council of Deans, and Enrollment Management), Management Forums and campus-wide flex day assemblies. Therefore, the campus not only presents the data but also provides explanation of the implications with a ready forum in which to discuss and strategize solutions to concerns or problems. And finally, the President's newsletter is an example of an internal publication that disseminates information about the campus.

The college is currently developing a system in which campus representatives may access data directly and drill down to particular subset of interest. This system will facilitate data exploration and be used to support program and service improvements. Similarly, the college promotes independent access to college data through the Chancellor's Office Data Mart, empowering users to make the most of available data.

The dissemination of data about institutional quality would be meaningless if it were not explained and communicated effectively. The college relies on several methods to evaluate how effectively the campus and public receives information. The most important method is the periodic community survey, administered by the office of Public Information and Marketing. The community survey gathers information on public knowledge and perceptions about the college. The most recent survey, administered in 2005, found that South Bay residents held a very favorable opinion of El Camino College.

Internally, there are also a number of ways that El Camino College evaluates the effectiveness of its message. First, staff/faculty surveys frequently ask questions about communication and information sharing between administration and staff. In the Spring 2006 survey, only 39% of faculty and staff felt that the college communicates openly and honestly with employees at all levels, while 43% felt that employees were well-informed. Since that time,

however, great strides have been made to increase and improve the ways in which the campus distributes information.

A second way to discern how well data is communicated is through Institutional Research program review. The next review of Institutional Research services is scheduled for Spring 2008. Results from this review will inform changes to how data is shared and explained campus-wide.

Self Evaluation
The college meets this standard. The college uses assessment results garnered from program review, assessment of student learning outcomes, campus surveys and analysis, and accountability reports to greater or lesser degrees to communicate the quality of educational and service offerings at El Camino College. The college's new web design and expanded content plus wider distribution of assessment reports have provided knowledge and encouraged discussion and accountability of student achievement. This effort to communicate assessment results more broadly is developing and will continue to expand in the future.

SLO assessments should be summarized and published to serve both as examples for other faculty development learning outcomes assessments as well as to inform the campus community about what students are actually learning in the classroom. As stated above, the college intends to invest in a system to store and display student learning outcomes and assessment results in the future.

Program Reviews are divided into the three vice president's areas and each one is responsible for ensuring timeline completion. The tables showing completion are available. The results of program review recommendations are prioritized at the division/unit level and may be included in the program Plan Builder software. These are reviewed and revised and may be reprioritized by the vice presidents and recommended for funding.

Planning Agenda
1. Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).

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

6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary
The college-planning process fosters improvement by setting ambitious strategic goals and being more focused on attaining those goals. Recommendations that were forwarded to the Planning and Budgeting Committee in the last three years resulted in an allocation of no less than $3 million dollars for improvement in programs and services. Examples of programs specifically affected include Financial Aid, Release 18 (Datatel Colleague, college data system), and First Year Experience.

In 2002, the college introduced new planning software known as Q-Builder for each unit to develop its plans, budgeting proposals and evaluation. The software was used effectively for three years; however, there were some programming problems with it, making it difficult to continue use. The college spent the year researching new planning software in use at another local college. The software and training were rolled in Fall 2007. The new software is called Plan Builder, and the units are currently in the first stage of implementation.

With the planning cycle underway, the college has begun to close the loop of assessment, planning, funding, implementation, and evaluation. The college expects to maintain this cycle and continue to improve how well it evaluates assessment results in order to make and/or fund meaningful institutional initiatives.

One key support mechanism for this process is to increase research capacity. The return to greater staffing in research and planning received resounding support from the college administration, the PBC, Academic Senate, and the campus at large. Other programs, such as Career and Technical Education and some grant-funded projects, are hiring part-time project-specific researchers. The increased research and planning capacity will support the expansion of evidence-based decision making at El

Camino College.

Self Evaluation
The college meets this standard. The college made a major commitment to institutional planning and budgeting starting in 2002. The process continued through 2005, and a change to a new planning was sought. This change slowed progress in the coordination of planning, budgeting and evaluation; however, since 2007 with the new Plan Builder planning software, the college is on the second generation of planning software.

7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary
There are a variety of ways that El Camino College participates in this continuous evaluation process, from global campus planning to individual course or service planning. The Comprehensive Master Plan (2004-2007) suggests a three-year planning cycle and off-year cycle to assure regular updates and continuous planning through the Planning & Budgeting Committee. Regular scheduling of the program reviews following standard guidelines assures a systematic review of all areas throughout campus.

El Camino College uses global data such as student profile trends and academic performance data to determine how well it is accomplishing its goals to provide effective programs and services. Information from external reports, such as the Accountability Reporting for the Community Colleges (ARCC) report, also provides indirect indicators of overall college effectiveness over time.

The college also focuses in on academic performance and accessibility as well as to conduct financial, service, and curriculum needs assessments. Program review is the tool used to evaluate the effectiveness of campus programs and services. El Camino College's plan is to review programs and services every six years. This process has been accelerated to a three to four year time frame so that all programs will be reviewed under the comprehensive campus review currently underway.

Using a standard schedule of program reviews for each vice president's area ensures that every instructional program, student support service, the library, and other learning support service is examined and assessed on a regular basis. Areas needing improvement that would require action plans and additional funding are then closely reviewed and prioritized by the vice presidents before moving the recommendations forward to the PBC and the President.

Each program review contains a program overview, including a linkage to recommendations from previous reviews; program statistics; curriculum discussion (for academic programs); program requirements (staffing, equipment, planning, student learning or service outcomes); and recommendations for improvement. Each vice president's area designates which departments or programs are to be reviewed each year.

Student opinion surveys provide valuable evidence that directly informs needs assessments and can indirectly evaluate student performance through student self-perception and evaluation. Not only are nationally-benchmarked surveys administered biannually, with special focus surveys in alternating years (e.g., distance education), individual departments frequently administer surveys to students and occasionally faculty for supporting evidence in program review. When used, results from these surveys are included in the review document.

El Camino College began its most recent cycle of program reviews in 2001-02, completing 41 of 53 programs in Academic Affairs and all but one program in Student and Community Advancement. Administrative Services uses a flowcharting process to identify areas for process improvement with ongoing 90-day reporting periods.

A critical and growing component of the evaluation process is the student learning outcomes (SLO) assessment cycle. Faculty and campus leaders who have created SLOs are immediately developing related assessments to evaluate teaching effectiveness in each area. Following one cycle of assessment, faculty will reflect on results to determine how instruction, materials, or facilities can be modified to improve student learning.

Self Evaluation

The college meets this standard. El Camino College has well-structured program review templates that foster in-depth systematic analysis of program details. In addition, the Administration evaluates the entire review document and forwards the recommendations to the Planning and Budgeting Committee when considering funding requests. Program reviews are posted on the Academic Affairs website for anyone to review. The review should be consulted after the review process is complete to enhance the linkage of program improvement and goal evaluation.

The addition of the Compton Educational Center under El Camino College has had a definite impact on the evaluation of programs. First, some departments have been more heavily affected by the Compton partnership than others, such as many of those under Administrative Services. This factor may contribute to reduced efficiency and service to the main campus which may be noted in a program review.

Data from Compton courses will be included in reviews conducted in 2008 or later now that sufficient data has accumulated. An issue likely to arise is that differences in student goals and academic preparedness between the two campuses might affect outcomes. In response to this concern, future program reviews will display data and summarize conclusions separately for each campus.

El Camino College demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Planning Agenda

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

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Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

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

Descriptive Summary

The mission of El Camino College is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. The college offers programs[1, 2] in transfer, education, career technology, developmental education, basic skills, non-credit instruction, community education, enrichment programs, and economic development programs.

El Camino College is dedicated to fulfilling its mission and upholding its integrity in all programs offered by the college at the main campus as well as at the Compton Center[3] and other off-campus locations. Through careful planning and review of curriculum, the program review process, regular faculty evaluations, articulation with transfer schools, and compliance with outside accrediting bodies for some vocational programs, El Camino College continually demonstrates the integrity of all academic offerings.

As new curriculum originates at the instructional divisional level, the initiators are required to document how the course will fit in the current program and meet the college's mission and goals.[4] The proposed curriculum is reviewed by the division curriculum committees and moves forward if approved to technical review and is then reviewed by the College Curriculum Committee (CCC).[5, 6] If courses are approved by the CCC, they are forwarded to the Office of the Vice President of Academic Affairs for final review and approval by the Board of Trustees. All new courses that are designated as transfer courses are sent either to the CSU General Educational Committee or the IGETC committee for review and articulation. There are some programs at the College like Radiologic Technology, Nursing, and Respiratory Care that require external review and certification. The Paralegal Studies Program also requires approval of all changes by the American Bar Association Education Committee. The college is engaged in the statewide effort to improve instruction and curriculum in the basic skills program and is currently engaged in a partnership Title V Federal program to improve mathematics instruction with a focus on developmental education.

The college has a well-thought out program review process in place in Academic Affairs[7] and Student Services.[8, 9] During the program review process faculty are asked to evaluate the overall curriculum, identify new trends and or emerging technology, and determine whether or not new courses and or programs need to be established. Both areas have made significant steps to review their respective programs and are placing the recommendations from those program reviews in unit plans to potentially receive funding.

The college was established 62 years ago, and during this time took great pride in the development of a comprehensive general education transfer program[10, 11] and in career technical programs. The college has

course offerings that meet all of the general education criteria for an Associate of Arts degree and that transfer to the CSU, UC, and private universities. The college employs a full-time articulation officer to ensure that all programs are current and articulate to the CSU, UC, and private universities. All instructional programs are assessed for currency on a six-year cycle of course review[12] by the CCC. Each division is required to review and update courses any time changes are made to the general course outline in order to keep the courses current. Certificates in career track courses and programs are responsive to changes in the labor market based on student enrollment and the advice from advisory committees. In addition to Career and Technical Education (CTE), staff development and sabbaticals, faculty in vocational programs are encouraged to take advantage of professional development opportunities and short-term training available in their respective fields. Some of the vocational faculty are certified by external agencies in their respective fields. Tied into regular course review and revision are the required program reviews for each major program discipline group. The college is not organized into academic departments; instead, discipline groups within each of the eight instructional divisions are recognized as the operational units for course offerings.

The college is fully engaged in the implementation of Student Learning Outcomes (SLO)[13] and assessment.[14] To support this program, the college appointed two SLO coordinators in the instructional program and one in the Student Services program. The coordinators report to the Vice President of Academic Affairs and the Vice President of Student Services respectively; in addition, the coordinators make regular reports to the Academic Senate. The college is taking a very systematic approach to training faculty to develop SLOs and assessments. The college has dedicated the last three major institutional flex days to SLO training, and since last fall has scheduled assessment of learning weeks so that faculty can work with each of the coordinators or their respective division representatives on the Assessment for Learning Committee to develop their individual course SLOs and assessment programs. The SLO coordinators write a final report[15] each semester detailing accomplishments, the number of courses that went through the SLO development process and the courses that began the development of assessments. All of this information is detailed by

division and posted online. The Vice President of Academic Affairs makes reports on the status of accreditation and the progress of SLOs to the Board of Trustees.[16, 17]

Compton Center has appointed faculty SLO Coordinators whose responsibilities include representing Compton Center on the Assessment of Learning Committee (ALC) and other college level SLO meetings on the main campus and to communicate back to the Center faculty on a regular basis.

Self Evaluation
The college meets the standard. The college is in good standing with the Accrediting Commission and all other external organizations involved in the certification of programs. The college employs a strong faculty and meets the full-time faculty obligation required by the State of California. In addition, the college has strong enrollment; currently 25,000 students per semester. The college ranks as one of the top ten transfer schools in the state and enjoys an excellent reputation in the community. The latter statement is based on the information gleaned from community surveys that were administered by an external organization two years ago. In these community surveys, the college ranked in name recognition almost equally with University of California at Los Angeles and the University of Southern California. In other words, the community surveyed knew about El Camino College when asked and in general expressed very high opinions about the reputation of the college.

The college is in the process of assembling multiple sources to use as resources to assess learning outcomes. One resource that looks promising is the Accountability Report for Community Colleges (ARCC) that is created by the System Office. The ARCC contains meaningful measures of academic progress on many aspects of community college education: academic achievement and transfer, vocational education and basic skills success, and ESL and basic skills improvement (continuing through and succeeding at higher levels of course work). Basic skills improvement is an especially important indicator of learning outcomes since the rate acts as a gauge of student progress from basic skills to college-level work.

The college experiences healthy performance rates

on most of these measures, showing either growth or stabilization over the past four years. The Compton Center has experienced declines across most measures during the first year of the El Camino College partnership. However, this is likely due to the upheaval of accreditation loss. Due to efforts on both campuses, performance is expected to improve by next year's report.

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

Descriptive Summary

El Camino College is committed to providing opportunities and accessibility to students of varied ages, cultures, ethnicities, abilities and backgrounds. The faculty, counselors, administration, and staff work together to serve the community as it continues to change. ECC enhances its diverse community as it supports the mission of ensuring student success by offering quality, comprehensive educational opportunities.

El Camino College provides instruction at both the El Camino College Campus in Torrance and the El Camino College Compton Educational Center in Compton, which primarily serves residents of the Compton Community College District.

The ECC District includes the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. ECC's Demographic Data profile (based on census 2000) indicates that the ECC District is 38% white, 30% Latino, 17% African American, 11% Asian, and 4% composed of Native Americans, Pacific Islanders, persons of two or more races, and persons of other race. The district is 49% male and 51% female.[18]

The ECC student body is 55% female and 45% male. The ethnicity data for ECC students indicates approximately 32% Latino, 21% white, 18% African American, 13% Asian, 4% Filipino, and 12% Native Americans, Pacific Islander, Unknown or Declined to state. The largest ECC district enrollment categories consist of groups ages 18 and 19 year olds (approximately 13% of total enrollment each) In addition, approximately 12% of our students are age 25 to 29 and 12% are age 30 to 39.[19]

ECC District*		ECC Student Body	
White	38%	White	21%
Latino	30%	Latino	32%
African-American	17%	African-American	18%
Asian	11%	Asian	13%
All other	4%	All other	16%
Female	51%	Female	55%

*It should be noted that the ECC service area is not limited to the ECC District.

Compton District		ECC Compton Center Student Body	
White	6%	White	2%
Latino	67%	Latino	37%
African-American	19%	African-American	50%
Asian	6%	Asian	2%
All other	2%	All other	9%
Female	49%	Female	67%

The Compton District encompasses all or most of the following cities: parts of Carson, Compton, Lynwood and Paramount. The area of North Long Beach is also included due to its close proximity to Compton Center. The district is 51% male and 49% female. Based on 2000 census figures, the district is 67% Latino, 19% African-American, 6% White, 6% Asian, and 2% American Indian, Pacific Islander, persons of two or more races, and persons of other race.[20]

At the El Camino College Compton Educational Center, figures for Fall 2006 indicate that the student body is 50% African-American, 37% Latino, 2% Asian, 2% Filipino, 2% white, and 7% Pacific Islander, Native American, unknown, or other. The student body at the Compton Center is 67% female and 33% male.[21]

Research completed by ECC's Institutional Research staff for Spring 2006[22] indicates that the El Camino campus is successfully achieving its goals when serving students, including 17-21 year olds, Latinos, Pacific Islanders, and out of state and international students. The college continues to address strategic recruitment efforts based on location and type of student, such as traditional college-age students and working adults. Particular attention has been given to maintaining and increasing enrollment at the ECC Compton Center during the last two school years. Demographic change in the area served by the Compton district will require new approaches as ECC works to ensure that the Compton Center recovers from the declines in enrollment brought about by the loss of accreditation and its transition to a Center of El Camino College.

El Camino College ensures high quality programs and proper assessment of educational preparation in a variety of ways. The faculty, including both the El Camino campus and the ECC Compton Center, is comprised of over 1054 full and part time instructor (890 at the main campus and 164 at the Compton Center). The last survey indicated that 90% possess at least a master's degree and 25% have doctoral degrees. Furthermore, all classes and programs meet the minimum requirements of the California Community Colleges Board of Governors as stated in the California Administrative and Education codes.

In addition, a four step matriculation process is in place to support students' educational goals. Matriculation consists of 1) filing a college application for admission and declaring a goal, 2) participating in assessment for educational planning, 3) participating in a new student orientation (combined with registration and assessment), and 4) preparing an educational plan with a counselor.

To supplement the regular programs, the varied needs of the El Camino community are being met through programs such as Puente, Project Success, First Year Experience, and Learning Communities, Honors Transfer Program, MESA, and the innovative Women in Technology program.

Student-learning needs and educational preparation are assessed through assessments and tests including the following:

1. English Placement Test
2. English as a Second Language Placement Test
3. Mathematics Placement Test
4. Chemistry Placement Test

Assessment tools are validated to assure that students enroll in classes that are appropriate to their needs.

During the fall of 2005, ECC's Institutional Research Office completed an Academic Performance Profile[23] that included comparisons of performance measures with five comparable California Community Colleges (Cerritos, Long Beach City, Mt. San Antonio, Pasadena City, and Santa Monica). These colleges were chosen because, like ECC, they are large, urban/suburban, ethnically diverse, and in single-college districts.

The Profile addresses academic performance five areas:

1. Course Retention and Success
2. One Year Persistence
3. Completions (degrees or transfer - preparedness)
4. Transfer to UC/CSUs
5. Degrees Conferred at UC/CSUs

The study revealed that "the academic performance of ECC students, compared with those of its closest peers, is fairly consistent and central." The Profile notes that exceptions to this included "one year persistence," in which ECC rated near the top, as well as higher performance in the degree/transfer completion rate, where ECC ranked third among the five comparison schools. Also noted was ECC's third place ranking for UC transfers. However, ECC's success and retention rates were found to be in fourth place.

The profile also indicates that ECC student course retention rates during the period from Fall 2001 to Fall 2005 resulted in a modest decline following four years of stability. In the area of course completion and transfers, ECC had a fairly stable rate based on historically high performance rates.

Additionally, the Accountability Reporting for Community Colleges (ARCC) indicates that ECC's degree, certificate, and transfer rates during a ten year span resulted in completion rates of 49% for 2003-04, 50% for 2004-05 and 51% for 2005-06. Over five years, ECC's transfer rates to the UC and CSUs showed steady increases.

The ECC Assessment of Learning Committee (ALC) developed core competencies and submitted them for ratification to the Academic Senate in Spring 2007. The core competencies include the following and are described in detail in Standard I:

1. Content Knowledge
2. Critical Creative and Analytical Thinking
3. Communication and Comprehension
4. Professional and Personal Growth
5. Community and Collaboration

Self Evaluation
The College meets the standard.

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

Descriptive Summary
All courses offered under the auspices of El Camino College, whether on campus or off, in face-to-face mode or as a hybrid or distance education offering, are based on a course outline which includes learning objectives. The curriculum process ensures that courses to be offered via distance learning are reviewed and that integrity is maintained.

In recent years, the use of technology in the classroom has transformed classroom instruction, and currently many classrooms include internet access and projection systems, allowing for easy use of PowerPoint, video clips, and other interactive methodologies. A project is underway to provide auto response system for classroom use, which will enable instructors to receive instant feedback on students' understanding of the material being presented.

To ensure that instructional methods fit the objectives and content of courses, courses are reviewed at the division level and at the college level by the College Curriculum Committee. The college curriculum forms require faculty to respond to a section that details the methods of instruction, and the originators must explain and justify the methods of instruction that include lecture, lab, discussion, multi-media presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips or other methods. Delivery methods are evaluated through program review and through classroom observations when faculty are evaluated; however, most faculty also employ some form of student evaluation at the end of the semester.

Generally faculty members review their students' performance on the examinations to ensure that students are learning the information and are able to demonstrate their knowledge and skills throughout the semester. All of the faculty members are in the process of developing SLOs and assessments of the SLOs with the goal of improving instruction. This process is in development and the faculty are learning the methodology. The expectation is that as faculty members' skills with the use of SLOs improve, their instructional programs will also improve.

Dialogue about student learning in instruction happens in a variety of forums which include the formal process of course review and development, SLO development, program review, articulation efforts, and student performance. The college regularly reviews student performance in all classes and posts this information on the website under the Institutional Research and Planning page.[24] The college employs a full-time articulation officer that is an ex-officio member of the College Curriculum Committee. As the UC, CSU or IGETC committees require information to update the articulation agreements, the articulation officer will transmit that information to the appropriate discipline group or the dean of the division for revisions to the curriculum.

The college pays a great deal of attention to student enrollment in all courses and programs as a first indicator of the relevance of the course. When enrollment declines in a program, the faculty and the dean are encouraged to examine the reasons for the decline. With the advent of online instruction, additional care is given to monitoring student performance and comparing it to in-class instruction. If significant differences between online and in-class instruction begin to appear, the faculty member and the dean are asked to review the reasons for the differences. Overall, the differences in student performance in online classes and regular courses do not appear to be significant, yet we are aware that the drop rate in online classes is higher than in regular classes.

Since 1970, El Camino College has offered Distance Education courses. Distance Education includes a variety of delivery methods including cable television, videoconferencing, videotape, DVD, and Web-based instruction.

The Distance Education Office supports both faculty and students by preparing and distributing materials (student handbooks, guidelines, faculty contact information, etc.), maintaining the program website, and answering questions in person, by phone, and by email. The office has responsibility for working with instructional divisions, ITS, admissions, the bookstore, and other campus departments to manage all program elements.

The Distance Education Advisory Committee (DEAC) meets once a month and has responsibility for developing guidelines, policies, and procedures for distance education courses, reviewing new distance education proposals, and recommending program goals. The committee includes faculty, managers, and key staff from various areas of campus.

Currently, 102 courses are approved by the CCC to be offered via Distance Education (DE). During the 2006-2007 academic year, 140 sections of DE courses were offered, enrolling 4,139 students. Most of these sections were online courses. The number offered by the television delivery format has declined due to student preference for online courses.

In 2006, the Vice President of Academic Affairs established a Distance Education Task Force with a goal of growing the Distance Education program. The Task Force prepared and approved a plan after consultation among DEAC, the Academic Senate, the Technology Committee, and other groups on campus. The plan calls for a goal of 150 sections per semester to be offered by Fall 2008 and for providing the necessary support to ensure a quality program. This represents a 114% increase in the current program.

All distance education courses at El Camino College must meet the same standards of quality that apply to traditional classroom courses. The college follows the guidelines provided in Title 5 regulations regarding offering distance education courses throughout the curriculum. All online courses are credit and most are transferable. The courses must go through a rigorous review before they are approved for online delivery. This process is outlined in the Distance Education Guidelines and College Curriculum Committee procedures. The Division Curriculum Committee must approve each course, and the Distance Education Advisory

Committee reviews the courses before submission to the CCC. The college places emphasis on ensuring effective regular contact between students and faculty and maintaining content and assessment integrity.

Guidelines and procedures for all aspects of the distance education program include faculty selection, course scheduling, new course proposal, class size, training requirements, and intellectual property rights.

The Distance Education Office and Advisory Committee (DEAC) has begun the process of evaluating the delivery of degrees solely by distance education. El Camino College currently offers over 49 general education courses through distance education.

Self Evaluation
The College meets the standard. The CCC and the Division Curriculum Committees work well to ensure that all courses meet the standards of excellence and require the appropriate scholarship and rigor for students to complete their studies.

On reviewing the results of student performance comparing online and traditional classroom the college recognizes the need to more fully develop support services for students utilizing online instruction. Included in this is a need to help students evaluate their own level of skill and preparation for enrolling in online courses. A possible approach for this self-evaluation may be a requirement for all online students to take a self-evaluation assessment test to measure their skill and preparation for online instruction.

While the college supports ample opportunities for faculty members to improve their skills in teaching, more faculty members should be encouraged to participate. The college regularly offers the On Course workshops, Great Teachers workshops, and other faculty development opportunities; however, while the attendance is strong, more faculty members should be engaged in participating in these workshops. All remodeled and new classrooms since 2003 include what is being called the Smart Classroom instructional technology that is yet to be evaluated in terms of improving student learning.

The college stays current, offering courses utilizing a

various modes of instruction to meet the objectives of the curriculum and students' needs. Traditional classroom instruction has been enhanced through technology, and distance learning has transitioned from primarily video-based formats to mainly online courses.

Planning Agendas
1. The college will evaluate the progress of SLOs on a regular basis (IIA.1.b).
2. The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).
3. The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).

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

Descriptive Summary
The college began its compliance with the SLO mandate in Fall 2004[25] with the formation of an SLO task force to investigate how to respond to the new ACCJC standards asking community colleges to create and assess SLOs. The members of this task force looked at examples from other schools and attended workshops to assist with the implementation of SLOs at ECC.

During the next academic year 2005-2006, several members of the original task force formed a smaller task force and created a draft of nine Institutional Learning Outcomes (ILOs).[26] This task force recommended that SLO coordinators be appointed to facilitate the process of this implementation. Two SLO coordinators were appointed at the end of Spring 2006. A third SLO coordinator was added later in the year.

During academic year 2006-2007, SLO implementation began in earnest. The task force was dissolved, and in its place, a college-wide committee, called the Assessment of Learning Committee,[27] was formed. One of the first tasks of this committee was to reformulate the Institutional Learning Objectives into more formal core competencies. Input regarding the content of these core competencies was requested

from the campus at large. At the end of the drafting process, the committee developed five core competencies, which the committee as well as the Academic Senate, thought reflected the learning goals of the entire campus. The Academic Senate ratified these core competencies on March 6, 2007.

The Core Competencies are as follows:[28]

Students completing a course of study at El Camino College will achieve the following core competencies:

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

The committee also asserts that these core competencies would serve as the framework (metaphorically, "folders") under which program-level and course-level SLOs and assessments are organized.

The faculty are primarily responsible for the creation of SLOs and assessments at the course level and program level. SLO assessment committees exist in each division to coordinate these efforts. The approach to SLOs and assessments that El Camino College adopted was to create SLO statements, assessments, and rubrics at the same time in order to insure that all three components were aligned.

The coordinators, along with the Assessment of Learning Committee, developed forms for SLO assessment proposals. An assessment audit questionnaire is used to encourage faculty to think about assessments already in place. When this Self-Study began, there were some thirty-five course-level SLOs, with assessments and rubrics under development.[29] At the present time 323 courses have developed SLOs with 31 courses in the process of assessment.

Summary of Progress (After Spring 2008 Flex Day)

Division / Unit	Courses with at least one SLO	Courses assessing at least one SLO	Programs with at least one program-level SLO	Program-level SLOs assessed
Behavioral and Social Sciences	31	1	1	0
Business	56	0	2	0
Fine Arts	65	8	1	0
Health Sciences and Athletics	71	13	3	1
Humanities	45	1	1	0
Industry and Technology	21	5	1	0
Learning Resources	N/A	N/A	5	1
Mathematical Sciences	6	2	1	0
Natural Sciences	28	1	1	1
Student Services	N/A	N/A	11	2
Total	**323**	**31**	**27**	**5**

Self Evaluation

The College meets the standard. According to the Commission's "Rubric for Assessment of Progress Towards Implementing a Student Learning Outcomes Framework at a Community College",[30] El Camino College is currently in stage 2 (SLO framework development). According to the ACCJC's mandate that colleges complete their SLO framework (stage 3) by 2012, ECC is well poised to meet this deadline.

Since Fall 2006, ECC has made significant and rapid progress. Given ECC's unique approach in writing SLO statements, assessments and rubrics at the same time, and immediately assessing, faculty have been able to see the whole process. This has led to less faculty resentment toward the process, and a widespread acceptance of not only the SLO mandate, but also the philosophy behind it: using complete assessment cycles to improve student learning. While faculty resistance still does exist, it is lessened by the fact that they do not feel like they are just rewriting course objectives, but rather they know that SLO statements are only an entrée into the larger process of assessment and improving student learning.

While ECC has a lot of work to do to achieve full implementation of SLOs and assessments, the process is on the right track. Some positive developments include the following. Dialogue around SLOs takes place regularly at all levels. There is an active Assessment Committee, known as the "Assessment of Learning Committee," which is charged with building the SLO framework and which regularly reports to the Academic Senate. Plans are in place to link SLOs to program review and curriculum review. Resources have been allocated to support the SLO process, including release time for three faculty co-coordinators (two from instructional and one from student services), regular staff development activities (flex days and the "Assessment of Student Learning Week" every semester), as well as technical assistance to help build an SLO and assessment database which links to program review documents and course outlines. SLO and Assessment report forms have been developed and are used to document the process. Plans exist to develop a method for assessment of core competencies and implement it by Fall 2009.

A particular struggle has been the question of how to involve the Compton Center in this process. While Compton faculty have been present at the last several flex days, as well as other meetings on the ECC campus, this has not proved to be enough to involve them completely in the process. However, we believe that this reflects the larger difficulty of bringing two culturally and structurally different campuses together and is not specific to the SLO process.

Planning Agenda

1. During Fall 2008 flex day, all programs will come up with plans to meet the following deadlines (IIA.1.c):
   - All courses will have an SLO and assessment plan in place by the end of Fall 2009.
   - All programs will write a first draft of their program/degree SLOs by Spring 2009.
   - All programs will continue assessing SLOs. Number of assessment cycles completed by each program will depend on the size of the program.
     – Small programs (5 or fewer full-time faculty) will complete one assessment cycle per year.
     – Medium programs (6 to 12 full-time faculty) will complete two assessment cycles per year.
     – Large programs (13 or more full-time faculty) will complete three assessment cycles per year.
2. The College will develop an assessment instrument for the core competences to improve the general education instructional program (IIA.1.c).
3. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes (IIA.1.c).

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

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

Descriptive Summary

El Camino College, in keeping with its mission statement, offers a wide variety of educational programs. These include both collegiate and pre-collegiate credit, non-credit, and community education courses both in person and online, and study abroad. It also offers courses for international students through the El Camino Language Academy, as well as in the credit program, and it offers contract education through the Business Training Center.

El Camino College uses policies and procedures to design and identify learning outcomes for, approval, administration, delivery, and evaluation of courses and programs. Established methods both for course design and review, and for program review, are discussed and followed by faculty, staff, and administrators.

Courses, as well as majors and certificates, are designed, revised, and evaluated according to Academic Senate policies and procedures outlined in the Curriculum Handbook for El Camino College, and the California Community Colleges Course and Program Approval Handbook. The ECC handbook is updated yearly and is widely distributed, including to all division offices. The handbook also is available online at the College Curriculum Committee (CCC) website,[31] as are all forms required for curriculum proposals. Faculty proposing or revising courses, majors, and certificates receive assistance from division personnel, from the CCC website, from the CCC chair, and from the Curriculum Advisor.

New courses must be proposed through use of a Proposal for New Course form (CCC Form 2). The course itself is outlined on a Course Outline of Record form (CCC Form 1). In Spring 2007, the approval process for Distance Ed course delivery was streamlined by including DE expert faculty on all Division Curriculum Committees and eliminating the requirement for approval by the Distance Education Advisory Committee (DEAC).

Existing courses are reviewed and revised through use of a Proposal for Course Revision form (CCC Form 3). Faculty members play an essential role in the design, review, evaluation, and revision of courses, as discussed in Section II.2.c.

All new and revised courses must meet established standards for credit and non-credit courses, and have documentation for the establishment of conditions of enrollment: prerequisites, corequisites, advisories, and enrollment limitations. The CCC itself is chaired by a faculty member and has eleven voting faculty members and two voting administrators. Additional ECC personnel, including the Articulation Officer, the Curriculum Advisor, and the Matriculation Officer, serve in ex officio positions. The committee meets twice a month, and a prepared schedule sets the curriculum review timeline for each semester.

The review of courses and programs is closely related, but separate procedures allow for targeting and revising specific courses when a program is not conducting program review. Academic programs are reviewed according to an established five-part procedure, and program reviews are scheduled and coordinated by the Office of the Vice President of Academic Affairs. Each program review is undertaken by faculty within that program, and they use institutional data, student and faculty evaluations, trend spotting, discussion, and reflection to arrive at a thorough evaluation of the program.

Procedures for course review and program review lead to assessment of quality and improvement at the course and program level. Additionally, course and program faculty are responsible for identifying appropriate student learning outcomes. Student learning outcomes are being established for each course and program. Each department within its division has identified committees responsible for SLO development for each course and program. These SLOs guide course development and revision and program review/evaluation. At the course level, SLOs are tied directly to course content through stated course objectives.

Credit and non-credit courses are approved at the faculty, division, and college level. Each division's curriculum committee reviews, discusses, revises, and approves new and existing course proposals before forwarding them to the CCC. The College Curriculum Committee must review, evaluate and approve all new or revised courses before they are presented to the Board of Trustees for approval. The current processes effectively guide and administer both courses and programs.

At the program level, current procedures lead to assessment of quality and improvement in programs through shared dialogue and goal-setting, and as program review is tied directly to program funding, program needs and recommendations set by program faculty inform and guide the Planning and Budgeting Committee (PBC) as they review stated program needs and recommendations when funds are requested.

Courses and programs undergo rigorous examination in order to maintain high standards. Course evaluations result either in revision according to the CCC's established procedures for course revision, or in retiring the course if the course no longer meets the needs of its program or the campus community. Programs are reviewed and evaluated every six years to assess program needs and to provide recommendations. Programs within departments and divisions are reviewed on a rotating basis.

Self Evaluation

The college meets the standard. The institution assures that it relies on faculty expertise for establishing the quality of its courses and programs by making faculty discussion and decision-making the first and most crucial step in course review and revision and by assigning faculty the central role in evaluation and goal-setting for all programs via program review procedures. Current curriculum review guidelines suggest a six-year course review cycle. However, the workload of the CCC prohibits a six-year review cycle. A six-year review cycle is a more manageable goal, as well as curriculum review accomplished through program review, given the number of courses, majors, and certificates offered at ECC.

The CCC under the direction of the current chair developed new online web based course management software to ease the development processes. The software is available for faculty to use and was launched in Fall 2007. The use of the software may expedite the curriculum review process shortening the time needed for the committee to review courses. The CCC in coordination with the Office of Academic Affairs Curriculum Advisor is

generally effective at overseeing the curriculum review process. The Curriculum Advisor is a full-time position.

With the growth of courses now offered online has come growth in faculty Distance Education expertise. Designating one faculty Distance Education expert in each division as a sitting member of each division curriculum committee will streamline the approval process.

In spite of its heavy workload, the CCC's work on campus development of an engineering technology program and an extensive non-credit ESL program are among recent CCC accomplishments.

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

Descriptive Summary
El Camino College has started building a comprehensive assessment program that is led by faculty. The Assessment of Learning Committee, made up of faculty, is tasked with creating and assessing institutional-level SLOs. This committee consists of faculty representatives from each academic division, the Compton Center, and student services/counseling, along with some ex-officio members—the Vice President of Academic Affairs, an academic dean, the institutional researcher, and a student services dean. Finally, each division has an SLO and Assessment advisory committee which consists exclusively of faculty members, with academic deans taking on an organizational or supporting role.

Student progress towards achieving the outcomes identified by the faculty is assessed as part of the SLO cycle. One result of the SLO program is greater emphasis on clear statements of expectation, usually through the use of rubrics. Faculty members have increased their use of rubrics, adding to the level of transparency and allowing students greater understanding of how to achieve their goals.

At this time, the faculty primarily relies on grades and testing processes to evaluate the effectiveness of student learning. Some are beginning to use SLOs, though this is in the developmental stage. The college expects that once faculty members begin to get the gist of the SLO assessments, they will have data based on classroom research to assess the student learning outcomes in their respective courses. Allied Health Programs pay more attention to student outcomes than other programs because they are externally accredited and are required to demonstrate minimum student competencies.

Self Evaluation
The college meets this standard. Some programs such as Nursing are required to perform an annual self evaluation; however, others rely on Career Technology Education (CTE) program review as the major source of program evaluation. Career Technology programs receiving CTE funding are required to respond to the core indicators to qualify for funding. The basic skills English and Math programs are in the process of completing a self assessment that will be submitted to the Chancellor's Office on May 1, 2008. The information used to assess student progress is downloaded from the state MIS database to develop success and retention reports. The Institutional Research Office must complete reports to the State Accountability Report for the Community Colleges (ARCC) every year. The faculty are primarily engaged in developing program reviews and more recently SLOs and assessment.

Planning Agenda
1. The college will continue to develop, assess, and revise SLOs and assessments for all college courses, programs, certificates, and degrees (IIA.2b).

c. ***High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.***

Descriptive Summary
Quality of instruction at El Camino College is demonstrated through several processes. All course outlines must be reviewed by three separate collegial bodies: department faculty, division curriculum committees, and the College Curriculum Committee. During this review, department faculty are

instrumental; faculty update course outlines according to overall program and course content trends and texts, current developments in modes of delivery, course sequencing, needs of the community, results of program review, and established course- and program-level student learning outcomes. As SLO assessments are conducted, these results are also considered in updating course outlines.

El Camino College has developed a Pre-baccalaureate Task Force that brings together for the first time pre-collegiate disciplines and support-offices across campus. Included in this task force are faculty and administrators from Academic Strategies, English as a Second Language, English, Reading, and Mathematics; the Special Resource Center and the Learning Resources Center; ECC's Director of Grants; and academic counselors. The task force seeks to broaden our discussion and concerns about pre-collegiate students, disseminate current research, and develop both instructional and student support strategies for strengthening our pre-collegiate programs. Our current project is a Title V grant proposal which, if funded, will provide a means to develop successful cross-campus strategies benefiting pre-collegiate students. The Pre-baccalaureate Task Force provides cross-campus institutional dialogue much needed at ECC, as so many of our students enroll in pre-collegiate-level classes.

Within disciplines, criteria used to determine breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is derived from successful program review. Criteria are derived from results of data sets, including fill rate, retention and success rate; curricular review; faculty expertise within their disciplines, and the support of faculty growth through conference funding and on-campus events; and discipline-specific standards. Each program establishes its criteria at the beginning of their program review process by reviewing quantitative data and trends. Program faculty set pre-collegiate and collegiate standards through review of the quantitative data and comparison of that data with national trends within the discipline.

Self Evaluation
The college meets the standard. The college curriculum process requires faculty to respond to questions on the forms that stimulate reflection and dialogue in the discipline. Faculty members must revise general course outlines once every six years depending on the articulation of the course. In order to complete the curriculum review process, they must respond to questions regarding articulation, grading standards, methods of instruction, currency of content, Bloom's taxonomy, course objectives, degree status, textbooks, conditions of enrollment, pre- and co-requisites, and content analysis, which are found in the committee's forms.[32]

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

Descriptive Summary
El Camino College faculty members, counselors, tutors, and other support staff have been innovative in their use of delivery modes and teaching methodologies. Various campus programs and faculty groups continually address the ongoing drive to understand learning styles and academic needs of our diverse student body. The Staff Development Office provides workshops designed to increasing effective teaching and learning through alternative modes of instruction and to help evaluate the effectiveness of new methods of delivery.

For example, during the 2006-07 academic year the following workshops were offered that provided strategies for faculty to use in their classroom addressing teaching methods:

1. Two-day On Course Workshops were held in the fall and spring with over 70 faculty attending. On Course provides strategies for assisting students to be successful both in college and in life. Among the many topics covered are Discovering Your Preferred Learning Style, Understanding Emotional Intelligence, and Gaining Self Awareness.
2. In Spring 2006, a series of workshops titled "Tooling Up: Empowering Active Learners" were held. These workshops followed up on strategies learned in the On Course 2-day workshops.
3. Human Development 8 Teaching and Learning Cohort
4. Globalizing the Curriculum met throughout the year in preparation for a trip to China
5. Basic Skills Infusion Training in Reading & Writing

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6. Celebrating Abilities-Special Resource Center Open House
7. An Introduction to Service Learning
8. A one-day conference: Holistic Approach to Teaching & Learning: Academics and Beyond

A recent campus-wide effort by faculty members working with Academic Affairs has begun the discourse on Student Learning Outcomes. Fall 2006 and Spring 2007 Flex Days included divisional and departmental work on developing SLOs for each discipline.

Additionally, the college has excellent support services designed to supplement in-class instruction with the intent of augmenting student success. Under the acronym of SSTARS, the college is committed to a variety of programs that supplement instruction at all levels. The Student Success Transfer and Retention Services (SSTARS) committee evolved from Counseling and Student Services in Spring 2003. It was created to support the mission of ECC to meet diverse community needs and to support the development of services for student success, transfer, retention. Among its programs are the following that address the diverse needs and learning styles of El Camino College students:

1. The Learning Communities program offers linked classes in which the subject matter of two or more classes is integrated. The classes may be designed around a unifying theme to reinforce the students' learning. Students and faculty learn from each other and build a sense of community.[33]

2. The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services.[34]

3. Mathematics, Engineering, and Science Achievement program (MESA) provides support to community college students who are majoring in math or science so they excel academically and transfer to four-year institutions.[35]

4. The Honors Transfer Program is designed to better prepare the highly motivated student to transfer successfully to a university and complete a bachelor's degree.[36]

5. Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles County, California. The program is open to any at–risk student who just graduated from high school and is serious and motivated.[37]

6. Puente Project's original program mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Puente is open to all students.[38]

7. Special Resource Center exists to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Over 1200 students are currently receiving services.[39]

8. Supplemental Instruction offers a series of weekly review sessions for students enrolled in selected courses.[40]

9. The Women in Industry & Technology Program is a support program for women who want to enter non-traditional careers, providing a forum for guest speakers, lectures, field trips, and tours. It also provides counseling, peer support group, tutoring, and child care, and assists with employment, internships, and apprenticeships.[41]

10. Community Education places emphasis on the development of skills necessary for the workplace and for lifelong learning. Instruction is offered through small groups and individual study and is often aided by computers.[42]

11. The Learning Resources Centers at El Camino and Compton Center provide academic support resources and tutorial services and computer access to all students across all divisions.

Furthermore, Distance Education course retention and success rates are examined yearly and special attention is given to individual courses.

ECC faculty members also determine the effectiveness of teaching methodologies through peer, student, and self evaluations, which are required under the faculty contract. These evaluations ask faculty within each department to critique teaching style and methodology, ask for student input on teaching effectiveness, and reflect on the results in the process of self evaluation.

Self Evaluation

The college meets the standard. El Camino College is fortunate to have the resources to support programs like the ones described above. These programs are continued because each one has demonstrated increased student success, retention, and persistence.[43] Though they are expensive, they are maintained because they serve as models for successful faculty and student engagement, including faculty members not involved in these programs. Faculty members rotate in and out of these special programs to allow for the college to increase the expertise of the general faculty in these more engaging teaching methodologies.

Compton Center students have access to WIT, LRC, and SRC on campus. Efforts are underway to expand Compton's offerings and to implement others of those listed above.

e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The college evaluates the effectiveness of its courses and programs through consistent program review. ECC's program review process has been revised substantially since the last accreditation self-study. The new program review process was developed as follows: first, a faculty member received course release time to conduct a meta-review of area program review processes. The faculty member examined program reviews of sixteen California community colleges for their relevancy to program faculty, their focus on SLOs, their ability to integrate program review with overall campus planning, and

their faculty-friendly structure. The results of this meta-review were presented to a newly-formed Program Review Task Force. The Task Force combined faculty and administrators from all divisions on campus. After much discussion, the Task Force developed a program review process it felt would benefit students and faculty without becoming so unwieldy as to make its completion by faculty a labored and unproductive chore, and would ensure that programs maintain academic integrity and quality. The approved process is based on a six-year cycle and focuses on the effectiveness of stated objectives through both a curricular review and an emphasis on active learning. All academic programs follow program review procedures, regardless of the program type. Several campus programs that receive special accreditation undergo external program reviews by accrediting agencies. For these programs, their accreditation reports serve as their program reviews. Such externally-reviewed programs include Nursing, Paralegal Studies, Radiological Technology, and Respiratory Care.

The current program review process uses both quantitative and qualitative data to help faculty and program administrators arrive at a deeper understanding of their programs. The process requires faculty to assess quantitative data, and then to use results of the data in the remaining three components of the review. The following data is standard in the current program review process and is supplied by the Office of Institutional Research, except where noted:

- FTES by course and program
- fill rate
- student satisfaction with scheduling (determined through student evaluations)
- retention
- success rate
- FTEF ratios (supplied by division offices)

For each data set, and throughout the entire process, faculty members and program personnel are asked essential questions that lead to increased discussion and reflection. Two reflective questions address quantitative data:

1. Given the data, what trends are observed?
2. Should a recommendation be written addressing the data?

After assessment of quantitative data, the results are used in the next three segments of the program review process. A thorough curricular review is conducted in which the answers to the above questions become central to faculty as they discuss Student Learning Outcomes and their relationships to Course Objectives in each Course Outline of Record, and the overall role and relevancy of the program within the college's larger mission. Faculty discuss program requirements and then draw conclusions. The review should prioritize recommendation, major needs, and strategies to address both recommendations and needs.

Once completed, the Academic Affairs program reviews are sent to the appropriate program review coordinator in each of the two vice president areas. The program review committee reviews and discusses the completed review with the originators and the deans. The committee may ask questions and request clarification and additional information. After this meeting is completed, the originators will receive a memorandum from the coordinator describing the information required to complete the program review.

In Administrative Services area, the program review process took on a different approach that is described as flowcharting in which the vice president works with each unit in his area to assess the various unit services and whether they are operating efficiently. The flow-charting process allows the unit to graphically understand where gaps or dysfunctions may exist, and thereby the process becomes a very hands-on assessment. Administrative Services also uses an internet based survey to assess the college community's satisfaction with the quality of services. The results from these two inputs were used to create indicators and goals. Each month progress is assessed where the units are in respect to their goals.

Self Evaluation
The college meets the standard. The faculty whose programs have completed program review process reported meaningful and increased discussions among the program faculty. Contributions to the program review process were provided by Institutional Research, the Articulation Officer, the Curriculum Advisor, and administrators. Faculty report satisfaction that direct linkage between planning and funding assures that evaluation and goal-setting do not end at the program level. Some

faculty have reported that the new review process itself has created a means by which programs can achieve and maintain a higher level of integrity. The process aids faculty in determining program needs and to develop appropriate recommendations for their programs and this has deepened the faculty's level of reflection and research, according to faculty members who already have participated in the new process.

Once completed, the program reviews are sent to the appropriate program review coordinator in each Vice President area. The coordinator schedules the Program Committee meetings to discuss each program review with the dean and the originators. At this meeting the committee may ask questions and request clarifications of the responses. The originator then receives a written memo from the coordinator specifying the additional information required to complete the program review.

Results of program reviews have, in some instances, helped faculty attain new perspectives on the needs of their programs. For example, the 2005-2006 Reading program review revealed to Reading faculty that ECC required an additional lower level Reading course, and the entire series of Reading courses needed re-sequencing. As a result, Reading faculty wrote and submitted a New Course Proposal to the CCC. After its approval, and the subsequent revision and approval of the two existing Reading courses, the Reading faculty essentially updated their entire program by adopting holistic assessment methods that align with current research.

The program review process is working well in Academic Affairs. The Student Services area is using a similar model as Academic Affairs, but is more focused on the evaluation of services to students. Under the leadership of the new Vice President of Student Services, the Student Services program review committee will evaluate the unit reviews and develop a similar feedback system to the units. In Administrative Services, the program review process has been effective in raising employee awareness of unit indicators and where the units are relative to those measures. This is having an impact on operations and resulting in better service.

Planning Agenda
1. The results of program reviews in all three areas should be published on the college website under a link called Program Review (IIA.2.e).

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

Descriptive Summary
One of the major components of the college's systematic evaluation and planning is program review and it is used to assess currency and to measure achievement in each of the areas. In Academic Affairs program reviews, courses, certificates, and programs are evaluated for currency and student success measures. In Student Services the major focus is on the assessment of the quality and the amount of service students receive. Administrative Services concerns itself with the quality of its services and uses the flowcharting analysis process to improve services in relation to indicators that were developed for each unit.

The college is in the process of posting its program reviews on the website for each of the areas, and these are available to students and the rest of the college community.

The institution is very concerned with ongoing planning, and to improve the effectiveness of the planning process has acquired a new planning software application that is easier for all of the units to use. All units are required to develop a plan that is related to the overall institutional goals and objectives and allows for self-evaluation.

The units will be required to update their plans annually as projects are completed and improvements are made giving the units the opportunity to revise the previous year's plans. Units seeking augmentation of funding for staffing, equipment, professional development, and facilities improvements are required to integrate these into their unit plans.

The college has an institutional research office that includes a director, a research analyst, a part time research analyst, and anticipates hiring a second research analyst who will focus primarily on the Compton Center. The office develops regular reports based on the state MIS data to report student progress. Add links and discuss below if or how well used.

Q-Builder, the software previously used for coordinating development of college planning, was an excellent program but difficult to use. In 2006-2007 it was replaced with Plan Builder, a more user friendly planning software. Users report that it is in fact easier to use than Q-Builder.

Self Evaluation
The college meets the standard. The college takes planning and budgeting seriously and spends a great deal of human and financial resources to ensure that the planning process is linked to the budgeting process. The college has strengthened the relationship between planning and budgeting to the point that unit managers understand that resource allocation, particularly for new funding, is tied to their planning, thereby validating the planning process.

If managers want new funding, their proposal will have to be part of their annual plan, and they will be required to evaluate how well their unit uses the new resources.

The institutional planning process at Compton Center was interrupted with the loss of accreditation and the transition to partnership. Efforts are now underway to reactivate the necessary committee activities and draft new or updated strategic and operational plans.

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

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

El Camino College does not currently use departmental course or program exit examinations. Various licensing examinations are conducted and validated by outside agencies.

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

Descriptive Summary
The grading policies and the criteria for awarding credit for courses are stated clearly in the college catalog. Course outlines of record for new or revised curricula submitted to the CCC must include learning objectives and methods of evaluating students, including a document establishing which pre-requisites, and/or advisories and other conditions of enrollment, address the adequate preparation of students. However, the college has chosen not to include SLOs as a formal part of the Course Outline of Record in order to ensure that SLOs are continually revised as part of the assessment cycle. Instead, faculty are encouraged to include SLOs as part of their syllabi. CCC review of courses ensures that units of credit are awarded according to the Carnegie unit standard.

Course syllabi provide the detail supporting individual class section compliance with the course outline of record. Syllabi are provided to students and to the dean of each division, and they are monitored and reviewed during faculty evaluations and during the tenure review process to ensure that they are in line with campus policies, and that they accurately reflect the content, activities, and assessment methods of the courses.

Self Evaluation
The college meets the standard. The college SLO program is in development and more dialogue will take place to assess the relationship of SLOs, assessments and student grades. It is too early in the development stage for the faculty to fully understand the relationship between SLOs and evidence of student learning.

Planning Agenda
1. The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).

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

Descriptive Summary:
The college awards Associate in Arts and Associate in Science degrees and requires students to earn a 2.0 GPA.

Certificates require the following GPA:

Certificate of Achievement
A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average.

A Certificate of Achievement with Honors is awarded to students who complete the prescribed program with a 3.0 grade point average.

A Certificate of Achievement with High Honors is awarded to students who complete the prescribed program with a 3.5 grade point average or above.

Certificate of Accomplishment
A Certificate of Accomplishment is awarded to students who complete the prescribed program with a 2.0 grade point average or above.

To complete the requirements for a certificate or degree, students must complete a sequence of courses for the degrees or certificates that are outlined in the college catalog. The criteria for student achievement in each level of certificates of achievement was developed in Fall 2007 by the Academic Senate and approved by the Board of Trustees.

Self Evaluation
The college is working toward this standard. The college has not developed SLOs for degrees and certificates and is still in the developmental stage of the SLO program.

Planning Agendas

1. The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).
2. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).

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

Descriptive Summary

In 2002, the College Board of Trustee adopted Board Policy 4025, Philosophy for Associate Degree and General Education. The policy states that

> The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education. El Camino College recognizes the need to provide a multidimensional, multicultural and integrative general education curriculum, as the core of associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding.[44]

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate in Arts and Associate in Science Degrees," which was presented to the College Curriculum Committee (CCC) and approved by the Board of Trustees.[45] This statement is published in the College Curriculum Handbook[46] and the College Catalog.[47] The degree requirements for an associate degree at the college include six areas of general education:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality
   A. English Composition
   B. Communication and Analytical Thinking
5. Health and Physical Education
6. Mathematics Competency

For each area, the college has adopted criteria for designation of courses which satisfy the requirement; the criteria are described in broad terms reflecting student learning.

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. To a large extent, courses are included in the general education pattern based on articulation with the four year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

The rational for general education courses is communicated primarily through the college catalog. There are eight academic divisions, and they closely mirror the general education breath pattern to one degree or another.

Self Evaluation

The college meets the standard. The philosophy for general education was established by the governing board and is implemented through a process relying on faculty disciplinary expertise.

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The El Camino College general education requirements include courses in Natural Sciences, Social and Behavioral Sciences, and Humanities. For inclusion as a general education Natural Science course, "a course shall be designed to help the student develop an appreciation and understanding of the scientific method"[48] and make connections between science and other human activities.

For inclusion as a Social and Behavioral Science course, "a course shall develop an awareness of the methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts."[49]

El Camino's general education requirement in Humanities also includes introductory and integrative courses in the arts; for inclusion in this requirement, a course "shall develop the student's awareness of the ways that people . . . have artistically and culturally responded to themselves and the world . . . and shall develop the student's aesthetic understanding and ability to make value judgments." Courses are selected for the general education breadth patterns by the academic division submission to the CCC. The CCC is responsible for determining where courses fit into the general education pattern; however, the committee relies strongly on the recommendation of the program faculty. The courses are discipline based and related to criteria at the four year schools, articulation agreements, and comparisons to other community colleges in California. Courses with similar subject and course content may vary in lab or lecture loads or hours; however, they are comparable to the general education courses at other schools. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, will make a determination if the course has sufficient rigor to meet the standards of scholarship of the college.

Self Evaluation

The college meets the standard.

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

Descriptive Summary

The college's general education philosophy specifically cites the development and importance of critical thinking, technological awareness, analytical skills, and clear and precise expression among its goals. Under the heading "Language and Rationality," the general education requirements include a course in English Composition and a second course demonstrating Communication and Analytical Thinking, which may include critical reasoning, oral or written communication, logic, statistics, mathematics, or computer language or programming.

As part of El Camino's process of establishing and assessing student learning outcomes, the Assessment of Learning Committee, in Fall 2006, drafted a statement of Core Competencies to serve as institutional learning outcome objectives.[50] Two of the five Core Competencies, "Critical, Creative and Analytical Thinking" and "Communication and Comprehension" are well-aligned with the goal of developing strong critical analysis skills. The Assessment of Learning Committee began a process to link the Core Competencies with the associate degree general education requirements; however, this is a work in progress.[51]

The college is in the process of developing student learning outcomes and assessment for the core competencies. The competencies as described above are a starting point for the college, and there are plans in the future to develop an assessment that will do a summative evaluation of what students have learned over a four to six semester cycle. It is not clear what instrument will be used to do this assessment, but there has been discussion among members of the Assessment of Learning Committee that a survey, or student portfolio, or capstone project could be used to measure student learning in the five core competencies.

Self Evaluation
The college meets the standard. It is recognized that the college must develop an instrument or projects to help assess what students have learned during the time they were enrolled and at the time they completed their educational goal. Various options for measuring goal obtainment and learning are under consideration and college leaders are reviewing what other schools have done in this area. There is no specific requirement in computer literacy.

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

Descriptive Summary
The broad themes of ethics and citizenship are echoed in the college's Philosophy for Associate Degree and General Education. The recently adopted Core Competencies include **"**Professional and Personal Growth" and "Community and Collaboration." While no specific general education requirement directly addresses the development of ethics and citizenship, the requirements in Social and Behavioral Sciences and Humanities provide opportunities to broaden students' awareness of society, culture, history and values. The Humanities requirement encourages development of aesthetic sensibilities.

Self Evaluation
The college meets the standards. The categories in El Camino's general education requirements do not specifically include areas corresponding to the qualities mentioned in this subsection, though the general education requirements parallel these areas. When considered as a whole, particularly in conjunction with the recently developed Core Competencies, the general education breadth pattern may result in the development of higher thinking individuals.

4. ***All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core.***

Descriptive Summary
The college catalog lists all degree programs, along with their required courses, the number of units needed, the courses that can be used to fulfill electives, and in some cases the career path for which the program prepares the student. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.[52]

The definition of the Associate Degree states that:

> The Associate Degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

In September of 2000, the college created an AS/AA Degree Task Force to create clear definitions of the two degree patterns and to assure that course patterns satisfy the needs of students and of the community as a whole. Over the past seven years this task force has completed its work. It has established General Education criteria for each specific area and reviewed all existing courses with discipline faculty for compliance with criteria. Any courses which did not meet the criteria were revised or removed.

The criteria for defining a degree program as an Associate in Arts or an Associate in Science, as published in the College Catalog, are as follows:

"An Associate in Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area."

"An Associate in Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology."[53]

Further, the catalog notes that: "All degrees require a total of 60 units with no fewer than 18 units in the major and appropriate general education courses as indicated on the A.A. or A.S. degree patterns." These degree patterns are also detailed in the catalog.

The catalog features a description of each program, with clearly stated learning outcomes, as well as individual course descriptions. Each course description in the college catalog explains the content of the course and the expected learning outcomes and skills. The 77 associate degree programs offered at El Camino College cover a broad intellectual spectrum.

All degree programs are in compliance with the Taxonomy of Programs (TOP) guidelines. Focused study in a recognized area of inquiry or in an established inter-disciplinary core is required for all majors.

Self Evaluation
The college meets this standard. The college updates and publishes the catalog annually so that it accurately reflects the addition or revision of courses and programs. Divisions review and revise program descriptions for accuracy. Divisions review all established degree and certificate programs, and the Chancellor's Office approves all new degree and certificate programs.

Advisory committees and external accrediting bodies also monitor several of the college's programs. Each of these reviews verifies that courses leading to degrees are consistent with program objectives.

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

Descriptive Summary
A survey was conducted of all instructional deans to determine which El Camino College programs have external licensure requirements or which otherwise lead to professional certification. The following programs reported participation by students in external licensure or certification, with the examination identified and the passing rate noted.

Cosmetology
California State Board of Barbering and Cosmetology
First time pass rate, 2006-1007: 72%

Fire and Emergency Technology - Paramedic
National Registry Examination for
Emergency Medical Technician - Paramedic
Pass rate (first attempt) 1998-2007: 79%
Pass rate (up to five attempts) 1998-2007: 100%
Fire and Emergency Technology -
Firefighter I
California State Marshall certification
Certification requires at least an 80% grade in the program and completion of a one-year internship, but not an examination

Nursing
National Licensing Examination
(NCLEX-RN)
Pass rate: 93%

Radiologic Technology
State Fluoro Examination
Pass rate (first attempt) 2007: 100%
National Registry Examination (ARRT)
Pass rate (first attempt) 2007: 100%

Self Evaluation
The college meets the standard. As noted earlier in this section, students must earn a minimum 2.0 GPA for a degree, and there are three levels of scholarship for certificates of achievement. These requirements ensure students earning degrees and certificates demonstrated the necessary skills and competencies

to meet the requirements of the labor market in their respective field of study. The college does not collect post-graduation information about student placement and success in the labor market.

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

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

Descriptive Summary
The College Catalog is available at the bookstore for purchase and is also available online[54] at no cost. The catalog includes a description of each degree and certificate program. Each description consists of the knowledge and skills students will develop as well as the courses required to complete the program. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs. All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor website. All division offices are required to maintain a copy of the current course syllabi. The college is in the process of developing a model course syllabus for new instructors and for those revising their syllabi.

Self Evaluation
The college meets the standard.

When surveyed by the Vice President of Academic Affairs, it was reported by the academic division deans that they did not have a uniform policy for course syllabi collection. The majority of course syllabi do not include student learning outcomes as this initiative is in the developmental stage, and faculty are learning how to develop and use SLOs. It is anticipated that in time most faculty will include SLOs in their course syllabi. The ECCFT labor agreement does not specifically require faculty members to post SLOs on their course syllabus.

In Spring 2008, Compton Center faculty are taking the lead in beginning to develop syllabi templates that will help demonstrate linkages among course content, learning objectives, and class activities. Templates will be beta tested over the summer sessions and will be adopted generally by Compton Center faculty in the fall. They will also be presented to El Camino College faculty for review and input throughout the development period.

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

Descriptive Summary
El Camino College is very active in promoting transfer of students to four-year CSU, UC, and private four-year schools. Counseling Services maintains a Transfer Center, where students may receive information and counseling to assist them in transferring as expeditiously as possible. The Transfer Center offers frequent workshops and Transfer Fairs to inform students about the requirements and the opportunities for transfer.[55]

In addition, El Camino College participates in articulation agreements and employs a faculty coordinator as Articulation Officer to assure that El

Camino facilitates the mobility of its students.

Articulation is the process of developing a formally written agreement that identifies a course or a group of courses offered on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling advancement to the next level of instruction at the receiving institution.

El Camino College articulation agreements with the California State University and University of California can be found on ASSIST, which is available through a link from the ECC Counseling website.[56]

California Articulation Numbers (CAN) are included in course descriptions in both the College Catalog and the Schedule of Classes, enabling students to make well-informed choices when selecting classes.

In addition, the college has articulation agreements with approximately 24 private four-year institutions. Information about each college and the articulation agreements is available online on the Counseling Services webpage.[57]

Self Evaluation
The college meets the standard. The college does not currently have a degree audit system for students to regularly review their academic progress. Information Technology Services is working to make the degree audit function of Datatel's Colleague available.

Planning Agenda
1. The college will develop a degree audit program in the next four years (IIA.6.a).

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

Descriptive Summary
El Camino has not eliminated any programs at the main campus in recent times. When enrollment in a program becomes so low that the program cannot be sustained, the college initiates a modified program review to assess the future of the program. When a major revision or termination is indicated, the college assists students that completed 75 percent of the program to complete the program at another college, or allows the program to remain open until the students complete their program requirements.

The Board of Trustees approved Board Policy 4100.1 on Catalog Rights in July 2006, to assist students to complete their education in a timely manner when changes are made to program requirements. This policy allows students to graduate under either the requirements that were in place when their continuous enrollment began or under the new requirements. The Policy is published on the Board of Trustees website and in the College Catalog.[58]

Self Evaluation
The college meets the standard.

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

Descriptive Summary
Each academic year, El Camino College publishes a college catalog which includes detailed information about the college, policies, programs, course offerings, administrators, deans, directors, and members of the faculty. The catalog is scrutinized regularly to be sure that all information contained therein is accurate and up to date.

In addition, the entire catalog and a Compton Center supplement are available in electronic form online.[59] [60] A link to the catalog may be readily found from the main page of the college website under the heading Academics. Information is also available on the catalog webpage indicating that the catalog is

available for purchase at the campus bookstore and that it may be ordered by mail for a small fee.

The college schedule of courses is also available in both hardcopy and electronic form for each campus. For several years, the paper copy of the schedule of courses was not distributed free and was not mailed to the community. The class schedule is available free of charge at the Information Desk in the Student Services Center and the Bookstore. Students and the community members also have access to the schedule online in both searchable form and as a PDF file.[61] The searchable schedule is updated throughout the registration period to provide students with up-to-date information about class availability.

The schedule, in both paper and PDF form, includes detailed information about policies and procedures as they pertain to students. This information is also scrutinized and up-dated with each publication.

Other materials that represent the college are overseen by the Public Relations and Marketing Office to assure that information is accurate and trustworthy.[62] This department has available both online and in hardcopy form a Communications Guide & Publications Standards booklet[63] in order to assure that the college maintains integrity in all representations about its mission, programs, and services.

Self Evaluation
The college meets the standard.

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

Descriptive Summary
The Board of Trustees adopted Board Policy 4030 Academic Freedom[64] and Board Policy 5138 Standards of Conduct.[65] Both policies are available on the college website and in the college catalog. The college mission statement, statement of philosophy, statement of values, and guiding principles are published in the college catalog and on the college website.

Self Evaluation
The college meets the standard.

a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary
The Board of Trustees approved Board Policy 4030, Academic Freedom, in August 2006, following similar action by the Academic Senate, replacing a previous policy on the Teaching of Controversial Issues that had been in place since 1965. The policy begins with a broad statement of principle:

> "The El Camino College District recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition."[66]

The policy recognizes academic freedom by stating that each faculty member

> "shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content, or in academic research or publication, while recognizing the responsibility to be accurate, objective and respectful of others."

The policy also states standards of responsibility; for example:

> "Faculty also have the responsibility to grade students solely on the basis of evidence of knowledge of the material pertinent to the class and attainment of appropriate skills, or other generally accepted grading criteria, avoiding any bias generated by a student's political outlook, religious belief or other personal attributes."

This policy is available on the El Camino College website.[67]

Self Evaluation
The college meets the standard.

b. ***The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.***

Descriptive Summary
Student academic honesty is addressed in Board Policy 5138, Standards of Conduct, which is published in the College Catalog.[68] The policy states that: "Dishonesty, include[s] but [is] not limited to cheating, plagiarism or knowingly furnishing false information to the college. When there is evidence of cheating or plagiarism in classroom work, students may receive a letter grade of "F" for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate." The catalog includes detailed examples of forms of cheating and/or plagiarism.[69] In addition, many faculty members include a statement in the course syllabus indicating the definition and the consequences of plagiarism.

The director of Student Development, in coordination with deans and faculty members, is responsible for the enforcement of student disciplinary issues, including questions of academic dishonesty.

Self Evaluation
The college meets the standard.

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

This standard is not applicable to El Camino College.

8. ***Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.***

This standard is not applicable to El Camino College.

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[5] http://www.elcamino.edu/academics/ccc/handbooksections.asp

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[25] http://www.elcamino.edu/academics/slo/history.asp

[26] http://www.elcamino.edu/academics/slo/history.asp

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[28] http://www.elcamino.edu/academics/slo/corecomps.asp

[29] http://www.elcamino.edu/academics/slo/

[30] Rubric for Assessment of Progress Toward Implementing an SLO Framework for a Community College

[31] http://www.elcamino.edu/academics/ccc/

[32] http://www.elcamino.edu/academics/ccc/officialforms.asp

[33] http://www.elcamino.edu/studentservices/fye/lc/LC_Schedule.asp

[34] http://www.elcamino.edu/studentservices/fye/about.asp

[35] http://www.elcamino.edu/academics/mathsciences/mesa/index.asp

[36] http://www.elcamino.edu/academics/honorstransfer/

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Standard II: Student Learning Programs and Services

B: Student Support Services

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

El Camino College is an open access[1] institution that utilizes the matriculation[2] process to ensure proper placement of students into courses where the students would most likely benefit based upon multiple measures of their incoming abilities.

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

Descriptive Summary

The college evaluates the quality of the student support programs by conducting program review every three years and an annual year-end report. Each department program review goes through its respective dean or director and then on to the area vice president or Provost. The purpose of the program review and year-end report are for each office to report accomplishments, challenges and/or issues, successes, and projects in progress. In addition, there are categorical programs such as Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids Act (CalWORKs), Disabled Student Programs and Services (known at ECC as the Special Resource Center - SRC), and Matriculation that undergo a state review every six years by the Chancellor's Office. El Camino College and the Compton Center completed the self-evaluation portion of the state categorical program review on February 7, 2007.

El Camino College developed the Student Success Transfer and Retention Services (SSTARS) which is comprised of 25 Student Support Programs.[3] It lists the name of each Student Support Program, the contact information, the purpose, and the services offered.[4] SSTARS will be available at the Center by Fall 2008.

The Student Support Programs are located in various buildings around campus such as the Student Services Center (SSVC), Math and Computer Science (MCS), Social Sciences (SOCS), Art and Behavioral Sciences (ART-B) and at the Compton Center. Each program office contains flyers, brochures, pamphlets, and information about their program. The following are some details of a few of those programs.

The Adult Re-Entry program is geared for students 30 years of age or older who are returning to or starting college for the first time after a five-year gap in their educational pursuits. Adult Re-Entry students return to college to complete a program leading to an AA or AS degree, with many students transferring to a university to complete a bachelor's degree. Continuing students are required to have a 2.0 cumulative GPA. The services provided include: orientation for new students; academic, career and vocational counseling; assessment; referral to appropriate support services; book vouchers; and supply kits.[5]

The CalWORKs program assists single parents who are receiving Temporary Assistance for Needy Families (TANF), and those students transitioning off welfare, to achieve long-term self-sufficiency through coordinated student services. The program offering these services is the CalWORKs Career Ladder Programs and Services. The CalWORKs Career Ladder Programs and Services supports eligible students to obtain their educational degrees and certificates, while gaining work experience leading to sustainable employment. The staff members are dedicated to providing quality career

training and degree programs, and services are offered to help students achieve their goals. The college offers extensive services including childcare funding and referrals, vocational and educational assessment, counseling, jobs search and placement assistance, work activity referrals, and employability workshops.[6, 7]

The Career Center has developed innovative programs to support the undecided student population. Data provided by the Institutional Research Department showed that approximately 35% of El Camino College's student population is listed as an undeclared major in the college database. The Center provides a number of activities throughout the year to assist and inform students of the multiple career paths available to students. One of the activities for the Center was the Career Internship Fair which generated 350 student contacts. In October 2006, the Center sponsored the first annual Student Success Conference which approximately 150 students attended. Because declaring a major is an imperative for students transferring to a university, and in order to support the retention efforts for the college, the Center will continue to host the conference. In addition, the Center conducted 41 career orientations, two career tours, 25 classroom visits, one career internship fair, 1400 career assessments, and 80 counseling appointments serving over 17,000 students (Fall 2006 Report).[8]

Career Placement Services (CPS) provides students with job listings and employer information leading to employment and internships. CPS provides services to thousands of students through job listings (part-time, full-time, on-campus), employment referrals, internships, and CPS holds other fairs each semester including the Seasonal Job Fair, Internship Fair, Diversity Fair, and Career EXPO.[9]

The Career & Technical Education (CTE) program at the college prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration. CTE courses are occupationally specific and technical in nature. There are 32 occupational programs offered at El Camino College. If students are uncertain about a career direction, career counselors can assist them to find the path that fits their talents and interests. Expert professionals teach CTE courses in their respective fields. Their expertise ensures that students receive an intensive, hands-on educational experience. Instructors also work with students to seek employment, often before the course ends. CTE students learn how to compete in today's workplace, while learning valuable skills vital to their career advancement. They enforce a strong work ethic along with dedicated workmanship. CTE offers programs for all kinds of students, from high school graduates looking to start a career to those who want to work toward transferring to a four-year college or university. Many students enroll in courses to up-grade their skills or develop new ones for different positions in the workforce.[10]

The Counseling Division has successfully increased the number of students served in Student Enhancement, in orientation workshops, and in pre-registration appointments.

The Counseling Division is working collaboratively with the Compton Education Center to provide continued training on Datatel, educational plans, prerequisites, Associate Degree requirements, student athlete and nursing in-service workshops, financial aid, Extended Opportunity Program and Services, international students, CalWORKs, and on-course workshops.[11, 12]

The Extended Opportunity Program and Services (EOP&S) program helps low income and educationally-disadvantaged students achieve their educational goals at El Camino College. The program encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transfer, and tutorial services. Counselors provide matriculation, transfer, career, personal, and academic guidance services for all eligible students. Students who are trained as peer advisors work with students on registration, adapting to the college environment, and financial or personal matters. El Camino provides counseling services both by appointment and on a walk-in basis. The EOP&S staff assists students in understanding and applying for the many financial aid resources available to them such as EOP&S book service, scholarships, and fee waivers. The EOP&S office provides supervised study, which is a tutorial service designed to assist students toward successful completion of their

academic courses. The El Camino College EOP&S program has been recognized as a model by the state System Office.[13, 14]

The First Year Experience (FYE) program helps students to be successful in their first year of college by providing a supportive, caring environment of educational and career services. These include early group registration, orientation, and an FYE-exclusive bilingual counselor. There are also learning community courses, strategies for success in college, FYE faculty, field trips, and peer mentors. This program was one of the first to use MyECC email accounts.[15]

The Honors Transfer Program (HTP) at El Camino College prepares the highly motivated student to transfer successfully to a university and complete a bachelor's degree. HTP provides a unique learning environment which stresses scholastic excellence and develops the academic awareness necessary to achieve this goal. The major objective of the program is to better prepare students for transfer by focusing on enhanced writing, reading, and study skills. The program provides the following benefits: priority registration for all El Camino College classes; close academic and social interaction with other highly motivated honors students; enrollment in honors classes with smaller class sizes; outstanding faculty; designation of the Honors Transfer Program on El Camino College transcripts and on the El Camino College associate degrees; a parchment-quality Certificate of Completion upon program completion; an honors program counselor, director, and assistant for special help and advisement; enrichment seminars which provide information leading to academic and personal growth; increased chances of receiving scholarships; and special privileges offered by universities that have honors transfer agreements with El Camino College.[16]

The International Student Program (ISP) at El Camino College enrolls hundreds of students originating from more than 65 different countries, including Latin America, Europe, Africa, and the Pacific Rim each year. Many students will earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree while working toward transferring to a four-year university or college.[17]

The Mathematics, Engineering and Science Achievement (MESA) program, part of the MESA Undergraduate Program, provides support to community college students who are majoring in math or science, enabling students to excel academically and transfer to four-year institutions. MESA is based on a rigorous academic program that uses various components to support their students. The program's components help build an academically-based peer community to provide student support and motivation. The program has received outstanding results, providing a diverse pool of transfer-ready students who are prepared to excel as math, engineering, and science majors. MESA's rigorous academics, leadership preparation, and collaborative problem-solving training have helped produce transfer students who graduate as part of the high-tech workforce that is so urgently needed by industry.[18]

Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles County, California. The college developed the program[19] in 1987 in response to the disproportionate number of African American students who had either dropped out of, or had been academically dismissed from El Camino Community College. The program is open to any at-risk student who recently graduated from high school and is serious and motivated. A variety of support services are provided to students in Project Success. These services include academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, scholarships, and Learning Communities.[20]

The Puente Program was founded in 1981 by Co-directors, Felix Galaviz and Patricia McGrath at Chabot College in Hayward. The program's mission was to increase the number of Mexican American/Latino students transferring to four–year colleges and universities. Since then, Puente has expanded to over 50 community colleges throughout the state. The college developed the program in 1988. As an outgrowth of its success as a community college program, Puente high school programs were added throughout the state in 1993. Puente has a variety of services for the students including orientation, counseling, university tours, mentors, and a Leadership Conference. The Puente Program[21] has been very successful in transferring thousands of students to four-year universities.

In 1972, El Camino College established the Special Resource Center (SRC) to assist students with disabilities in their pursuit of a post-secondary education. The purpose of the SRC program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. In the first year, this program served 65 students. Today, well over 1200 students are currently receiving services.[22, 23]

The Student Athlete Independent Learning (SAIL)[24] program at El Camino College is committed to the welfare of student athletes by providing the skills needed to balance academics and athletics. The following services are available to students: special matriculation workshops, pre–registration course planning, priority registration, specialized tutoring, an athletic counselor familiar with eligibility requirements for all levels of transfer – Division I, II, III, NAIA, recruitment assistance, individualized educational planning, and a human development course geared towards the unique needs of student athletes.

The Student Support Services Program at the Compton Center is a federally funded program designed to increase college retention and graduation rates for eligible students; increase the transfer rates of eligible students to four-year colleges/universities; and foster an institutional climate supportive of the success of low-income, first-generation, and college students with disabilities. The services provided include priority registration; counseling; computer lab use; tutorial assistance; study groups; transfer assistance; informational and cultural awareness / appreciation workshops; financial aid assistance when applying online; scholarship information; and access to grants. Currently, the Student Support Services Program provides services to 160 Compton Center students.

Based on the data from the Institutional Research Office, transfer students comprise about 41% of El Camino College's population, making transfer the most listed educational goal for the students. The Transfer Center coordinates transfer events (campus tours, workshops, fairs, university representative visits, and university days). The Center also coordinates the Transfer Awareness Month in November and an Annual Transfer Conference in the spring semester. The conference attendance averages 300 students each year. During Fall 2006,

the Center had a total of 70 workshops, seven campus tours, 30 classroom presentations, two college fairs, two university days, and 84 university representative visits serving a total of approximately 2500 students. The Compton Center Transfer Center Annual Transfer Conference is held in October. During the Fall 2007 event, over 200 students attended, and during the spring of 2006 the Compton Center, in partnership with California State University, Dominguez Hills, hosted an On-site Admissions Day. The Compton Center Transfer Center posts a monthly calendar which includes workshop dates and campus tours. A comprehensive list of workshops and tours is available (Fall 2006 Report).[25]

The Women in Industry and Technology (WIT)[26] program was created to empower women for economic success by pursuing high-skill, high-wage majors and careers in Industry and Technology. Based on research from the California Department of Education and the California Community Colleges Chancellor's Office, fewer Latinas graduate from high school than girls in any other racial or ethnic group. Although Latinas make up 25% of the female population, only 15% have gone on to post-secondary education. Women in nontraditional jobs typically earn 20-30% more than women in traditional occupations. WIT provides nontraditional occupational support services on both the Torrance and Compton campuses through peer support groups, peer mentors, tutors, counseling, workshops, industry tours, career speakers, employment, and internship assistance.

Self Evaluation
The college meets this standard. The description of student services described above demonstrates the breadth and depth of offerings available to meet the needs of students at ECC. These services rely upon program review[27] and student surveys[28, 29] as tools to improve and enhance the service to students.

2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

a. *General Information*
   - *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
   - *Educational Mission*

- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Descriptive Summary

El Camino College has a catalog, which meets all requirements documented by the Commission's Standard IIB, 2a section.

The educational mission statement[30] was revised in a collaborative effort at the April 2007 Planning Summit and was approved by the El Camino College Board of Trustees in June 2007.

Most of the currently offered courses, programs, and degree offerings are listed in the main catalog[31] for 2007-2008. They can be found in the catalog on pages 41 to 243. Course offerings may be expanded to meet the vocational and developmental English needs of students attending the Compton Center.

The academic calendar[32] is easily found in the index of the catalog. It can also be downloaded from the college website.

Information regarding financial aid[33] is readily available in the catalog beginning on page 22 as well as page 273 of the ECC second edition catalog (Compton Center).[34] Links are available from the Compton Center website to the main campus Financial Aid webpage.

The college offers a wide array of student support services many of which are adequately described in the catalog.[35]

Names and degrees of all ECC faculty[36] members are listed in the back of the catalog from pages 244 to 259 with Compton Educational Center faculty[37] listed on pages 279 to 281 of the second edition. The names and degrees are not easily identified on the El Camino College website as they must be found in a search of the college catalog directory.

Board of Trustees members are listed on the website[38] and on the inside covers of class schedules.[39] The second edition of the catalog lists

the Compton Center Provost[40] (page 279).

The college has an approved academic freedom statement,[41] and it is posted in the 2008-09 college catalog and available on-line under approved Board policies.

As noted in the previous self study, El Camino College fulfills all of the requirements in this area in terms of key content: Official names, addresses, contact numbers, and website address are listed in most college materials. In fact, the name, address, telephone numbers, and web address are listed on the cover page of the catalog.

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

Descriptive Summary

Admissions criteria, registration processes, and matriculation processes are described in the catalog. Students may also access this information, application to ECC,[42] and Financial Aid[43] on the web site. The catalog also includes information regarding residency and foreign student requirements. All courses, degrees, certificates, and requirements for graduation and transfer are described in the catalog.[44]

c. Major Policies Affecting Students
- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Descriptive Summary

The catalog, both printed and online, includes information on major policies affecting students, such as academic regulations, including academic honesty; transfer-credit acceptance policies, grievance and complaint procedures, sexual harassment policies, and fee refund procedures. Additional information in the catalog are the non-discrimination policy, scholarship standards, student services information, student development information, standards of student conduct, transfer

information, and, honors programs information.[45]

Self Evaluation
The college meets this standard.

The college catalog includes all of the information required by the Commission's standards for accreditation and California regulations.

d. Locations or publications where other policies may be found

Descriptive Summary
All policies are available and accessible to students, staff, and faculty via the website.[46] The catalog is revised annually by the Office of Academic Affairs in coordination with all offices and programs that affect the contents of the catalog. In November of each year the various sections of the catalog are sent to the appropriate manager for updates and revisions. The Vice President of Academic Affairs and staff edit, review, and assess for clarity, an error-free draft for final publishing. The catalog is printed annually and available in the bookstore for purchase and online at no cost. Students are encouraged to purchase a catalog at the time they enroll. The catalog is available on the web.[47]

Self Evaluation
The college meets this standard. The college catalog is accurate and up to date. All policies contained in the catalog are also found on the college website on the Board of Trustees webpage. The Office of the President is responsible for ensuring the policies on the website are up to date.

Compton Center operates under all El Camino College board policies, and many departments have adopted the same forms or are in the process of transition.

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

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

Descriptive Summary
El Camino College has expanded and improved the quality of its services to students utilizing surveys,[48] program review recommendations,[49] and initiatives from students, faculty, and staff. Providing appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method has been addressed throughout the college campus. In Spring 2006 an opinion survey was administered to a sample of El Camino College students to gauge students' opinions to inform and assist in the development of policy decisions and to establish baseline opinions of students about college services, programs, and the campus environment. Due to an increased desire to address students' needs and interests, information based on this survey and program review reports, several student support services have been modified, created, and expanded.

The Vice Presidents of Academic Affairs and Student Services established an Enrollment Management Committee to assess, develop, implement, and evaluate the matriculation process, retention, and outreach activities for the college. This new effort has increases campus awareness and involvement in recruitment, retention, and student support services creating a more comprehensive and integrated approach to providing services to students. At the Compton Center the Enrollment Management Task Force meets regularly and is chaired by the Dean of Student Services and a faculty representative.

Student Support Service faculty and staff created a new program called SSTARS in 2003. Due to state budget cuts and the increased needs of the college community, this group created a committee that would support the collaboration, communication, and development of services for student success, transfer, and retention. As a result, over 30 academic and student support services meet monthly to coordinate, evaluate, and create activities and procedures that will promote appropriate, reliable, high quality methods of delivery for students and their families.

The expansion, institutionalization, and support for programs that deliver comprehensive services to students are also underway. These programs include the Teacher Education Program (TEP), First Year Experience (FYE), Learning Communities (LC), Supplemental Instruction (SI), Women in

Technology (WIT) and the Honor's Transfer Program (HTP), to name a few. Each of these programs utilizes counseling faculty, outreach and recruitment staff, and instructional faculty. These programs represent a trend at the college to integrate services across disciplines, programs, and offices to provide a more streamlined approach to student and instructional support services.

Self Evaluation

The college meets this standard. The Spring 2006 student opinion survey found that students are highly satisfied with the student support services, the delivery methods used, and accessibility. The students ranked, in order of highest satisfaction, library programs and services, computer support and services, financial aid, counseling and tutorial services.[50] Overall, student support services were ranked above average in all categories except for parking, day care, and recreational programs. The survey provided a baseline that will challenge the college to continue to improve upon. A follow up CCSSE survey will be administered late in the spring of 2008 with the results being used for program improvement.

In addition to this survey, program reviews are being conducted by each student support service program and office. The services that have completed their program reviews include: First Year Experience, Learning Communities, Supplemental Instruction, Admissions and Records, International Students Program, Veterans, Financial Aid and Scholarships, Assessment and Testing, Outreach and School Relations, EOP&S, and CalWORKs. By June 2008, all student support services will complete their program reviews. This process has increased awareness with program faculty and staff as to the services that need improvement as well as the services that are clearly promoting student success. The program reviews employ in-depth evaluations of each student service via student surveys, questionnaires, focus groups, and faculty evaluations. This process is required by all programs at the college. Program reviews are a valuable tool in the assessment of student support services.

Finally, in October of 2005, El Camino College conducted a comprehensive community survey to evaluate whether the district's population is satisfied with the services the college provides and to assess demographic changes. As a result of this survey, it was found that there was high satisfaction with the college services and academic programs. The survey also highlighted a major change in the demographics, specifically the increase in Latina women and their interest in continuing their education.

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

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

Descriptive Summary
The Student Development Office provides opportunities for El Camino College (ECC) students to get involved on campus via clubs, services, and leadership roles. These opportunities provide a learning environment which allows students to fashion their interests as well as develop critical attributes such as civic responsibility, creativity, and originality. Specific services provided by the Student Development Office include Associated Students Organization (student government), Inter-Club Council, a variety of clubs, and Alpha Gamma Sigma (The El Camino College Honors Society). These services provide diverse activities that enhance student development in the areas of leadership, communication skills, and decision-making that directly impacts their campus life.

ECC offers a variety of support services that enable the students to develop intellectually outside the classroom. Such services include Honors Transfer Program; Alpha Gamma Sigma; Associated Students Organization; cultural, religious, and discipline-related clubs; EOP&S; MESA; Puente; Project Success; First Year Experience; and high caliber counseling services.

The college also engages the students through various student functions and acknowledgements such as year-end award events, a quality graduation ceremony/celebration, and letters congratulating students for making the Dean's list. Students have an open forum opportunity everyday from 1:00 pm to 2:00 pm in what is known as the "college hour" where students can host guest-speakers, play live or recorded music, and enjoy other related activities.

During this time, there are also regularly scheduled job fairs, transfer fairs, and college fairs.

El Camino College regularly hosts Rock the Vote during election years. Civic responsibility is strongly stressed at this event not only by people involved with El Camino College but also by guest candidates that have been asked to come and speak to the students. El Camino College is also a voter registration affidavit distribution site. Students at El Camino College are encouraged to become more aware of their social surroundings not only by events and activities like those stated previously but also daily in the classroom. Civic responsibility is interwoven into some classrooms through Service Learning activities.

Student development activities actually start prior to the first day of classes at the college. A week before fall semester begins; El Camino College hosts a New Student Welcome Day where students are given tours and the opportunity to ask questions of college personnel and current students. By actively easing the fears and insecurities of students at the beginning of their academic journey, El Camino College assures a much higher rate of student retention. Becoming acclimated to college life early in the student's college career seems to aid the students in the completion of their college goals.

The Health Center at El Camino College provides the following services: chiropractic services, psychological counseling/group seminars/individual sessions, HIV testing, STD testing, workshops on depression, test anxiety help, anger management, and anxiety disorder help to support students in their health and well being.[51]

El Camino College is proud to offer a wide array of intercollegiate athletic programs. Over 400 student-athletes compete and excel in the classroom, on the court, and on the field as they prepare for transfer to the four-year institution. Warrior athletics has a strong commitment to sportsmanship, education, and preparation.

The athletic staff consists of advocates for the development of student-athletes, their families, and the community. Today's coaching profession is very sophisticated encompassing many different areas. Coaches at the college utilizes a solid base of educational knowledge, personal experience, a

repertoire of clinical skills, and teaching and learning principles to enhance the ability of the student-athlete while at El Camino College.[52]

El Camino College hosts 21 men's and women's intercollegiate athletic programs. During Fall 2006, the following highlights were acknowledged:[53]

- Ranked 4th in The Commission on Athletics (COA) Pepsi Supremacy Cup
- Cross Country Men's - 2nd South Coast Conference - 3rd California State
- Cross Country Women's - Conference Champions - 9th California State
- Football - State Champions (12-2)
- Soccer Men's - Elite eight California State Playoffs
- Volleyball Women's - Conference Champions - Top six California State Playoffs

The athletic division provides youth swim lessons for ages five and older; a fitness center which is open Monday through Friday for students; athletic camps and clinics for swimming, soccer, basketball, baseball, and softball, and hosts an annual golf tournament.

Ever since Fall 2004, senior administrators have emphasized the importance of training faculty, staff, and administrators. The Assessment of Learning Committee (ALC) has continued this effort with the support of the Vice President of Academic Affairs and the Office of Staff Development. Primarily through this training, the ALC has been expanding faculty understanding and acceptance. Training included formal workshops,[54] like those held on the Fall 2006 Flex Day, and the Assessment of Student Learning Week events, offered every semester since Fall 2007. Other training opportunities were more informal, including visits to department meetings and other individual or group meetings.

A pivotal moment occurred at the Fall 2006 Flex Day, when the coordinators kicked off the SLO and Assessment development process with their presentation "Welcome to the Zen of the Student Learning Outcomes Assessment Cycle," which not only informed faculty about the process and how it was shaping up, but also allayed some of the fears of the faculty by introducing them to the "Zen" theme. During this flex day, workshops were also offered in

order to lay the groundwork for faculty to start developing SLOs and plans for assessment.

At the Spring 2007 Flex Day, faculty worked in their divisions in order either to create new SLOs and assessments, design assessments for existing SLOs, or to engage in an "assessment audit" process. A starting point for SLO development, the assessment audit process asks faculty to discuss assessments they already do, which encourages them to create an SLO for which the existing assessment would be appropriate.

SLO development surged during the Spring 2008 Flex Day. The day began with a short general session, which covered general information for filling out the SLO Assessment Proposal and Report form and presented the big picture vision of the SLO and Assessment process. During the rest of the flex day, faculty spent time in their divisions working in small groups developing new SLO Assessment Proposals or completing SLO Assessment Reports from previous assessments. This day was a huge success and resulted in a significant increase in the number of assessment proposals and completed reports done across the campus.

Compton Center
At the Compton Center, students are given an opportunity to reflect on their volunteer experiences through discussion, journal entries, and reading. Students are encouraged to investigate career opportunities and discover and develop their interests and abilities. The faculty also serves as faculty advisers for student clubs and organizations such as Black Student Union, ASB, MECHA, Speech Club, and many others.

The Center supports several co-curricular programs that foster personal and civic responsibility. It also promotes opportunities for intellectual, aesthetic, and personal development through such activities as classroom instruction, student government, student clubs, and through employment opportunities with federally funded TRIO programs (i.e., Upward Bound, Upward Bound Math/Science, Student Support Services, and Talent Search).

The Compton Center endeavors to provide students with a stimulating environment which fosters development of individual and civic responsibility; at the same time it encourages intellectual, aesthetic,

and personal development.

Throughout the year, the Associated Student Organization (ASO) hosts numerous lectures, concerts, and cultural presentations on the campus. Further, there are special programs for Latino Heritage Month, Cinco de Mayo, Black History Month, Homecoming, and Academic Awards. International Students Week, Women's History Month, and Martin Luther King are all celebrated. The Center also hosted a Conference on HIV/AIDS Prevention.

The Executive Council of the ASB meets weekly to discuss issues related to students and to formulate recommendations to address student needs. On a monthly basis the Provost of the Compton Center meets with the ASB President to address the needs of the students. In addition, the ASB hosts public forums for students.

Other campus programs and departments also provide opportunities that enrich the learning environment. Extended Opportunities Programs and Services (EOPS) and Student Support Services sponsor cultural activities each semester. Together with the Transfer Center these groups also set up trips for students to visit local universities and participate in special university activities such as UCLA's STOMP conference and summer transfer program. In the spring of 2007, the EOPS/CARE program, Student Support Services and the Transfer Center hosted a northern California campus tour for 30 Compton Center students.

Career Expo/Open House - The Center kicked off the first major campus-wide recruitment effort co-lead by the CalWORKs Program, Career Center, Outreach, and Financial Aid Departments on March 21, 2007. Over 80 employers participated, 300 high school students attended, and over 2,000 employment seekers and students were present at the event.

Students acquire valuable job experience through the CalWORKs employment partners on the South Bay Workforce Investment Board (SBWIB) and career opportunities related to the student's field of study. Students are gaining valuable work experience by learning new skills, using industry terminology, and by being exposed to professional work ethics.

Collaborative efforts between CalWORKs
and CARE
- CalWORKs/CARE Mini-Conference (fall and spring): Students attend orientations, listen to speakers, and attend workshops geared toward the needs of CalWORKs students.
- Western Center on Law and Poverty: Provides on-going legal services for CalWORKs students and informational presentations on program rights and responsibilities
- Lifeline: Student support groups and advocacy for CalWORKs students by former CalWORKs student graduates.
- Harriet Buhai Center for Family Law: Provides free legal consultations regarding child custody, alimony, and other family related issues for single CalWORKs parents.
- On-site GAIN services worker: Provides weekly information, advice and problem-solving related to CalWORKs eligibility and benefits in partnership with Los Angeles County GAIN Office - Region V

The recently initiated Regional Transfer Collaborative Program at the Center also seeks to provide enriching and challenging experiences for students outside of the classroom by visiting universities, taking fieldtrips, and providing other special activities.

Student growth in the appreciation of aesthetics comes not only from observation but also from participation. Students in the theater department present a play each semester.

The Center's intercollegiate athletics programs provide the men the opportunity to participate in basketball, baseball, football, and soccer. Women compete in basketball and badminton. Tennis courts were removed due to construction of the Major League Baseball Urban Youth Academy baseball and softball fields. The softball team will be reinvigorated once the fields are completed. The Compton Center athletic programs are complying with Title IX requirements.

The Compton Center is excited about planned and ongoing activities that will contribute to increased opportunities for student's personal, aesthetic and intellectual growth, and community/civic involvement. The Compton Center Athletic department is planning to add women's softball and soccer in the 2007-2008 academic year. To determine student interest, softball and women's soccer classes will be offered during the Fall 2007 semester. However, budget constraints could impede this plan.

The construction of the music and performing arts center will significantly add to the opportunities for students to gain a greater appreciation of the arts and aid in our service to the community. The opening of the Major League Baseball Academy has provided opportunities for community involvement by assisting with some planned activities for the youth of our communities. One area that should be addressed is the need to provide a more inviting Student Lounge/Activities Center for our students. Budget constraints have continually hindered some of the goals. The Center administration is seeking outside resources to assist with the effort.

The Compton Center provides an environment that encourages personal and civic responsibility for all its students. To this end, the center sponsors a "Welcome Back Day" at the beginning of the fall semester, in addition to the New Student Orientations. During Welcome Day, student clubs, student service programs, and instructional programs provide information booths, activities, and a barbecue. Center clubs and organizations regularly sponsor and participate in community service activities. The Compton Center Student Life Office is dedicated to supporting community organizations.

Self Evaluation
The college exceeds this standard. El Camino College provides its students with a multitude of programs, opportunities, and support services to enhance student growth in areas of personal and civic responsibility as well as their intellectual, aesthetic, and personal growth at all ECC locations. Although the responsibility ultimately resides with the students themselves, El Camino College provides the structure and support for students to learn and to grow.

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

Descriptive Summary

The Counseling Division programs are evaluated through student satisfaction surveys, program review, year-end reports, and categorical program review.[55] As mentioned previously, programs within Student Services are evaluated every three years with input from faculty and staff. The Dean of Counseling provides reports every semester to the Vice President of Student Services on how each program is doing. In addition, the Division provides program plans using the college's software program.

The Institutional Research Office administered an opinion survey[56] in spring of 2006 to 1,900 students.

The purpose of the survey was to assess students' opinions and satisfaction regarding student services. The survey asked students' opinions of the importance of services and satisfaction with 21 services and 43 aspects of the college environment. The scale for the items: a score of 1 (least important/least satisfied) to 5 (most important/most satisfied) and a score of 3 being moderate importance/neutral satisfaction.

The following table and chart highlight the highest and lowest ranked services by both importance and satisfaction. Item numbers with a higher level of importance but a lower level of satisfaction such as parking are in italics; those with higher ratings in both importance and satisfaction are in bold**.** ECC students both valued and were more satisfied with library programs and services, computer support and services, financial aid services, and academic counseling.

Highest and Lowest Ranked Services by Importance and Satisfaction

#	Top 5 Most Important	Mean	#	Top 6 Highest Satisfaction	Mean
20	Parking facilities and services	4.15	6	Library programs and services	4.09
1	Academic counseling services	3.97	19	Computer support and services	3.94
6	Library programs and services	3.91	10	Financial aid services	3.75
10	Financial aid services	3.90	2	Personal counseling services	3.73

| Service	Importance	Satisfaction	Sat-Imp	National Satisfaction	ECC-Nat'l
Academic Counseling	3.97	3.72	-0.25	3.87	-0.15***
Personal Counseling	3.67	3.73	0.06	3.74	-0.01
Career Planning	3.68	3.65	-0.03	3.71	-0.06

Compton Center

By participating in the Student Support Services Programs, students are able to access support services (i.e., Counseling, Financial Aid, and Tutoring services) that will assist and motivate them towards the successful completion of their postsecondary education.

Self Evaluation

The college meets this standard.

The survey data from institutional research shows that 31% of students entering the college as Undecided Majors were reduced to 22% after receiving matriculation (application, assessment, orientation, counseling) services. In addition, the research shows that students who entered El Camino College and indicated the intent to transfer increased by 10% or more after matriculation services had been provided. The data further verifies the effectiveness and importance of counseling services (see table below).

"Intend to Transfer" Educational Goal
Upon Entry and Following Matriculation
Fall 2003 through Spring 2006
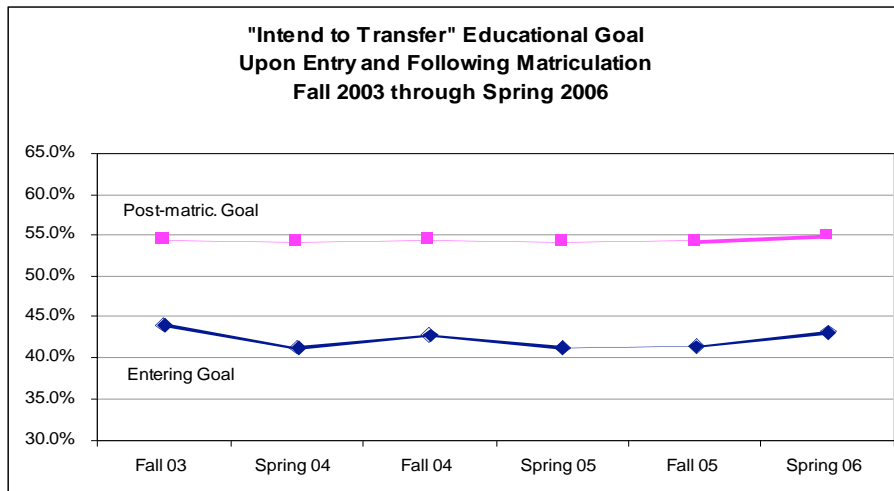
Educational Goal	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
Transfer (Entering)	44.0%	41.2%	42.9%	41.2%	41.4%	43.1%
Transfer (Post-Matriculation)	54.5%	54.1%	54.5%	54.1%	54.3%	54.9%
Undecided (Entering)	31.6%	33.3%	31.6%	33.3%	33.2%	31.8%
Undecided (Post-Matriculation)	22.7%	22.5%	22.7%	22.5%	23.2%	22.4%

El Camino College gives counseling faculty an opportunity to attend training sessions, conferences (i.e., CSU, UC, Ensuring Transfer Success, and Career), and in-service training workshops to upgrade skills. Monthly planning meetings and bi-monthly counselor meetings are held with a half hour of in-service training (e.g. transcript evaluation, Advanced Placement exams, student learning outcome and assessment development, and Nursing Program) followed by the counseling meeting.

d. The institution designs and maintains appropriate programs practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
On-Campus Clubs - Camino College promotes the enhancement of student's understanding and appreciation of diversity by promoting a variety of student clubs. El Camino College has 57 students clubs and organizations, 14 of which are located at the Compton Center that promote academics, gender, cultural and religious differences. Students also have the opportunity to create their own club to meet their needs.[57]

Center of the Arts - Appreciation of diversity can be seen in the wide variety of performances presented in the El Camino College Center for the Arts. The Center hosts a variety of lectures, travel films, and live concerts from all over the world.[58]

Study Abroad Program - The Study Abroad Program "serves to expand the student's awareness of the world, other cultures and ways of being, through the greatest teacher of all, personal experience." Students have studied in Italy, England, Ireland, Spain, Costa Rica, France, New Zealand, Austria, Greece, Hungary, China, Mexico, and Australia.[59]

Staff and Student Diversity - El Camino College has established board policies that promote diversity in its student and staff population such as the policy on non-discrimination (Board Policy 3410).[60] The policy states that El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation.

The Office of Staff and Student Diversity offers and co-sponsors services and events[61] for staff and students that enhance the understanding and appreciation of diversity throughout the campus. Examples include: training and development (diversity, cross-cultural communications, and sexual harassment prevention presentations and seminars); diversity events and programs (presentations, festivals, and fairs); and diversity related conferences (support for attendees).

Student Service Departments work together to promote understanding and appreciation of diversity:

The Special Resource Center[62] assists students with special physical and mental challenges.

The Financial Aid[63] Office assists students that demonstrated a financial need.

The EOP&S and CARE Programs[64] assist students with financial and educational challenges.

The First Year Experience Program[65] helps students to be successful in their first year of college by providing supportive educational and career services.

The Puente Project[66] has as its goal to increase the number of Mexican American/Latino Students transferring to four year colleges and universities. The program offers counseling and mentoring. This program is open to all students.

Project Success[67] is open to any at-risk students that have just graduated from high school. It focuses on recruitment and retention. It offers academic counseling and mentoring.

The El Camino Language Academy (ECLA)[68] is committed to ensuring foreign student success in meeting their educational goals through intensive study of English for academic purposes.

Compton Center
At the Compton Center, student programs that support the center's diverse population most directly include the following state and federal categorical programs: Special Resource Center, EOP&S, CARE, CalWORKs, Financial Aid, Student Support Services, a Transfer Center, Talent Search, Upward Bound, Upward Bound Math and Sciences, and the Regional Transfer Collaborative Program.

The Compton Center has a long tradition of institutional support for categorical programs such as EOP&S/CARE and Special Resource Center that serve a very diverse student population. These programs accommodate the needs of special populations with new student orientation, priority registration, book services, tutoring, readers, note takers, and financial aid grants.

Student Support Services Program at the Compton Center is a federally funded program designed to 1) increase college retention and graduation rates for eligible students; 2) increase the transfer rates of eligible students to four-year colleges/universities; and 3) foster an institutional climate supportive of the success of low income, first generation, and/or disabled college students

Self Evaluation
The college meets this standard. El Camino College offers a large selection of special programs and services to target diverse students. These programs demonstrate high success and retention rates when compared with students that do not participate in these programs. The college currently does not use a specific tool to measure the effectiveness of these programs; however, all of these programs must complete periodic program reviews that include a student survey of program effectiveness.

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

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

Descriptive Summary
According to the Institutional Research Office at El Camino College and the State Chancellor's Office,[69] all placement instruments are up to date on their validations. However, the Compton Center is in the process of validating the multiple assessment instruments used for the placement of non-English speaking students in ESL courses. The Center is in the process of approval for the use of the Chancellor's Office-approved CELSA assessment for ESL students. In addition to math and English

placement exams, the college and center use multiple measures in placement.

The College utilizes ACCUPLACER, formerly known as the Computerized Placement Tests (CPT's), as one measure for placement of students into Reading, English, Math, and ESL (English as a Second Language) courses. The ESL assessment process also includes a written sample and a five-minute oral interview. The California Chemistry Diagnostic Test, a paper-and-pencil exam, is used for placement into Chemistry. Additionally, there are non-credit waiver exams for Contemporary Health and Math Competency.

Diagnostic tests are used by the college as part of the decision-making process to potentially award financial aid and as a component of the application process into the El Camino College Nursing Program. ACCUPLACER Tests (Reading, English, and Arithmetic) are used for the ATB (Ability-To-Benefit) testing requirement for financial aid. The C-NET (Computerized Nurse Entrance Exam) and the DRP (Degrees of Reading Power) Tests are required as part of the Nursing Curriculum in Nursing 145 (Introduction to Nursing). (A passing score on the DRP is one of the application requirements to the Nursing Program.) In addition, the Nursing Division utilizes a number of ERI (Educational Resources, Inc.), nursing tests given on-line to currently enrolled nursing students. All of the tests described in this section are administered in the Testing Office by the college's trained Assessment/Testing Center personnel.

Validation studies are conducted by the Office of Institutional Research for all English and Math placement tests. The studies are intended to measure the strength of the relationship between a predictor variable (i.e. assessment score) and a subsequent criterion measure (i.e. final grade targeted course). The studies employ correlational methods to assess the relationship between placement scores and student performance. In order to evaluate placement accuracy, the design classified placement recommendations and outcome data are compared to placement recommendations with course outcomes. Studies also include an analysis of the disproportionate impact by age, gender, disability, and ethnicity.[70]

Self Evaluation

The college meets this standard and the state guidelines and standards for the assessment of students for placement. The assessment tools used by the college are approved and monitored regularly by the state. El Camino College is in the process of monitoring the impact of cut-scores on student outcomes.

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

Descriptive Summary:

El Camino College has held and maintained student records[71, 72] throughout the years securely and confidentially.[73] These records are maintained with the highest standards and are guarded closely and diligently in order to provide student records the highest levels of security. All records since the 1980s have been electronically held in El Camino College's mainframe computers, and all records before that time period are held in the secure vault. The mainframe has an extensive firewall network maintained by Information Technology Services (ITS). This network has been tested and found to be next to impossible to penetrate. Through numerous checks and balances, employee access to the mainframe is limited, and faculty are not allowed to access the mainframe under any circumstances. Access to student files can only be requested through the ITS department and must have personal authorization with good cause by the Director of Admission and Records in order to access those files. To ensure that no information will be permanently lost, the server has its files backed up every night by the ITS. As a secondary precaution, students' files are further backed up at Copper Mountain to provide a secure remote location in case a catastrophe strikes El Camino College and all records at the college are destroyed.

Self Evaluation

The college exceeds this standard. El Camino College maintains student records with complete confidentiality and stores them securely with multiple checks and balances to insure the highest standards of privacy. Backup files are made every

night with secondary backups stored at Copper Mountain to ensure that student records will never be lost or destroyed.

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

Descriptive Summary

El Camino College provides systematic and regular evaluation processes to identify and support diverse student population needs. Evaluation and self-studies include student opinion surveys; faculty and staff opinion surveys; a three-year cycle of program review; quarterly and annual program reports. In 2005-06, Admissions, Evaluations, Records, Registration, Veteran's Affairs, International Student Program, First Year Experience/ Supplemental Instruction, Assessment and Testing, Outreach and School Relations, and Financial Aid completed a program review.[74] In 2007, 23 additional Student Services program reviews were scheduled, nine of which were at the Compton Center.

The Vice President of Student Services assembled a team of faculty, staff, and management to read completed program reviews from the Admissions and Records division and the Enrollment Services division. The team, under the direction of the vice president, discussed the reviews, heard presentations from the lead manager of both divisions, and made ranked recommendations to the vice president. The Vice President of Student Services presented the ranked recommendations[75] to the Planning and Budgeting Committee (PBC) for consideration and endorsement. The PBC chose selected items from the list of recommendations[76] based upon the PBC's priority of funding plans that promoted student success and retention. The recommendations[77] were forwarded to the president with funding following afterwards.

El Camino College provides comprehensive student support services and requires assessment and external review in order to receive ongoing funding. Required evaluations include, but are not limited to, Matriculation, EOP&S/CARE, DSPS, the Puente Program, CalWORKs, First Year Experience,

Learning Communities, VTEA (Perkins Grant) related student support programs, and at the Compton Center the federal funded TRIO programs (i.e. Student Support Services, Talent Search, Upward Bound, Upward Bound Math/Science). The institution complies with the requirements of all externally mandated program review processes. Additionally, the Student Success Transfer and Retention Services (SSTARS)[78] implemented in 2004, is comprised of 27 student support programs that provide an on-going review of services and collaboration to ensure support programs are maximized and serving student needs. At the Compton Center, the student services departments also collaborate to ensure student services programs maximize services provided to students.

Students are encouraged to, and do participate on standing committees, including commencement, student development, accreditation, matriculation, and curriculum. The Associated Students Organization (ASO)[79] at El Camino College and the Associated Student Body at the Center are the official representatives of the student body and serve as a liaison with standing committees, such as division councils, and planning and budget. Student committee involvement provides feedback to faculty and staff related to student support services.

Self Evaluation

The college meets this standard. The program review process is in various stages of implementation across the student services area. Program review recommendations need to be consistently placed into department plans for prioritization into the Vice President of Student Services area plan. Prioritized plans need to be presented to the PBC for funding recommendations to the President.

There are numerous ways for the institution to evaluate student support programs and services. Evaluation an be done formally, as with surveys produced by the Institutional Research Office or specific programs, or can be done informally, like gaining information from members of standing committees and getting general feedback from students.

In 2006, the college planned and implemented a student opinion survey. The survey results averaged 1,500 student-responses related to "importance" and "satisfaction" under college services. Most programs and services listed were above moderate importance. There were five programs or services that showed a satisfaction level lower than the importance ranking.[80] Student support programs have responded to some of the student concerns. For example, the Divisions of Behavioral and Social Sciences and Counseling and Student Services increased the number of Human Development 8 course offerings to address student access to college information and resources. The Counseling and Student Services Division increased the number of faculty participating in On-Course training, and produced a third student handbook to support student access and retention. Additional hiring and training for part-time counselors has taken place to respond to student access issues.

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Standard II: Student Learning Programs and Services

C: Library and Learning Support Services

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

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

El Camino College (ECC) offers students, faculty, and staff several sources for obtaining library information and academic support. The primary sources are the El Camino College Schauerman Library, the El Camino College Music Library, the Learning Resources Center, and the Media Services department. The library and learning support services at El Camino College collectively are called the Learning Resources Unit. [1] Since 2007, the El Camino Learning Resources Unit has also included the Compton Educational Center Library and Learning Resource Center.

In 2003, a reorganization of the college occurred which downsized the Instructional Services Division from a division to a unit called the Learning Resources Unit. The instructional programs formerly included in the Instructional Services Division, including Library Information Science, Academic Strategies, Human Development, and the Special Resource Center, were moved to other academic divisions.

The ECC Learning Resources Unit (LRU) has a director and two faculty coordinators, one each for the Learning Resources Center and Media Services/Distance Education, six full-time librarians, seven part time librarians, and approximately 15 full-time classified staff. [2] The Compton Educational Center Library and Learning Resource Center has two full-time, and three part-time librarians and one

Learning Resources Center has one full-time and two part-time faculty members. The Compton Center Library has been under the LRU's supervision since October 2006.

Other divisions and learning centers have additional resources for student support.

An art gallery, planetarium, museum, and various computer labs also provide learning resources in the form of text, realia, exhibitions, media materials, technology, and tutorial programs.

El Camino College Library
The Schauerman Library is divided into several departments, including Collection Development/Acquisitions, Bibliographic Instruction, Cataloging and Acquisitions, Systems Development, Public Access, and Reference. [3]

The Acquisitions department is responsible for coordinating the selection of new book titles by faculty and librarians, for the purchase and receiving of new books, and for the discarding of outdated, worn, or mutilated titles. The main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines. For example, Acquisitions works with disciplines that have accrediting criteria, like Nursing and Law, and uses faculty and student survey results to appropriately update the collection. In addition, the department provides titles in sufficient quantity (given circulation figures, hold requests, and the current budget) on topics of current interest to prepare papers, speeches, and debates.

The Bibliographic Instruction department provides students with instruction and assistance in retrieving information and researching resources. The librarians meet with classes and instruct them in the use of specific reference materials and in the use of various databases using either lecture or hands-on lab setting. The department also hosts other services like Brown Bag programs and Lunch Hour Labs, which offer informal instruction on library related issues or programs.

The Cataloging department is responsible for the cataloging and physical processing of materials for the Library. The Cataloging Department currently uses a part-time librarian to oversee the processes of that area and relies solely on the expertise of a single paraprofessional for its day to day activities.

The Systems Development department is responsible for the management and maintenance of the online databases, as well as the Library's integrated library system, which includes the Millennium online book catalog, implemented in 2006.

The services offered by the Cataloging and Systems departments have a direct effect on the level of user satisfaction in locating needed information and materials within the Library or from Library resources accessed externally. The hiring of a Systems Librarian in 2007 has alleviated some staffing concerns in this area.

The Public Access department consists of the Circulation and Periodicals/Reserve departments. The Circulation Department, in addition to providing patrons access to materials by checking materials in and out of the Library, is responsible for the book stack maintenance and shelving, and for Interlibrary Loan (ILL) services; however, the availability of the service has been decreased due to staffing reductions. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with the Friends of the Library organization. The department oversees seven study rooms that can be booked by groups of two or more students, as well as a self-service copy area, which has photocopy machines, print card dispensers, a change machine, and a vending kiosk for the purchase of supplies. The Unit has additional photocopy machines in various areas in the building.

The Reserve Collection includes textbooks and class readings, as well as Distance Education videotapes and DVDs. These materials have restricted circulation, with most materials available for in-house use only. Electronic Reserves (ERes) is an important new service offered by this department. This service provides 24/7 access to reserve materials via the Internet. There are currently 39 classes utilizing this very popular service.[4] The Periodicals Department handles the purchase and maintenance of print periodical titles, liaises with the electronic databases vendors, and oversees a microfilm collection of 202 titles, and six microfilm machines.

The Reference Department is staffed by a certificated librarian whenever the library is open. In addition to assisting students and faculty in utilizing the Millennium online book catalog and periodical databases, the librarians suggest specific resources for research needs. They also work with individual faculty and divisions to assist with the development of bibliographies, assignments, and class projects. All Reference librarians present Bibliographic Instruction classes and other presentations. The Library web page, the Ask-A-Librarian[5] online reference service, and the management of the electronic databases are all handled by librarians from this department. Additionally, all of the librarians are liaisons for various academic divisions, soliciting book requests and disseminating information of interest.

A new wing for the Learning Resources Unit is currently under construction[6] with a scheduled completion date of Spring 2008. The new wing will consist of the following: a Distance Education Conference Center, the campus Archives Room, The Ella Rose Madden (ERM) Nursing Collection, a digital processing center, used-book and archives storage, and an expansion of the Basic Skills and Tutoring Centers. These new areas will enhance access to resources and services by providing space and technologies beyond what is currently available to students, faculty, and staff.

The Music Library is currently located in the Fine Arts building and provides many of the same services as the main Schauerman library, such as cataloging, reference, and circulation. In addition to books, the facility includes printed music, sound recordings in various formats, DVD, laser discs, interactive multimedia, and reserve materials. The staff oversees a set of music practice rooms and statistical record keeping for some music courses and their labs. The

staff also reproduces classroom audio discs/tapes for students.

Media Services
Media Services provides a key set of services dedicated to ensuring student success via technology on campus. These services[7] are provided to faculty and directly to students. Media Technicians and specialists perform a variety of activities that support educational technology on campus.

The Equipment Services area provides audio/visual, video, and multimedia services to the El Camino College Community. Projection, recording, amplification, and playback equipment is available for loan. Support is provided for classroom facilities on campus with built in media equipment and the development of smart classrooms. Training on the operation and utilization of media equipment is also provided. Media Services inventory of equipment is for short-term loan. The Media Materials area purchases, houses, and distributes media materials for the use by ECC faculty and staff. The extensive media library includes film, video, CD-ROM, VHS, and DVD formats. The Multimedia Production component of the department works with faculty and staff in the conceptualization, planning, and production of numerous forms of educational and promotional media to enhance classroom teaching, and to document activities and events on campus.

The department also has responsibility for the College Cable Television Channel and facilitates meetings and classroom activities via videoconferencing technology.

Distance Education
The Distance Education program offers fully accredited college courses via television and computer. The office provides support to distance learning faculty at El Camino and Compton, and is a key communication link for students in the program. The DE program is administered by the Director of Learning Resources and staffed by one full-time faculty coordinator. Through the consultation process, a program growth plan was adopted for 2006-2008. The thrust has resulted in additional funding for the program and an increase in offerings from 33 sections in Fall 2005 to 76 sections in Fall 2007, with further growth mandated. The ETUDES course management system was adopted and the college supported the training of all eligible faculty.

Plans also include the provision of an online certificate program in the CIS area and sufficient general education courses online to meet California State and University of California requirements.

Learning Resource Center
The Learning Resources Center includes the Learning Center, the LRC Tutorial Program, the Basic Skills Study Center, and the LMTC in the Schauerman Library, the CAI Computer Lab in the Humanities Building, the TOP Computer Lab in Technical Arts, and oversees operation of the MCS Reading Computer Labs in Math & Computer Science for the Humanities Division. The Learning Resources Center is open the same hours as the Library, except that the two satellite labs - the TOP lab and the CAI lab are not open at night and on weekends. The Basic Skills Study Center and the LMTC (Library Media Technology Center) Computer Commons have a variety of adaptive devices and software to allow all students access to computer-based instruction and resources. Also available are more than 4000 audio and video recordings, text, computer-assisted instruction programs, models and other realia supporting and supplementing most academic disciplines at El Camino College. An upgraded Windows-based check-in system records student usage data for all the LRC areas. Additionally, the LRC webpage provides information on services and materials. The Learning Resource Center provides a heavily used tutoring program free of charge to students in the LRC, the TOP Lab and at other satellite locations around the campus. The Learning Center contains individual and small-group audiovisual viewing and study areas.

The Learning Resources Center services and facilities are heavily used. The five major areas of the LRC provide services a total of approximately 254 hours a week and log approximately 100,000 student visits per year. LRC staff liaise regularly with faculty to ensure materials and services meet student needs. Tutors for the LRC must pass the Tutor Training 200 training course which is certified by the College Reading and Learning Association (CRLA) so that they can tutor students most effectively. This requirement successfully addresses a planning agenda item from the last accreditation report "to coordinate student tutorial programs and ensure uniformity in training to maximize effectiveness of service."[8] As a result of the partnership with the Compton Education Center, services have been more in demand as the

ECC services are now open to the Center students as well and the already thin staff is stretched to the maximum.

Compton Educational Center Library and Learning Resource Center

The Compton Center library provides information and support to students, faculty, and staff. The library serves approximately 5,375 persons per year. The Compton Center library fields around 4000 reference questions per year.[9]

The Learning Resource Center offers academic support areas for students and faculty, including Tutorial Programs, Computer Assisted Instruction Labs, Distance Learning, a Listening Lab, Independent Study/Computer use, Study Skills seminars and Internet Basics classes. The Learning Resource Center is open six days a week in the fall and spring.

The Computer Assisted Instruction Lab serves developmental students, primarily in the areas of Math and English. It also serves any student seeking remediation, practice, or test preparation. This component of the Learning Center is a designated lab with the PLATO software program that provides students with the remediation that complements classes such as Math, Reading, Physical Science, GED preparation, and job readiness.

The LRC also provides a media viewing lab for students to view tapes of Distance Education telecourses at their convenience when the LRC is open. Computers with internet access are available to complement the CIS and COT classes. Students are also provided with a variety of software on other subjects.

Study skills seminars are held each semester. Topics include note-taking, time management, research paper writing and internet basics

The tutorial program is a heavily used academic support program on campus and plays a vital role in student retention. The program serves the entire student population. The program offers personal one-to-one tutoring or group sessions, study groups or independent tutorials using software programs on the computer. The program also provides tutors who go to classes and labs on campus, working side by side with instructors. Tutors are now trained according to CRLA guidelines. In 2006 the training program was reviewed, and has been recertified until 2011.

Other learning support programs and computer labs, some funded by categorical programs, are located across the Center in close proximity to the classes they serve. Among these are the Writing Center/Language lab, Library Bibliographic Instruction Lab, Math and Science computer lab, Distance Education Lab, and various computer labs for Business classes and drop in use.

In Fall 2007, the planned move to the new Library facility was postponed. The building has to pass the state standards and structural repairs have to be undertaken. The contractors and engineers as well as the college administrators believe that it will take 15 to 18 months before any move can take place. Students and library staff continue to use the old building, originally built in 1953 while pushing for a resolution to the issues concerning the new building.

The 2006-2007 fiscal year has seen the removal of the positions of Library Coordinator and interim Library Director. The library is currently staffed with three full-time librarians (who also assist with overseeing LRC operations) and four part-time librarians. There are two library assistants and a temporary clerk to help in library operations.

Special Resource Center

The purpose of Disabled Students Programs and Services (DSP&S) is to provide legally mandated instruction and services to students with disabilities, to promote appropriate utilization of resources/instructional delivery, to provide equitable access to instructional medium, and to advocate for universal design and educational access for students with disabilities.

The DSP&S program, known at El Camino College as the Special Resource Center (SRC), provides courses, services, and accommodations including access technologies and equipment with the following component areas: Adapted Physical Education, Counseling, Deaf and Hard of Hearing, Learning Disabilities, Physically Disabled and Visually Impaired, High Tech Center, Low Vision Center, and Alternate Media services. SRC staff is comprised of 25 full-time or part-time permanent employees. According to the 2006-2007 primary disability headcount, El Camino College's SRC served over 1,200 students with disabilities.

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through 15 different Educational Development courses.[10] These courses are open to all students, although some are specifically designated for Deaf and Hard of Hearing populations. Three of these 15 courses are transferable.

The High Tech Center trains students with disabilities in the use of computers and other access technologies providing them with skills to utilize in other settings on campus and in their careers. The Center operates, in cooperation with the Schauerman Library, an Adaptive Access room in the Reference area of the library. This room is accessible via a sign-in process and is limited to students with disabilities who have been trained in the use of the hardware and software by the High Tech Center staff. This ensures equal access to library resources.

The Adaptive Physical Education program is a joint venture between the Special Resource Center and the Physical Education/Kinesiology Department. This program allows students with a variety of special needs to participate in physical activity often necessary to improve or maintain adequate levels of health and fitness.

Specially funded programs include the Western Region Interpreter Education Consortium, the Manhattan Beach Unified School District Transition program, and Project Reach: Service Inclusion for Community College students.

The Compton Center SRC is comprised of three full-time staff including a counselor, Adaptive Computer Technology Specialist, and clerical assistant. Due to accreditation and fiscal challenges, the number of students with disabilities has declined in the past three years parallel to overall Compton district enrollment. According to the 2006-2007 student headcount, Compton Educational Center's SRC served 77 students with disabilities. This office is in the process of transition; they have adopted forms and are in process of implementing procedures and creating informational items such as student handbooks and brochures parallel to those used at the main campus and in scope with student and program needs.

The SRC participates in a categorical program review every six years with the most recent completed February 2007.[11]

The **Humanities Writing Center** is open approximately 60 hours a week, and provides drop-in tutoring for students needing advice on writing assignments. Students can get help in prewriting, formatting, and content development. The Center also provides grammar workshops and tutorials. Tutors are screened to ensure they are qualified for the position, at minimum, tutors hold a Bachelor's degree, with many having Masters degrees. The Center also has computers for students to work on writing assignments. The Writing Center moved into the new State-of-the-Art Humanities Center in January 2008.

The **MESA Program** is part of the Mathematics and Engineering Science Achievement Undergraduate Program, which provides support to students majoring in math or science so as to aid in transferring to four-year institutions.

The **Math Tutoring Center** is a drop-in center that serves all students enrolled in a Mathematical Science Math course. Each semester the center helps approximately 2000 math students. The purpose is to develop math and study skills to ensure student success. In addition, the Math Science Multimedia Computer Lab enables math students to learn how to best use technology and acquire proficiency in the use of specific applications.

The **Anthropology Museum** opened in 1971 and is housed in the Art and Behavioral Sciences Building. The Museum has 1,800 sq ft of exhibition space, with locked cases to display items from various exhibitions and shows throughout the year. Besides displaying items of interest, the museum also provides students with hands-on opportunities to work with artifacts, and allows them to design, create, and display exhibitions through the Museum Studies course.

The **Art Gallery** hosts six exhibitions a year. The Gallery acts as a visual arts laboratory for the art appreciation and art history classes. Students attend exhibitions and complete assignments on the shows as a class requirement. In addition to the scheduled shows, visiting artists give lectures. Because it is a community gallery, admissions, lectures and receptions are free and open to the community. Art 34 (Gallery Management and Artist Career Issues) concerns itself with gallery management and issues, so arranging shows for the gallery give students first-hand experience in this area.

The **Planetarium** services the astronomy classes as both a classroom and a laboratory facility. Lecture classes are taught in the planetarium which houses a GOTO star projection system with several other smaller telescopes and supporting equipment being used by the observatory on the roof of the Math Building. Students in the astronomy program receive hands-on experience in using the telescopes when viewing the skies. Astronomy programs are also scheduled as a community service on an on-call or occasional basis for elementary school classes and members of the community.

Computer Labs - There are three types of computer labs on campus: open-access, class-use and mixed purpose. Open-access labs are intended for student use on a drop-in basis. Students use these labs to explore online resources (including Internet), do research, and complete assignments. No FTES are generated. Class-labs are classrooms with computers, and the students come to these as a scheduled class. Instructors are present during these labs, and FTES are generated. Mixed-purpose labs are used in a variety of ways to support instructional activities, and no FTES are generated. More open- access computer labs or stations are needed.

As of Fall 2006 El Camino College had 47 computer labs and 1,492 computers, compared to the 2002 Accreditation Self-Study which showed 29 computer labs and 1,127 computers. This showed an increase of 18 labs and 357 computers. In the last year this number has shrunk as labs have been consolidated, and currently El Camino has 33 labs and 1167 computers. A chart lists the labs available to users on campus.[12]

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

Descriptive Summary
To complement the El Camino College mission of offering quality, comprehensive educational opportunities, the mission of the library is to foster a productive learning environment by providing quality instructional support resources, services, and instruction to the ECC community.

The El Camino Library currently consists of two physical collections - the main Schauerman Library and the Music Library. The library provides diverse resources in a variety of formats.

The Schauerman Library houses 104,118 book and serial print titles, 119,976 book and serial volumes, 337 current periodical subscriptions, 202 microfilm titles, 20,781 microfilm reels, 2,422 videotape/DVD titles, and 2,531 videotape/DVDs. The library also subscribes to approximately 20 databases. The Music Library additionally has 6,973 music CD titles and 7,087 CDs.[13]

Since the last accreditation, the library book collection has decreased slightly as a result of weeding of the collection combined with an increase in the cost of books and the smaller number of books purchasable within budget. Maintenance of the collection is an ongoing process. Designated areas are targeted for weeding each year. During the 2005-06 school year, the library staff discarded more than 300 obsolete items.

Teaching faculty are consulted and provide subject expertise and guidance in the areas of book selection relevant to student learning needs and collection weeding. The campus is routinely advised when new titles are received. Library material selection is performed according to the guidelines of the Board Policy 4040[14] and relevant library policies regarding selection criteria, controversial materials, textbooks, and gifts. Association of College Research Libraries (ACRL) standards and faculty requests are used as benchmarks to assess the collection. Additionally, specific assignments are used as a guide to student materials needs. The Program Review survey indicates that faculty members feel that the current book collection does not adequately serve student needs. Students polled in the same survey did indicate that they were satisfied with the book collection.[15]

The ECC Library has a number of electronic resources in the form of periodical and reference databases. Electronic resources enhance the service to students across the board, allowing students 24/7 access, and especially granting access to materials for Distance Education students. Appropriate equipment is available to facilitate on-campus access to online resources. The Reference room has 27 computers.

The library webpage provides access to online subscription databases[16] with multiple and varied subject coverage and access to hundreds of magazine, journal and newspaper titles, and reports. Other links on the library webpage provide access to the library's online catalog (Millennium),[17] and links to the catalogs of other local libraries and consortia. The webpage also links to the Compton Education Center Library. Links are also provided giving MLA and APA citation help, library hours and contact information, and "Ask-A-Librarian," an online reference service for patrons which allows them to send research related questions to librarians. The library liaises with library consortia that aid in the development of purchasing agreements for electronic resources. This has resulted in substantial cost savings for the library.

Library materials have been funded in recent years from a variety of sources in additional to the General Fund, including grants from the El Camino College Foundation, Ella Rose Madden Foundation, Title-V grants, and from the used book sales.

The Bibliographic Instruction department has a demonstration classroom and oversees a computer lab of 30 computers for classes and hands-on instruction. Information Competency presentations are developed in collaboration with faculty to maximize learning outcomes.

The Compton Education Center Library book collection numbered 39,088 items, as of June 2006, with 731 books added during the 2005/2006 academic year. The library also holds 785 documents and pamphlets, 40,073 microforms, 484 audio recordings, 30 video recordings, and has 24 current periodical subscriptions. The Library offers an Interlibrary Loan service. The fiscal year 2006-2007 gave $65,000 for the purchase of print materials for the library. Another $60,000 is allocated for this fiscal year, 2007-2008.

Self Evaluation
The college meets the standard. There is active faculty participation from many academic areas regarding the selection of new library books. Faculty has also collaborated with the librarians in determining the selection of electronic periodicals databases. The library procedure was recently revised to require the formation of a faculty advisory committee made up of representatives from the eight

instructional divisions to advise the library collection development and its relationship to student learning. A modest increase in the book budget in recent years has improved the ability of the library to purchase current materials in a timely fashion. The library recommends a regular recurring book line item in the district budget. However, the base allocation budget is still inadequate and is annually supplemented with categorical funding. Utilizing ACRL input standards, computations reflect that the library is within range of the minimum standards of approximately ten volumes per person. However, the age of the collection is still being addressed.

Currently a program review is underway to assess the effectiveness and quality of the collection and services.

The weeding of the library collection is a requirement. A collaborative process involving the librarians and subject faculty must be developed to accomplish this task under the direction of the library director in coordination with the advice of the faculty advisory committee.

Planning Agendas
1. Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).
2. Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
The El Camino College Library provides ongoing instruction by qualified faculty during all hours of operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the on-line Ask-A-Librarian service, on-line tutorials, brown bag sessions, and class offerings.

Bibliographic Instruction sessions are very popular with faculty as a way of introducing their students to the library and its resources. The library averages 135 instruction sessions per semester, seeing a total of approximately 3,500 students per semester.[18] These

sessions are aimed at increasing the information competency awareness and skills in students by introducing them to all of the resources the library offers, and instructing them in how to access and use the resources to their best advantage. Additionally, instruction is given in how to evaluate sources in terms of the papers they must write, and also in terms of accuracy, authority, content, and currency. Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions can also be in a lecture-type format in the library classroom, or more hands-on in the Library Demonstration Computer Laboratory. Individual instruction and aid are also given at the point of service areas like the reference desk.

The demonstration classroom includes thirty computers for classes desiring hands-on instruction. The Program Review survey indicates satisfaction with bibliographic instruction from both faculty and students. Faculty feedback after instruction is positive, and many faculty routinely plan for bibliographic instruction for their classes. Student learning outcome cycles and assessment results help us reflect on, and plan for, learning outcomes gained during bibliographic instruction.

For Distance Education students and for the student/staff body at large, the library introduced the Ask-A-Librarian online reference service in 2004. This service allows for student/staff interaction with a librarian over a 24/7 period and gets approximately 25-30 queries per semester. On occasion, the faculty librarian might engage in follow-up reference interviews via the telephone or e-mail.

The library has posted tutorials on the use of the online databases for students to access remotely thus aiding especially Distance Education students who cannot attend Bibliographic Orientation sessions. The library website additionally contains pathfinders intended to guide students to subject and theme specific resources. Some librarians have also posted websites on the faculty web to ensure additional avenues for staff and student communication.

The library has hosted brown bag workshops for students and faculty to promote special programs, like Summer Reading, READ week, and to introduce new databases and other services to the campus.

The **Humanities Division** offers two library-related, one-unit fully transferable classes: "Introduction to Library Skills" and "Library Research Using the Internet."[19] "Introduction to Library Skills" is offered as a stand-alone class, and also partners with the First-Year-Experience program, Puente, and Student Success programs. "Library Research Using the Internet" is run as a stand-alone class. Both classes are run as 8 week, or semester-long classes and are taught by qualified library staff, providing another opportunity for students to gain information competency skills.

The library has also taken the lead on campus in advocating Information Competency as a General Education requirement via presentations to the Associate Degree Taskforce over the past years. A pilot program with faculty from the Early Childhood Education was conducted to see if students would benefit from such instruction. Students in the pilot received an overview of research resources, searching skills instruction, and handouts.

The library has been involved in the campus-wide planning for Student Learning Outcomes, having representatives on the SLO Campus Steering Committee. Program and Service-level SLOs have been identified and written for the unit. A program level SLO measuring information competency gained during bibliographic sessions was implemented and measured in the spring semester of 2007. Assessment of the SLO was conducted with pre and post-tests in eight classes. The results have been audited and after consultation with appropriate teaching faculty, the Bibliographic Instruction librarian is refining future instruction sessions. The process will be repeated in Spring 2008.[20] More program level SLOs have been planned.

Compton Center

The focus in the Compton Educational Center Library has been on its upcoming move to a new facility from the present library building which was built in 1953. The new library will be capable of supporting modern-day academic library resources and services. Among the major services that the library provides are the Bibliographic Instruction and the 1-unit Library Information Competency classes. All library instruction is held in the open access lab of the library.

The Introduction to Information Competency classes

are offered the second eight weeks of every semester. The Compton Center library and LRC is working with the main campus library to develop and assess SLOs.

Self Evaluation
The college meets the standard. Information Competency continues to be important as community college students need these basic skills in order to maximize their college success and life long learning experiences; however, the ECC Associate Degree Taskforce has recommended that the college not make Information Competency a graduation requirement at this time.

While librarians have not yet been successful in convincing the college to adopt a course requirement for information competency, approximately 3500 students, most enrolled in English classes, take part each semester in orientation sessions with information competency related content.

The unit has chosen the Library Bibliographic Instruction area to pilot the first course-level SLO and assessment. A cycle of pre-and post-testing, and the resultant data was compiled. Analysis of the data[21] showed a percentage improvement in student understanding and has allowed staff to better tailor bibliographic instruction to the needs of the students.

Planning Agenda
1. The college will strengthen student information competency through improvements in English composition and other critical skills development courses, including library courses, through the development of an online information competency module (IIC.1.b).

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

Descriptive Summary
The Schauerman Library at ECC is open Monday – Thursday from 7:30 a.m. to 9:00 p.m., Friday 7:30 a.m. to 4:30 p.m., and Saturday from 9:30 a.m. to 2:30 p.m., totaling 68 hours per week. Hours are slightly abridged for winter and summer sessions. The hours are posted on entry doors and online.[22]

The Music Library is open Monday - Thursday from 7:45 a.m. to 9:00 p.m., Friday 7:45 a.m. to 4:30 p.m., and Saturday from 9:00 a.m. to 1:00 p.m.

During library hours students may access the electronic materials and resources via the computers in the reference area, and labs on campus. Students have remote access to databases via the ECC Portal, and this access is guaranteed for the hours of 8:00 a.m. - 9:00 p.m., Monday through Saturday. The system may be up additional hours, but ITS does not guarantee its availability due to system maintenance requirements. Students may also access the library web page for other information relating to hours of operation, announcements, subject pathfinders, and other library services. Computer use continues to grow in the library and open-access labs. These computers provide access to class assignments, Distance Education course management systems, library databases, campus mail, word processing, and general internet access. Print services are available in limited labs.

The building has wireless remote access to the college network. Remote access to reserve materials is also provided via Electronic Reserves (ERes). Currently 25 classes offer remote access to supplemental resources utilizing this service. Copyright approved materials are either directly linked or scanned into the ERes system, allowing 24 hour access to materials.

The campus has a high technology center in the Special Resources Center to provide technological support to students with special needs. The library houses the Adaptive Access Room that houses specialized equipment, e.g. high image readers, enlarging software, and screen reading equipment, to serve disabled users whenever the library is open. All users are trained by the High Tech Center staff prior to gaining access to the library facility. Equipment is also maintained by the SPC staff.

The Learning Resource Center is open the same hours as the library. Computers in this area can access library online resources and also provide access to word processing.

Compton Center
The Compton Educational Center library is open Monday - Thursday 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 4:00 p.m., and Saturday from 9:00 a.m.

to 2:00 p.m., totaling 64 hours per week. The Library has 35,500 titles in its main collection.

Remote access to the Compton Library catalog and databases is available through the college's webpage. Students with a current identification card can check out materials from either campus library.

Self Evaluation
The college meets the standard. The current hours meet the needs of the campus and the Center. The occasional requests for longer hours have been mitigated by the wide range of materials available online. The multiple services offered must continually be marketed to the campus and Center communities to maximize use. Computer labs and the print system are heavily used; however, technical support is often not available. The computers and print system are aging and in need of replacement. The Compton Center library has recognized a need to concentrate on accessibility issues for special needs students.

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The Learning Resources facilities are well maintained as adequate staff is assigned to provide daily upkeep. The staff is responsive to the changing dynamics of the operation and work to help keep the welcoming mantle that is characteristic of the unit.

Campus police provide backup for issues as varied as student complaints, students non-responsive to directions, ill students, missing backpacks, and presentations at staff safety meetings or unit retreats. Monthly unit safety meetings are scheduled, and the floor captains provide directions when building evacuations are required.

An alarm system is operative within the building, and many doors are individually alarmed. The computer lab has a separate alarm system maintained by an external agency. Major stairway doors are appropriately wired to close in case of fire.

To protect library materials, an internal security system, which uses security target strips for all materials, requires that items are desensitized before they are taken through the security exit gates.

In cooperation with the campus Information Technology Department, security is provided for external access to the library databases. The open-use labs maintained by the LRU should be on the cycle for replacement equipment. The imaging and software updates are done by unit staff. Maintenance of all student-use computers is a two tier process. The initial service is done by in-house part-time staff. The second tier service is provided by Information Technology. This is an effective model.

The Compton Center facilities are developing protocols to ensure effective maintenance and security for the new Library.

Planning is currently underway to upgrade power in the Bibliographic Instruction Lab.

Self Evaluation
The college meets the standard. The maintenance and security of materials and facilities currently meets the library needs. As the new ECC Learning Resources Center facility moves through the building phase, emphasis has been placed on the appropriate alarming of doors and exits to protect library materials and the installation of cameras to provide student security.

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

Descriptive Summary
The Schauerman library staff has negotiated reciprocal agreements with two local university libraries, California State University Dominguez Hills, and California State University Long Beach. Compton Center also has a contract with CSUDH. This program enables El Camino College students from the main campus and the Center students to check out books and appropriate periodical materials and have on-campus use of their databases. A review was made of the Mutual Lending Privileges of

Library Materials between El Camino College and the aforementioned universities.[23]

There are no written processes in place at CSUDH for identifying the quantity of services provided; however, CSULB produces an annual statistical report. It indicates how many items are sent to El Camino College, which services are being used, and the number of volumes being used by ECC students.[24] These serve as reliable monitors of the service.

The El Camino College Library, as of September 2007, subscribes to eighteen databases through the Community College Library Consortium sponsored by the Community College League of California (CCLC). Each proposed database is reviewed by the Electronic Access & Resources Committee, a standing committee of the Council of Chief Librarians, California Community Colleges (CCL).

The Consortium is the contracting party on behalf of ECC, Compton, and other Consortium member colleges. Most of the contracts or licensing agreements are online on the Consortium website.[25] A list of the ECC and Compton Center library electronic resources and vendors is attached to this report.

Monthly use statistics are received from the major online database vendors.[26] Analytical and comparative data reports have been developed in-house. These reports are used to determine renewal priorities and to direct marketing efforts

Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center).[27] The Library also offers a community borrowing program known as Friends of the Library for area residents. This permits non-students to check out print materials for home use.

The Learning Centers on both campuses have purchased licenses for the PLATO and New Century software systems. These are computer-based instructional software systems for computer assisted instruction in Basic Reading and Basic Math. They are used on a daily basis and serve approximately 750 students per semester in the El Camino College LRC. New Century software has been purchased and is awaiting installation for the Compton Center LRC.

Self Evaluation

The college meets the standard. The Consortium services provide an extremely valuable service to the college library. Combined with the TTIP[28] funding it assures the students of access to a wide range of online periodical databases. It is important that this resource combined with the expertise provided by the Council of Chief Librarians Electronic Access Resources Committee be retained.

Interlibrary loans services should be expanded to provide materials for students. A survey conducted of other CCC libraries finds this is common.[29] This is a staff-intensive responsibility that will be implemented when appropriate staffing is budgeted.

The Plato and New Century software is available in the Learning Resources Center to assist students with identified basic skills deficiencies. These applications provide students with the necessary individualized instruction to improve their basic Reading and Math skills. While reports on student progress are produced by New Century and PLATO software, the library does not have a process in place for evaluating and ensuring the quality of most contracted library services.

Planning Agenda
1. The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).

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

Descriptive Summary
The college publishes an array of documents that are referenced in the formulation of assessments. These plans include the El Camino College Master Plan[30] and planning objectives, previously developed by the unit.[31] Progress is monitored periodically through updated planning documents. The first formal program review of Learning Resources is currently underway. Library Student Learning Outcomes assessment helps to determine the adequacy and effectiveness of specific services.

The college uses opinion surveys to chart student responses to the services offered by the unit. Internal surveys are conducted each school year by the Learning Resources Center, Music Library, Main Library, and academic support computer labs. These results are cumulated along with the comments, circulated to each department, and identified as issues used to formulate program ideas for the unit's annual retreat as well as new action plans.

The student opinion survey conducted by the college also provides useful data for evaluation of the services. The Spring 2006 survey, with more than 1600 responses, reflected that the library programs and services were ranked sixth among the most important services with a Mean of 3.91. These services ranked at the top for the satisfaction analysis of campus activities at a mean of 4.09, followed closely by computer support and services including the public use academic labs.[32]

Statistical reports prepared annually for the Chancellors Office and the California State Library identifies trends. Internal use statistics are collected in each area providing direct services to students. The librarians discuss problems and trends identified from these statistics and formulate new strategies as appropriate.

The data collected and analyzed from these annual surveys provides comparison information from like-sized or neighboring community colleges such as the budget[33] provided for the operations including staffing and materials. New initiatives are also formed through data crunching from the National Center for Education Statistics database.[34] This data permits the comparison of similar libraries in more than 20 categories including budgets and types of services.

To access the effectiveness of the library collection, an analysis of age of the ECC library collection has been completed to help focus collection development activities.[35] The Compton campus continues to work to address these issues.

Library instruction/information competency is a primary tool used by both libraries to provide tools for research. The librarians also teach two one-unit credit classes. The group is exploring the possibility of an online library technology program and has developed several courses in the sequence. Student learning outcomes have been developed in this area and tools for selective evaluation have been put in place. A selected number of classes received pre-tests and completed post-tests after the instructional sessions. The library anticipates use of response tools during the 2007-08 school term to help generate immediate evaluation and feedback during presentations.

Self Evaluation
The college meets the standard. Student satisfaction surveys and anecdotal interviews provide very useful planning and evaluative information. An annual meeting is held with area high school and public librarians to share information regarding the needs of the patrons we serve. This is also used to garner suggestions for new or reformatted services. The use of pre- and post-tests for selected orientation classes provide data that aid in reframing class orientations and presentations, as needed. Faculty feedback is mainly anecdotal and verbal.

Faculty members are actively involved in the book acquisition process and have been provided lists, upon request, of materials within their subject specialty that help to drive book selection recommendations. The library works collaboratively with three programs that have external accrediting agencies--paralegal, nursing, and respiratory care--to provide required titles and an up-to-date collection.

The mini-program review of the student- and faculty-centered offerings of the Music Library[36] provided useful information on the services provided in the facility and recommendations for alternative service models.

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

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

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

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized on if equivalence has been established.

Descriptive Summary

Under the direction of the Vice President of Human Resources, the college strives to implement a hiring process that ensures those selected meet the required qualifications and are capable of meeting the demands of the position in order to insure that the institutional mission and goals will be implemented.

Job descriptions exist for all full-time positions and are located in the Office of Human Resources. Classified, supervisory, and administrative job specifications are also available on the college's web site.[1] When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position.[2] Human Resources staff drafts job announcements directly from the job descriptions, highlighting key duties and minimum qualifications.[3] Board Policy 7120 [4] provides direction in establishing hiring procedures. As detailed in the classified agreement, Human Resources announces classified positions for a minimum of 10 working days and the screening committee has at least one member appointed by the El Camino Classified Employees (ECCE) and an Equal Employment Representative.[5] For classified openings, the Human Resources department announces the vacancy in local publications unless a broader circulation is requested.

The respective vice president oversees the recruitment process for administrators in his or her area. Administrators, faculty and classified staff comprise the screening committee. Like faculty recruitments, the college announces management positions for a minimum of 40 working days to provide Human Resources adequate opportunities to advertise the position.

The college has a well-defined process for the selection of faculty. ECC includes position descriptions for faculty in Appendix A of the Faculty Agreement with the district.[6] These descriptions indicate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the

disciplines list approved by the Board of Governors through collaboration with discipline faculty and the Academic Senate. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list.[7] Hiring procedures mutually agreed upon by the Academic Senate and the Board of Trustees exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates.[8] The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty, ensures discipline expertise and the ability to contribute to the department, an Equal Employment Representative, and the final selection committee, comprised of the administration and discipline representation, examines potential to contribute to the college.

The college reviews qualifications for faculty and administrators twice to ensure they are met. As part of the application process, Human Resources requires candidates to submit copies of pertinent transcripts and staff reviews degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate, Human Resources again reviews the individual's qualification prior to board approval. For those candidates who do not have the minimum qualifications, as stated on the job announcement, but who feel they have equivalent qualifications, the college has an established policy and procedure for determining equivalence.[9] The Vice President of Academic Affairs, Vice President of Human Resources and the President of the Academic Senate review all equivalencies prior to Board approval to ensure that necessary background and documentation is present to document the equivalency. The college catalog lists all full-time faculty, administrators, and long-term part-time faculty.[10]

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the college. Job announcements delineate the job requirements, so applicants are aware of the requirements. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

During 2006-2007, the college performed a classification review study of all classified positions to ensure the job descriptions accurately reflect position duties and responsibilities. Classified staff completed surveys in which they described duties and responsibilities. Area managers reviewed and commented on the staff surveys. Consultants collated this information to draft updated job descriptions for each classification. Currently Human Resources and the leadership of the El Camino Classified Employees are reviewing the revised descriptions to ensure the job descriptions are reflective of the classification. Once the review is completed, Human Resources will submit the descriptions to the Board of Trustees for approval.

Over the years, the hiring procedures for faculty have been reviewed and changes recommended by a joint committee of the Academic Senate and Administration. Most of the recommendations are designed to clarify some areas and open up the process. Due to a lack of agreement between the Senate and the Administration regarding the final selection process, the original procedures are still used. The Academic Senate and Administration has continued efforts to resolve the differences and during Spring 2008, new procedures were approved.

As a result of legislative action, El Camino Community College District and the Compton Community College District (CCCD) entered into an agreement to establish the El Camino College Compton Educational Center. El Camino College's Human Resources conducted a complete review of the minimum qualifications for all academic personnel. Faculty had the opportunity to apply for equivalency if it was determined that they did not meet state minimum qualifications. The college formed committees composed of El Camino and Compton faculty to review the petitions and determine if minimum qualifications were met. Consequently, the college made appropriate assignment changes based on a faculty member's qualification. To correct an earlier oversight, the college printed a new catalog incorporating the Compton Center faculty and their qualifications.[11]

In recent negotiations, the Compton Community College District (CCCD) and Compton Center

faculty agreed to modifications of the hiring practices of the CCCD. El Camino College faculty will participate in the selection process of center faculty. The CCCD and El Camino College continue to monitor that prospective faculty meet minimum standards. The President is involved in the final interview of all faculty and educational administrators.

Self Evaluation
The college meets this standard.

b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Descriptive Summary
All employees have the right to be evaluated, per agreements and board policies, to ensure that they are meeting performance standards. Bargaining unit agreements and personnel board policies delineate the procedures and timelines for evaluations for all employees. Each procedure outlines the process and timelines for the evaluation which examines the performance of assigned duties.

For classified staff, police officers, and confidential employees, the college evaluates new-hires at least twice during their probationary period (one year) and then annually on their anniversary date. The employee's immediate supervisor completes the standard evaluation form providing ratings and comments on selected areas. This is followed by a meeting between the evaluator and the employee to discuss the employee's performance.

Faculty evaluations occur in a different manner. Full-time tenure-track faculty are evaluated during their first three semesters and then annually until the seventh semester. This evaluation process includes a self-evaluation, peer evaluation, and student evaluations followed by a conference with the evaluation panel. Once the college grants tenure, it evaluates faculty on a three year cycle under the direction of the Vice President of Academic Affairs.

The college utilizes the same basic process to evaluate part-time faculty members and full-time temporary faculty. All faculty members are evaluated during their first semester and at least once during the next three semesters of employment. After two successful evaluations, the college evaluates part-time faculty every three years provided that there is not more than a one year break in service.

Administrator and supervisor evaluation procedures indicate that new administrators/supervisors will be evaluated once a year for the first two years and then at least once every three years or on an as-needed basis. This process includes a self-evaluation with goal setting, peer/faculty/staff opinionnaires, an immediate supervisor's evaluation, and a conference.

Human Resources at Compton Community College District is responsible for overseeing the evaluation process at the Center. The bargaining units and the district have delineated the evaluation procedures for the Compton Center Employees in their bargaining agreements. Under new procedures negotiated with the faculty, El Camino faculty will participate in the evaluation process of Center faculty. Classified staff members are evaluated annually.

In response to the previous self-study, the college has taken active steps to improve the evaluation process. In addition to providing workshops at the monthly management forums, the college participates in a consortium where training is provided by the legal firm of Liebert, Cassidy, and Whitmore. Some managers have participated in the following workshops: *Performance Management: Evaluation, Documentation and Discipline; Evaluation, Discipline and Non Re-employment of Contract Faculty; Performance Evaluations; Maximizing Performance Through Evaluations;* and *Performance Evaluation: Don't Wait, Communicate for Community Colleges.*

Academic divisions submit a list of full-time and part-time faculty members that are being evaluated each semester to the Office of the Vice President of Academic Affairs. Staff in the Vice President's office tracks the full-time faculty evaluations. Each division maintains a record of the part-time evaluations.

Self Evaluation

The college meets the standard. In 2005, the college instituted a three-pronged approach with managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. Human Resources Department alerts managers and supervisors of classified personnel evaluations that must occur within 30 days of the notice. Notifications are sent the month the evaluations are due. Thereafter, a monthly reminder is sent until the evaluation is received by Human Resources. Human Resources provides a list of overdue performance evaluations to the Superintendent/President and the three vice presidents every month. Human Resources' assessment of this system showed that during the first six months of 2006, managers submitted 90.5% of the evaluations on time. The percentages of evaluations completed on time dropped over the summer and early fall due to summer vacations and the partnership with Compton but have risen over recent months. A more recent review by Human Resources shows that three of the four areas have no delinquent evaluations. The Administrative Services area is working to complete the outstanding evaluations by May, 2008. As of February 2008, 82% of the classified evaluations and 70% of the administrative evaluations had been completed in a timely manner.[12]

The Vice President of Human Resources monitors administrative and supervisory evaluations. Due to long-term vacancies at the vice president level, several evaluations could not be completed. It is anticipated that all past-due management evaluations will be completed by the end of Spring 2008.

Administrators and supervisors at the Compton Center participated in a workshop for evaluating employees conducted by the Director of Human Resources, and during April 2007, all classified employees were evaluated by their supervisors. Managers were not evaluated in 2006-2007 partially because many were in interim positions or consultants. Plans are underway to evaluate current managers using the old evaluation procedures which are conducted through the President's Office. The Special Trustee is proposing a new procedure, but it has not yet been approved.

Compton Center Academic Affairs failed to notify faculty due for evaluations in 2006, so no faculty

evaluations took place in the 2006-2007 year. El Camino College found that in many cases, previous evaluations were missing from the files. As part of the negotiation with faculty, CCCD and the faculty adopted a new evaluation process that includes input from El Camino faculty. Compton's Human Resources department produced a schedule of faculty evaluations for the next three years.[13] Each faculty member will undergo a comprehensive evaluation every six years.[14] As a result of the first six-month progress report from the Fiscal Crisis and Management Assistance Team (FCMAT), the Special Trustee negotiated a memorandum of understanding with the faculty leadership to implement the Faculty Development Project.[15] The Faculty Development Project is not an alternative to evaluation; however, it is designed to develop a professional development plan for each of the full-time Compton faculty members.

Planning Agenda
1. All employee evaluations must be completed in a timely manner (IIIA.1.b).
2. Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Under the guidance of the Student Learning Outcomes (SLOs) coordinators, departments are developing student learning outcomes and assessment instruments for courses and programs. Currently, the faculty agreement does not specifically address student learning outcomes or the effectiveness in achieving them. As part of the evaluation process, evaluators examine a faculty members' adherence to the course outline and course objectives.

The attached student evaluation identifies areas that pertain to student learning outcomes for the Compton Education Center.[16] As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student

participation through discussions; organizing classroom presentations and activities that promote student understanding of material; and creating an atmosphere for teacher-student interaction.

Self Evaluation
The college meets this standard. As part of the self-evaluation process, faculty members identify what they are going to do to improve instruction over a three-year period. In the self-evaluation, faculty members analyze the extent to which objectives for the improvement of instruction from the last report were met.[17] At this time, evaluators do not examine their effectiveness in producing student learning outcomes. Recent negotiations with faculty have resulted in the incorporation of SLO's into the faculty evaluation process. Effective Fall 2008, as part of the self-evaluation, faculty will be asked to identify objectives for improving student learning and to discuss how they were successful.

For the Compton Center faculty, the student and faculty evaluation procedures are designed to measure student learning outcomes; however, because these procedures have not been initiated in a timely and regular manner, determining if outcomes are met in each class may be difficult at this time.

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

d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
In its strategic plan for 2004-2007, the college identified a vision statement and statement of values to support the mission statement. As part of the vision statement, it states: "We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence." The college's five core values reflect the ethics of our institution.

People - We strive to balance the needs of our students, employees and community.
Respect - We work in a spirit of cooperation and collaboration.
Integrity - We act ethically and honestly toward our students, colleagues and community.
Diversity - We recognize and appreciate our

similarities and differences.

Excellence - We aspire to deliver quality and excellence in all we do.

The Board of Trustees adopted a Code of Ethics/Standards of Practice on April 16, 2001.[18] While a specific code of professional ethics does not exist for administrators, faculty, and staff, the college addresses aspects of professional behavior through different venues.

The Academic Senate adopted the American Association of University Professor's code of professional ethics in the early 90s. In the faculty agreement, position descriptions identify a faculty member's responsibility to "maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position" and "to respect the academic freedom of students to express their opinions on controversial matters…"

Self Evaluation
The college meets this standard. At this time, the college does not have a comprehensive code of ethics for all employees. The Superintendent/ President formed a committee chaired by the Vice President of Human Resources to draft a policy state that can be brought forward to the constituent groups of College Council. Statements do exist in a number of areas that address how employees should relate with each other, students, and the community.

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

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary
Since 2002, the college has strived to maintain an adequate number of staff to support the institution's mission. Despite budget restrictions due to a state economy that caused the college to implement a hiring freeze in the administrative and classified

units, the college works to meet the needs of its students. Currently, the college employs 312 full-time faculty and 743 part-time faculty for the instructional program and 25 full-time and 20 part-time non-instructional faculty which include counselors, librarians, health center personnel, and faculty coordinators to provide key support services for students. To support and oversee the programs and services of the college, there are 56 administrators, 17 supervisors, 354 classified and confidential employees, and 11 police officers.

Per the faculty hiring procedures, the college processes requests for replacement or new full-time faculty during the fall semester. Divisions complete the faculty position identification form which examines multiple factors including growth potential, productivity, and program review. A committee composed of division deans and faculty prioritizes the list and forwards this as a recommendation to the Superintendent/President. In conjunction with the planning and budget activities of the college, the cabinet establishes the number of faculty positions to be filled in the coming year. In 2000, the Vice President of Academic Affairs established a guiding principle for the college to move towards 75 % instruction by full-time faculty.[19]

For non-faculty positions a different process is followed. When a vacancy occurs, the area determines if the position should be filled, and the manager completes a staffing requisition and the "Justification for Filling Established, Non-Faculty Vacant Position" form. During this process, the needs are delineated, and alternatives are discussed if the position is not filled. These requests are reviewed by the Vice Presidents and presented to the President's Cabinet. If approved by Cabinet, the Human Resources department initiates recruitment for the position. A similar process is used for new positions.

Self Evaluation
The college meets this standard.

In Spring 2002, the college instituted a hiring freeze in the administrative and classified units in response to fiscal changes at the state level. This freeze did not have the same impact on the faculty unit. With the exception of Fall 2003, the district hired more than the minimum number of full-time faculty required. Since 2000, more than one-third of the full-time faculty was hired. Due to fluctuations in

the full-time equivalent students, the college replaced only a limited number of retirees for Fall 2006, which resulted in an increase in the number of part-time faculty.

The impact of the hiring freeze is currently evident in some areas. Although hiring has resumed, the number of support staff has decreased approximately 7% since Fall 2002. While no formal policy or procedure is in place to determine appropriate staffing levels, a staffing level review is in progress. Temporary classified staff members are used to handle the fluctuating numbers of permanent classified staff and administrators.

Staffing levels at the Compton Center still fluctuate. CCCD Human Resources has initiated a series of recruitments to permanently fill top leadership positions and key operational positions in fiscal and student services. Inability to generate adequate pools has delayed the filling of many key positions. Due to a decline in enrollment, a reduction in the number of full-time faculty has taken place during the past year.

Planning Agenda
1. The college will develop a classified staffing plan (IIIA.2).

3. ***The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.***

Descriptive Summary
Over the past several years, the college has been reviewing and updating its board policies under the model recommended by the Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies which are reviewed by College Council prior to board approval. Historically, many of the policies included procedural language. As the policies are updated, new separate procedures are developed to assist in the administration of the policy. Then they are posted on the college's web site. The policies related to personnel are reviewed by administrators and College Council prior to board approval.

The Vice President of Human Resources and the Director of Staff and Student Diversity are

responsible for ensuring that all policies and procedures are equitably and consistently administered.

Self Evaluation
The college meets this standard.

Although some of the personnel policies have been reviewed and updated, a significant number still need to be revised. Those that have been reviewed and updated are posted on the college's website. Some were updated prior to the practice of simultaneously developing procedures. The Vice President of Human Resources has identified this as an area that must be addressed. The Superintendent/President's office serves as a repository for all board policies.

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

a. ***The institution establishes and adheres to written policies ensuring fairness in all employment procedures.***

Descriptive Summary
El Camino College has established written policies and procedures to ensure fair hiring practices. Hiring policies and procedures exist for full-time, part-time and temporary faculty. In addition to these policies/procedures, policies exist to address the following:[20]

7100-Commitment to Diversity
7120-Recruitment and Selection
7310-Nepotism
4119-Equivalency of Minimum Qualifications

Written guidelines pertaining to the hiring and participation of faculty and staff in the hiring process are contained within the collective bargaining agreements. Since 2005, a Statement of Confidentiality has been read to all committee members of a hiring panel outlining their duties and responsibilities as agents of the district during the hiring process.

Self Evaluation
The college meets this standard.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring the hiring processes are adhered to and fair to all applicants. They have created checklists to assist chairs in following the hiring procedures. Human Resources personnel need to take a more active role in ensuring that procedures are followed. More workshops should be held for new managers and those areas that do not routinely go through the hiring process.

b. ***The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

Descriptive Summary
The Office of Human Resources serves as the central location for employee personnel files. District-trained staff are responsible for ensuring that personnel records are kept secure and confidential. Files are kept locked after hours in an electronic power file, and the entrance to the office is only accessible by electron key with security clearance.

Board Policies 4216 and 4312, which deal with personnel files and the collective bargaining agreements for faculty, classified staff and police, have provisions regarding the access and contents of employee's files.

Self Evaluation
The college meets this standard. The college follows the provisions of the bargaining agreements and board policies in relation to personnel records. In accordance to the bargaining agreements, in order for an employee to review their files, they must sign a request and are then given access.

4. ***The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

a. ***The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

Descriptive Summary
El Camino College is situated in the South Bay area of Los Angeles County. The communities within the District are highly representative of diverse ethnic, cultural, and socio-economic populations from the cities of Inglewood, Hawthorne, Lennox, Lawndale, El Segundo, Manhattan Beach, Hermosa Beach,

Redondo Beach, and Torrance. The campus embraces diversity through its support of a multitude of appreciation days and/or weeks dedicated to special interest groups.

An updated Student Equity Plan was approved by the Board of Trustees at its meeting held in October 2006.[21] This plan had been presented for review to representatives of College Council for dissemination and discussion with constituents. The Council is chaired by the President, with membership that includes vice presidents, the Presidents of the Federation of Teachers representing faculty and classified employees, the President of the Academic Senate, President of the Police Officer Association, the President of the Associated Student Body, a management designee, and the Director of Student and Staff Diversity. This particular updated plan went through three years of scrutiny and review with campus representatives prior to its submission for approval by the Board. The Compton Center has also updated its Student Equity Plan with a copy on file at the CCC Chancellor's Office and at the Center's Provost Office.

The Director of Staff and Student Diversity identifies and coordinates a variety of programs including training and development in the area of diversity, cross-cultural communication, and sexual harassment presentations and seminars. The Staff and Student Diversity Office has made available to supervisors and managers, Preventing Harassment Discrimination and Retaliation in Academic Setting/Environment, and will jointly offer this training with Human Resources on an on-going basis in the future.

In addition to programs in support of nationally designated monthly holidays, the college has offered a series of multicultural conferences over the years titled "Celebrating Diversity – A Key to the 21st Century" presented by the First Year Experience Program and the Staff & Student Diversity Office. Topics included Teaching Asian Pacific Students in Higher Education (2003), Teaching African-American Students in Higher Education (2003), Teaching and Learning in a Global Community (2004), The Cultural Learning Styles of Latino Students (2005) and Holistic Approach to Teaching and Learning (2007).

To stress the importance of respect, tolerance, and education, the college continues to host a variety of events. Eva Brown, a Holocaust survivor, was Commencement speaker in 2007 and has been a featured speaker in our Resident Artist Series. In Fall 2006, the college had the honor of hosting a Fulbright Scholar from Pakistan, Dr. Toseef Azid. During his stay, Dr. Azid presented a series of lectures for faculty, staff, and students on different aspects of Islam. Plans call for offering employee training on diversity, tolerance, and cooperation, and tours of the Simon Wiesenthal Museum of Tolerance, beginning Spring 2008.

Self Evaluation
The college meets this standard.

In a survey taken in Spring 2006, 78.4 % of the faculty and staff felt the college climate is respectful of religious, ethnic, and other differences. Students expressed a similar sentiment with over 60% agreeing that the college is equally supportive of women, men, and all racial/ethnic groups.

Under the leadership of the Director of Staff and Student Diversity, the college is beginning its revision and development of the District's Equal Opportunity Plan and is awaiting availability data to be provided by the system office.

b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary
The District actively advertises and promotes within its job announcements the fact that, "The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation."

All selection committees include an Equal Employment Representative who is responsible for ensuring that each selection process is fairly and consistently administered to provide opportunity for all interested, qualified applicants.

As part of the hiring process, the District's non-discrimination policy and related materials are now included in paperwork given to all new hires. This

had been routinely done for full-time and non-certificated employees, but as of January 2007, the information is also being shared with all "casual" or temporary, non-classified hourly workers and student employees.

An Equal Employment Opportunity Survey is contained within each application for the college. It is entitled "El Camino College is an Affirmative Action - Equal Opportunity Employer." This form contains voluntary statistical data regarding the applicant's ethnicity, age, sex, and source from where he or she learned of the vacant position. Instructions for the form are as follows:

> "The following information is necessary for the El Camino Community College District to evaluate its hiring practices and to prepare reports requested by law for the state and federal government. The information will be confidential and will not be used to make a decision about your employment. Your cooperation by providing the information on a voluntary basis will be appreciated. This form will be separated from your application and will not be seen by a reviewing committee."

Human Resources and the Director of Student and Staff Diversity monitor the results of this survey for each recruitment process at various stages. The Superintendent/President reviews the survey summaries for each full-time faculty and management position.

Self Evaluation
The college meets this standard.

El Camino College is an equal opportunity employer and has strived to maintain ethnic diversity in all of its hiring practices. There are specific divisions which do not reflect the diversity within the surrounding communities served by the District. Recruitment processes in these divisions are closely monitored to ensure that the process has included appropriate outreach efforts. Since 2003, the college has made some progress in increasing the ethnic diversity of the faculty and staff as reported annually to the Chancellor's Office:

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

The district has established a series of policies on non-discrimination. The college's goal is to provide an educational and work environment free of sexual harassment and discrimination. They include:[22]

Board Policy 3410 - Non-Discrimination
Board Policy 1600 - Full Inclusion of People with Disabilities
Board Policy 3430 - Prohibition of Sexual and Other Forms of Harassment

Administrative Procedure 3410 - Non-Discrimination[23]

The college provides the information to employees and students in a variety of venues. Human Resources provides all new employees with booklets outlining the district's policies. The policies are also published on the college's web site and in the college catalog and class schedule.

	2003	2006	2003	2006
	% ethnic diversity	% ethnic diversity	%Female	%Female
Educational Administrators	33.33	40.00	43.1	45.0
Full-time Faculty	23.81	24.93	50.6	52.5
Part-Time Faculty	31.78	35.18	45.6	50.0
Classified Managers	44.44	47.37	44.4	36.8
Classified Professionals	52.83	60.00	83.0	81.8
Classified Support	58.10	59.02	57.5	56.9

Self Evaluation

The college meets this standard. Through its vision and statement of values, the college advocates an environment of respect and integrity. Workshops are held for employees to ensure they understand their responsibilities in upholding these policies.

In 2001 and again in 2006, the college surveyed faculty and staff about their opinions of ECC life including campus culture/climate; results were generally positive. In the 2006 survey, the ECC workforce felt that the campus was a welcoming environment that was respectful of difference. In addition, the majority of employees felt that management was approachable, provided meaningful feedback and lead by example. A repeated concern from 2001 to 2006, however, was a desire for more open communication on the campus.[24] The College Council tried a discussion board in 2007; however, participation was minimal. In 2008, the Academic Senate president posted the ECC Accreditation Self Study report for comment on a discussion board but less than five people participated. The most common approach used by a very small group of individuals is the employee listservs. Comments are usually topic focused in reaction to an event or policy application. The most recent example is the reaction to a sexual attack on May 23, 2008. Several people made comments about how to avoid future attacks and provided recommendations on how to raise awareness. On occasion, the administration will hold a college forum to address an issue of concern. Forums led by the police chief regarding safety were held on June 2, 2008 and June 4, 2008 in response to the attack.

El Camino College students have very positive impressions of the college environment. In a Spring 2006 survey, a majority felt that faculty and staff had positive attitudes and treatment towards students. And over two-thirds felt that the college had concern for them as individuals and was equally supportive of men and women and all ethnic and racial groups.[25]

5. ***The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Consistent with its mission, El Camino College strives for excellence in education and student services with well-trained staff and faculty. The Staff Development Office on campus is responsible for designing and providing staff and faculty with relevant programs and training that lead to increased knowledge of advances in educating techniques, customer service, and employee wellness. Staff Development conducts periodic needs assessments for both general and technology training. The results of the assessment assist the Staff Development Coordinator design programs to meet the needs indicated by the employee. Management, Classified and Faculty Development committees also assist in planning programs for their constituent groups. Staff development opportunities are advertised throughout campus email listserv and inter-office mail for those without access and are available to employees from both campuses.[26]

Along with campus-wide opportunities available to the general staff and faculty, individual departments and divisions also provide staff with professional development opportunities. Any program (conference, seminar, or other training) that is relevant to an employee's service is made available to employees. Attendance to such programs is subject to approval from managers and the office of Human Resources.

Training programs are offered through the Staff Development Office on specific flex days and throughout the year. Constituent committees provide input and recommendations geared specifically to faculty and staff interests and needs to carry out the mission of the college.[27] These activities range from area specific activities, such as brown bags where faculty focus on the educational program and ideas to improve student learning, to topics of more global interest. In recent years, the college has been focusing on two areas: student learning outcomes and distance education. The Teacher Education Program is sponsoring a series of workshops for faculty to improve student learning and success.

Recognizing the importance of providing time, resources, and support to new full-time faculty, the college initiated the New Faculty Learning Academy

in 1998. During each fall semester, new faculty members from a variety of disciplines have an opportunity to become better informed about both administrative and academic issues.[28] To expose the faculty to the methodology of "On-Course," staff development is restructuring the four modules of the academy using on-course strategies.

Classified and police bargaining units have funds set aside for professional growth activities for their members on a first-come, first-served basis. In recent contract negotiations, the amount of money was increased from $15,000 to $20,000 for the classified employees. In addition to the professional growth funds, the college sponsors a professional development day during the spring semester for staff. The college also sponsors an educational reimbursement program for all employees for classes taken at El Camino.

Self Evaluation
The college meets this standard. Periodically the Staff Development Office conducts needs assessments to assist in the planning of professional development activities. The assessment process used this fall helps illustrate how the needs of the individual were blended with the needs of the institution. At a Management Forum, managers were asked to identify their needs and the strengths and needs of their classified employees. Utilizing an auto response system, the strengths and needs were identified throughout the organization.[29] The classified staff completed a similar needs assessment, and the information was used by the Classified Development Committee to develop a series of workshops offered during January.

The Faculty Development Committee working with the Staff Development Coordinator plans different professional development activities to meet the needs of the faculty in the classroom. This includes On-Course which teaches strategies to empower students to become responsible learners and ETUDES training for course management system used in on-line education. In Spring 2006, a technology needs assessment was initiated and, a series of workshops were offered throughout the year to address the identified needs.

b. With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
At the end of professional development programs on campus, participants evaluate the importance and effectiveness of the program to ensure that the learning needs of staff and faculty are met through relevant programs.

The Staff Development Coordinator tallies and evaluates information from the evaluations and shares the information with the presenter(s) of the program. Feedback collected is then used by the Staff Development Office to improve future programs.

Self Evaluation
The college meets the standard. Typically, the Staff Development Office coordinates over 140 non-technology programs throughout the year that are attended by 1000 plus employees (duplicate count). Over 74% of attendees responded to the program evaluations. On a scale of 1-5 (highest), the average rating was 4.73, with 93% percent indicated that the program should be repeated and 97% indicated that ideas presented in the workshop could be used in the classroom to improve student success or on the job.

As part of the evaluation process, attendees are asked how the program might be improved. As mentioned above, this information is shared with the presenter and with the appropriate committee to refine the programs that will be repeated. Comments in this area tend to focus on handout materials, room conditions, and time constraints. Suggestions for future programs are also solicited and shared with the appropriate committee to use in planning future programs.[30]

There are 36 technology classes with over 521 attendees (duplicate count) that were scheduled during the 2006-07 academic year. For the non-certificate-based classes such as Word, Excel, and Outlook, evaluation ratings were above average for 90% of the workshops (4.5 out of 5).

Comments from the post training evaluations indicate a high rate of satisfaction among the participants about the programs success with meeting the training objectives and teaching them new technology skills they could use in their workplace.

Training workshops that were certificate-based were the *Teaching Online: Building Content* and *Introduction to ETUDES-NG* workshops. Out of the 48 participants that registered and attended the Teaching Online workshop, 45 successfully completed the training and received a Certificate of Completion. Out of the 23 participants that registered and attended the Introduction to ETUDES-NG workshop, 15 successfully completed the training and received a Certificate of Completion. Individual comments from the post-course evaluations support the high satisfaction rating among the participants in the certificate-based workshops. Both quantitative and qualitative data collected at the end of the certificate based workshops reveal that participants were overwhelmingly confident about using the new skills they learned to effectively teach at a distance.

The evaluations for both types of programs indicate how the professional development needs of those attending the programs offered are being effectively met.

6. ***Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.***

Descriptive Summary
Human resource planning occurs at various levels throughout the college. The college continually evaluates the policies, needs, and effectiveness of its human resources. All levels of management review levels of staffing and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the college's goals.

As part of the development of the district's master plan, area managers have completed a 10-year trends and projections form. This analysis includes an analysis of staffing trends in each area.[31] The college utilized this information to generate a staffing plan that was incorporated into the Education Master Plan. Each Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member.[32] The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

Self Evaluation
The college meets this standard. The college is constantly reviewing its human resources planning to ensure effective use of personnel to improve services. Areas are in the process of updating their staffing plans as the college prepares to update the Education Master Plan.

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Standard III: Resources

B: Physical Resources

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

1. ***The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.***

Descriptive Summary

The El Camino Community College District (ECCCD) facilities consist of a main campus - El Camino College, an educational center - Compton Educational Center, and various other centers or off-campus sites within the ECCCD's boundaries.

El Camino College is located on 126 acres in an unincorporated section of Los Angeles County; the campus consists of 35 buildings totaling over 1.2 million gross square feet in size, eight parking lots that provide over 4,000 parking spaces, outdoor athletic facilities, horticulture gardens and a greenhouse, a construction technology lab, and vehicular roads and pedestrian walkways.[1]

The Compton Educational Center is located on 78 acres in the City of Compton. Sited on the center are 30 buildings totaling over 296,000 assignable square feet.[2] In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space. The Center is the property of the Compton Community College District.

The ECC Fire Academy is located in Inglewood; this site was the former fire training facility for the City of Inglewood. The college purchased the property in 2000 when it became available due to the City of Inglewood's discontinuation of its Fire Department. The facility is used by the ECC fire fighting program.

The Inglewood Center is a leased facility in Inglewood where college courses are offered, academic counseling is provided, and academic assessment is performed. Approximately 10 to 20 sections are offered at the Inglewood Center.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs use the facilities of a number of area hospitals for on-site practice. Sites include Torrance Memorial Medical Center, Little Company of Mary Hospital, Kaiser Foundation, Harbor City UCLA Medical Center, Centinela-Freeman Hospital, Daniel Freeman Marina Medical Center, and St. Francis Hospital.

The Business Training Center is located in the City of Hawthorne; this facility provides a base for the following programs:

1. Center for Applied Competitive Technologies (CACT)
2. Center for International Trade Development (CITD)
3. Small Business Development Center (SBDC)
4. Workplace Learning Resource Center (WpLRC)

As stated in The El Camino Community College District's 2004-2007 Comprehensive Master Plan,[3] the district capacity load ratios (the state's standard for the square footage allowed for given level of WSCH) are:

1. Lecture 138%
2. Laboratory 81%
3. Office & Conference 113%
4. Library 60%
5. Media/ATV 33%

The 2004 Comprehensive Master Plan documents the methods used by the college to evaluate how effectively the college meets the needs of its programs and services. Consultants have been hired by the college to assess district facilities to ensure that all buildings meet government standards and Los Angeles County and the State of California fire and safety regulations. Results from the consultants'

studies were used to create the Facilities Plan of the Comprehensive Master Plan.

The Compton District is in the process of completing a Facilities Master Plan, which is due by the end of summer 2008; however, the Educational Master Plan has not been completed.

The college offers about 80 online courses in the fall and spring terms. Online course offerings are managed in coordination with the academic division deans by the Learning Resources Director. The college also offers a handful of televised courses. Equipment needs are also assessed annually for distance education programs. Program improvements to support changes in software and hardware technology are made based upon submitted plans and available funding.

Self Evaluation
The college meets the standard.

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

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
The college has developed a comprehensive set of design standards and material specifications that are used when building or modifying facilities.[4] Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction.

The college supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which employs 88 employees.[5]

Services provided include:[6]

1. Facilities Planning
2. Facilities Construction
3. Custodial Operations
4. Building and System Maintenance
5. Grounds Maintenance
6. Material Receipt and Delivery
7. Physical Asset Management
8. Recycling & Waste Management
9. Utility Management

The college's Capital Construction Plan[7] contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%.

Self Evaluation
The college meets this standard. The effectiveness of El Camino College District's facilities planning and construction is assured in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff.

All major constituency groups are represented on the Facilities Steering Committee, a group that considers facilities projects and provides advice and recommendations to the President. The group meets regularly, usually each quarter and more frequently if needed. An example of the group's activities was consideration over the summer and fall of 2007 of a number of possible project options. Presentations were made to the group and frank discussion followed. Ultimately, the group made a recommendation that supported the option chosen.

The design process for new buildings and building renovations includes the participation of groups that will occupy the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about equipment and furniture.

The design and construction of facilities is managed by the Facilities Planning and Services Division, a unit that also includes the operations and maintenance groups. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The key objective in the maintenance of facilities is to keep the facilities as effective as when they were originally constructed. Consistent with budget allocations, building systems and their components are replaced as needed to maintain effective operation.

A user survey conducted in March 2007[8] showed 69% of responders rated Facilities Planning and Services Division's performance as good, very good, or outstanding.

In the 10 month period of September 2005 to June 2006, the Facilities Planning and Services Division received 5,682 work requests and completed 5,064,[9] representing an 89% completion rate.

Planning Agenda
1. Update the facilities modifications request form and procedure (IIIB.1.a).

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The Division of Facilities Planning and Services is responsible for planning, construction, and maintenance of all district facilities. This includes new construction, renovations, and scheduled maintenance. Due to the age of many of the buildings and materials used during their construction, this results in hazardous material abatement, as the college locates and removes asbestos during renovations. When the college employs outside contractors for major construction projects, it holds pre-job conferences where it details the district's policies and procedures with regards to job safety.[10] During the construction phase, the Director of Business Services monitors the practices of the contractors and their employees.

Over the years, the college has worked to remove barriers and increase accessibility to both buildings and classrooms to meet the Americans with Disabilities Act (ADA) requirements. Joint efforts between the Directors of the Special Resource Center and Safety and Risk Management keep the college apprised of changes in the ADA and what the

college must do to address the changes and increase access. As new or remodeled buildings are planned, the college ensures that it meets accessibility standards described in the ADA.[11]

In an effort to be proactive, the college developed written material to avoid potential problems in the workplace, such as violence and repetitive stress injuries. A procedure[12] was created to address concerns of violence in the workplace before it surfaces as a problem, and a document[13] to help employees develop proper work habits, in the age of computers, and minimize the potential of such injuries as carpal tunnel syndrome.

The college maintains a safe and healthful environment for students, staff, and guests, as evidenced in the ongoing training provided to managers and supervisors and the growth in the college's disaster preparedness.[14] A comprehensive manual,[15] El Camino College Emergency Evacuation Procedure, allows for orderly building evacuation prior to an actual incident which, in turn, will reduce the fear and panic individuals may face during a real emergency. Each building has a captain who has specialized emergency training. In an effort to provide emergency evacuation and information plans as quickly as possible to over 25,000 students and all faculty and staff, the Director of Business Services developed a script and arranged for the production of an eight minute video[16] entitled, "El Camino College Emergency Preparedness". The video has also become an integral part of the new hire orientation for employees and has served as a model for other community colleges that are members of the California Community College Risk Management Association.

The college and Center continue to maintain a professionally trained police department that provides a wide variety of services to the campus community and guests. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the California Commission on Peace Officer Standards and Training. A continuing effort is made to meet or exceed contemporary professional standards related to recruitment, training, policies and procedures, equipment, and community based policing philosophies.

The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Departments throughout the campus rely upon Cadet Services to direct guests when hosting events, conferences, regional meetings for traffic control, and monitoring reserved parking areas. New, smaller Live Scan machines have been purchased to expand services to meet the demand. Additional student workers have been added to the parking services staff to provide more continuity of services during, and in between, semesters. Patrol dispatch has participated in a major upgrade in 911 and other telephone equipment with funding provided by the state to help them deal with the 37,000 plus calls that came into the dispatch center in 2006. New computers and related computer software programs were installed and technical training took place. Patrol Services continue to make community-oriented policing and crime prevention a priority in order to maintain a safe learning environment.

The police department remains active within the college community by making presentations to students and staff, either in the classrooms or in general assemblies. Topics have included general crime prevention, personal crime prevention in support of groups seeking to reduce violence against women, DUI presentations, and district driver safety classes. The police department also continues to host both the police advisory and the police safety committees in an effort to solicit input from staff and students on current issues and trends as well as to provide guidance to the Chief in regards to the future activities of the department.

In general, the police department has seen a significant increase in the use of computer and other technologies. Parking Services utilizes hand held digital ticket writers instead of handwritten citations; as a result, accuracy and legibility have greatly increased. Some of the PDA style citation machines have built-in cameras which allow for documentation of noted violations. Mobile Data Computers have been installed in all patrol vehicles allowing officers ready access to databases, previously only accessible by a police dispatcher. Police radios for officers and cadets have been upgraded to models with greater reception, more frequencies, and longer battery life. The police department website[17] has been improved and now offers more means of interaction with the campus community. The ability of those ticketed to file parking citation appeals online has been one of the more popular updates. The department continues to use this venue to post public access for Students Right to Know information.

The district began operating the Compton Education Center in the fall of 2006[18] with a merger of the two police forces occurring in the spring of 2008. Since that time, a process has evolved whereby the operational standards and procedures of El Camino Community College District are being systematically implemented at the Center. Many years of neglect preceded the district's partnership with the Center. A number of years will be required before the Center's facilities will be brought up to current standards.

In May 2008, an agreement was approved by ECCCD Board of Trustees and the CCCD Special Trustee to merge the Compton Center Police department with El Camino's.

Self Evaluation
The college meets this standard. A review of the crime statistics reported by the El Camino Police Department for 2002–2005,[19] shows that the college's efforts to provide a safe environment, through its community-based policing philosophy, have been successful. One area that continues to be problematic is drug abuse violations.

Over the years, the college has improved access to buildings. The college has added ramps where possible, as in the Communications Building. Unfortunately, not all the classrooms are as accessible to students with disabilities. The Life Science, Natural Science, Chemistry, and Physics Buildings were renovated in 2003 and the laboratories and classrooms now meet the current accessibility standard in the ADA.[20] The Natural Science Building has also been made accessible to students with disabilities. The college has plans to renovate the restrooms[21] that will bring 32 restrooms in 16 buildings into full ADA compliance. All new construction conforms to required ADA regulations.

The ECC Emergency Preparedness Plans have experienced growth in the number of employees trained for specific duties and positions within the emergency preparedness organization.[22] The college has given more than 130 employees at all levels specialized training in critical response/corporate

emergency response/search and rescue. Staff turnover and changing awareness of possible hazards reinforces the need for continued training in these areas. Periodical energy shortages and rolling blackouts have provided the district with the opportunity to practice and evaluate its emergency preparedness plans and evacuation procedures. Currently, the plan is meeting the needs of the college to ensure the safety of its students and employees, and the college will continue to evaluate the plan.

2. ***To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account***

The college uses the process of program review to assess how well its physical resources support programs and services. As each program is reviewed, the facilities and equipment being used are evaluated. Deficiencies then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs on a 5-year cycle. The information is collected and maintained on a state-wide community college system called FUSION. The resulting information is used to prioritize needs and develop funding strategies.

a. ***Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

Descriptive Summary
In 2002, the district adopted a facilities master plan[23] that contained specific goals that support the institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. The plan provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a

number of site improvements for the college.

The planning process was a highly participatory one involving all college constituencies of the college. The facilities planners worked closely with the Facilities Steering Committee[24] comprised of key faculty, staff, administrators, and students. The committee reviewed the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the master plan recommendations.

The planning process included a series of Facilities Master Planning Committee meetings as well as presentations and discussions with the college and Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects

The following project goals[25] were identified in 2002 by the Facilities Steering Committee at the beginning of the facilities master plan planning process:

1. Improve instructional facilities.
2. Cluster related instructional areas.
3. Address faculty office space needs.
4. Improve access to Student Services.
5. Develop a "One Stop Shop" for Student Services.
6. Replace older facilities in need of major renovation.
7. Incorporate green (sustainable) design elements into the campus.
8. Repair and replace for energy efficiency.
9. Create on ecologically sound environment.
10. Establish a "front door" to the campus.
11. Enhance campus landscaping.
12. Develop well defined drop-off areas.
13. Improve campus way-finding.
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways.
16. Develop exterior edges of the campus to create inviting entry points and views.
17. Create focal points on campus.

When considering the total cost of ownership as an evaluation tool for facilities and equipment purchases, the elements considered are initial cost, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs. Adjustments are made

using the time value of money, meaning money received today is more valuable than if received in the future. Conversely, an expense incurred in five years is less than the same expense incurred in three years.

Self Evaluation
The college meets this standard.

Since the adoption of the 2002 Facilities Master Plan, the college has completed facilities projects that address the institutional goals. Examples include Science Complex Renovation, energy efficiency measures, equipment replacement needs, parking expansion, and aged infrastructure replacement. The college is currently completing the construction of a new Humanities Building and a library addition.[26]

Planning Agenda
1. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).

b. ***Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.***

Facilities Master Plan - This plan contains replacement or renovation measures for all facilities on the El Camino College campus.[27] The plan was developed using progressive assessments of the campus facilities.

Five-Year Capital Construction Plan - This plan expresses the district's needs to the system office and serves as a mechanism for funding allocation. ECC's plan[28] is a subset of the Facilities Master Plan containing those projects judged to have the highest likelihood of receiving state funding from the system office. Funding has been received for Humanities equipment, a Learning Resources Center addition, and renovation of the Social Sciences Building and the Business-Math Building.

Since the last accreditation, some major projects completed or in construction are:

1. Renovation of the Science Complex
2. Electrical Substation. A key upgrade in campus infrastructure and necessary for supporting the other new and renovated facilities on campus.
3. Replacement of the Humanities Complex
4. Central Plant
5. Infrastructure Replacement Phase 1
6. Installation of Modular buildings to provide space for programs displaced by construction projects:

El Camino's Scheduled Maintenance Plan [29] is filed annually with the system office. This plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

The college has secured state funding[30] from the system office for roof replacements and infrastructure replacement.

In the May 2002 Accreditation Team Report for El Camino College, the following statement was made: "If the college is to continue to remodel and renovate existing facilities, they will have to seek alternative sources of funding" (page 21).[31] A solution was to seek local funding through a publicly supported general obligation bond measure.

In anticipation of a bond measure, the college administered needs assessment surveys to all academic and non-academic divisions. These surveys provided the basis for projects which could be supported with bond money. In February 2002, the Facilities Steering Committee, a campus-wide committee consisting of administrators, classified employees, police officers, faculty, and students began working with facilities planners to develop the 2002 Facilities Master Plan,[32] which has since undergone modifications. In November 2002, voters passed Measure E, the El Camino College Bond Measure. The Facilities Master Plan addresses the needs expressed by various divisions and more specifically, the needs expressed in the Educational and Technology Plans. The Facilities Master Plan projected a total cost of $460,016,464 for various projects. The college anticipated that the general obligation bond would cover the bulk of the cost, and various state funding sources would cover the remainder.[33]

A total of $394,516,463 in bond money was approved by voters in 2002. El Camino College also received $6,866,776 in refunding income from the bond in 2006, so the total budget for bond projects is currently $401,383,239.[34]

In February 20, 2007, the bond projects were grouped into the following categories with the following budgeted amounts.[35]

The remainder of the refunding income has been designated for equipment purchases for various campus divisions.

Additional Classrooms and Modernization (ACM)	$175,871,183
Campus Site Improvements (CSI)	$ 20,413,973
Energy Efficiency Improvements (EEI)	$ 3,033,653
Health and Safety Improvements (HIS)	$138,808,747
Information Technology and Equipment (ITE)	$ 55,567,921
Physical Education Facilities Improvements (PEFI)	$ 1,707,049
Refunding Income	$ 5,980,713

Self Evaluation

The college meets this standard. Due to numerous factors, construction costs have skyrocketed. For example, natural disasters such as Hurricane Katrina have led to greater demand for a limited supply of building materials. As another example, numerous school districts have voter-approved bond money, meaning that contractors can now demand premium rates. These factors and others have resulted in a tremendous increase in construction costs for El Camino College. Construction costs for the bond projects were estimated to be 55% higher in 2005-2006 than in 2003.[36]

El Camino College is funding the various projects with Measure E and state monies. Taking these sources into account, the chart below shows the estimated funding shortfalls for the bond categories.[37]

ECC making more aggressive use of state bond funding complimented by a second general obligation bond to raise sufficient funding to complete the facilities Master Plan that was developed in 2002.

The only additional source of income is $3,000,000 in interest, which has not yet been allocated.

Overall, the estimated costs for the bond projects have increased from approximately $460,000,000 to over $700,000,000.[38]

This dramatic funding shortfall is, at the moment, El Camino College's greatest concern regarding the Facilities Master Plan projects. This could result in

Planning Agenda

1. The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).

Additional Classrooms and Modernization	$ 49,802,078
Campus Site Improvements	$ 14,301,366
Energy Efficiency Improvements	$ 0
Health and Safety Improvements	$ 200,220,736
Information Technology and Equipment	$ 9,213,938
Physical Education Facilities Improvements	$ 2,251,319

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Standard III: Resources

C. Technology Resources

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

1. ***The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.***

Descriptive Summary

The college utilizes several committees to identify its technology needs. There are standing technology committees whose membership consists of faculty, staff, and administrators. The El Camino Technology Committee has two subcommittees: the Academic Technology Committee and an Administrative Technology Committee. The Technology Committee exercises overall direction, but the subcommittees have considerable autonomy to raise issues, conduct studies, and make recommendations. The Academic Technology Committee makes recommendations about technologies used by students and faculty in the instructional process. It sends its recommendations to the technology committee for discussion.[1] The Administrative Technology Committee makes recommendations about the district's Enterprise Resource Planning tool. The Technology Committee meets once a month during the academic year as do the two subcommittees. The committees prepare an annual update of the technology plan that integrates with the educational master plans and the facilities plans.[2] In 2007, the administration established the Technology Committee as a subcommittee of the Planning and Budget Committee. The Planning and Budget Committee now reviews recommendations from the Technology Committee and forwards them to the cabinet for final disposition.[3]

In addition to the technology committees, the individual academic divisions use their own technology committees to identify their technology needs during the annual instructional-equipment-library-materials-block-grant cycle. The Vice President of Academic Affairs reviews these requests in consultation with the Department of Information Technology Services.

In Fall 2006, a subcommittee of the Technology Committee drafted the technology plan update. This plan contained recommendations for 12 projects to be completed during 2007-2008.[4] The plan articulated the first end-to-end renovation of the El Camino College data infrastructure, as well as a substantial upgrade in the hardware supporting Datatel Colleague (the college's Enterprise Resource Planning tool), replacement of the ISDN/Centrex telephone system with an Internet Protocol (IP) telephony system, an upgrade of the academic computer laboratories, and an IP-based security system. In the spring of 2007, the administration approved the projects, at an estimated cost of $3,500,000.[5]

Technology planning at Compton Center through the technology committee process was interrupted at the time of the loss of accreditation and implementation of the partnership. Since then, planning for and prioritizing technology needs was handled by means of close collaboration between the El Camino and Compton ITS staffs and Center ITS management with other center managers, in particular those of Facilities/Maintenance and Operations, Academic Affairs, and Student Services. Center managers identified needs and priorities in consultation with supervisor, staff, and faculty in their areas. The Center Technology Committee is being reactivated in Spring 2008.

The college maintains a close and collaborative relationship between Institutional Research (IR) and Information Technology Services (ITS). ITS ensures access to critical data sources for research, facilitates electronic manipulation and publication of data, and provides technical support when needed. Technological support of research is evaluated in three ways: 1) through information feedback directed both to ITS and IR, 2) through formal evaluation of ITS services, and 3) through formal evaluation of IR services.[6]

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An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The campus and IR needed a way to access a large amount of data easily and to be able to drill down to smaller units (e.g., division, department, course data). The existing software (Cognos) was not satisfactory, and ITS responded by investigating other options. Within one year, a new system (DecisionCentric) began to be developed. It had the advantages of the old system while providing much more access and facility for IR data reporting. ITS deployed the new system in Spring 2007.

In 2005, the college launched a comprehensive reconstruction of its website.[7] The college appointed a task force to work with the Office of Public Information to bring new functionality to this space.[8] The work occurred in conjunction with the rollout of OmniUpdate, a tool that enables staff and faculty to keep their web pages current, and MyECC, the college's new student portal.[9] The task force drafted the goals and objectives of the re-design effort.[10] The college utilized a series of focus groups composed of students, staff, and members of the community to gather feedback about the new site. MyECC provides links to a wide range of online student services including registering, adding and dropping classes, and paying for fees and parking stickers.[11] Since going live in Spring 2006, there has been a steady increase in the number of students using these online services. A comparison of the number of students using the site in the Fall 2006 registration period with the number of student using it in the Fall 2007 registration period shows a 30% increase.[12]

The college's academic technology committee participates in determining software and hardware needs. In 2006-2007, the committee prepared a prioritized inventory of ongoing academic software needs and presented it to the college technology committee.[13] The college created a special fund that renewed the licenses of all of the high priority needs.[14] The Department of Information Technology Services created a portal-based online database and calendar. The calendar prompts the Director of Information Technology Services when software and hardware licenses and agreements are about to expire.[15] The database shows all licenses and agreements of record.[16]

In Fall 2005, the Academic Technology Committee prepared and distributed a faculty survey designed to determine who among the faculty had the greatest need for newer laptops than those that had been issued in 1999. The survey results indicated that a third of the full-time faculty wanted an upgraded laptop. The administration reviewed the situation and decided that there was an urgent need to migrate away from Windows 98, the operating system installed on most of the faculty laptops. Consequently, the district decided to retire these laptops and replace them with new laptops capable of running Windows XP Service Pack 2, the current college-supported operating system.[17, 18]

In 2006, the college conducted a comprehensive inventory of its academic computer laboratories that addressed issues related to increases over time in the number of labs, how the labs were deployed (type of student access, dedicated and general), the college's ability to keep the facilities current, how the labs contributed to the college's FTES, and the adequacy of technical support. The data resulted in a report of how the facilities were being used, the FTES generated, the utilization schedule, the age of the computers, the software being run, and the support staff workload. In its 2002 accreditation self study, the college reported 30 labs housing 1073 computers. At that time the college identified three types of labs: class-use labs that the divisions scheduled and which generated FTES; mixed-purpose labs, such as writing and reading labs, that supported instructional activities but did not generate FTES; and open-access labs intended for general access and student drop-in use. A comparison of the computer labs that were reported in 2002 with those that were documented in the 2006 inventory showed no real change in the number of locations (one room was divided). The number of computer stations increased by 69. However, the report also showed that the FTES-generating class-use labs were not being kept current. Of the 538 MS/Intel PCs, 417 were beyond their three-year warranty period. The report concluded that some divisions were creating additional special-purpose labs housing small clusters of computers. These labs are adjacent to classrooms. During regular class time, faculty send groups of students to these facilities as needed. The computers in these labs are generally newer than those installed in the class-use labs.[19] Overall, the 2006 inventory documented 47 computer labs and clusters housing a total of 1,492 computers, an increase of 16 "cluster" labs and 350 computers over the amount reported in 2002.

Comparison of Computer Labs 2002 & 2006

Types of Academic Labs	2002		2006	
	Labs	**PCs**	**Labs**	**PCs**
Class Use Labs - Classroom with computers. Division scheduled, classes scheduled for a semester, generate FTES, instructor present.	17	511	17	563
Mixed Purpose Labs - Support instructional activities, discipline specific, no FTES generated	11	393	12	399
Open Access Labs - Intended for student use on a drop-in basis to use the Internet, do research and complete out-of-class assignments, no FTES generated	2	169	2	180
Total	**30**	**1073**	**31**	**1142**

The inventory report was accompanied by a paper that summarized the college's previous efforts to support technology. The report concluded that technology funding could be best characterized as budget-driven haphazard attempts to "put out fires" rather than a consistent strategy to keep technology current. It made a series of recommendations leading to the creation of funding policies to keep all technology current.[20] The college used this information to review its existing computer labs and the process by which the divisions requested and/or created additional facilities. The report has become a benchmark for monitoring academic computer labs to ensure the most effective utilization of these technology resources.[21] The Planning and Budget Committee recommended moving technology hardware and software funding to the "institutional" section of the 2007-2008 budget where this and all future allocations could be protected.[22] This action may have ended the annual debate over how to keep technology current. All desktop and laptop computers are on a five-year warranty and replacement cycle.[23] All administrative and academic software is also budgeted with "institutional" funds. The Department of Information Technology Services is charged to administer both budgets so as to keep the technology sector current.[24]

The Department of Information Technology Services maintains several reporting mechanisms that monitor system performance. The ITS Services Report shows the performance of all network systems and documents issues which result in downtime for each individual server. The report also calculates a percentage of reliability for specified periods. These reports are available online in real time.[25] The department also maintains online helpdesk statistics that are searchable by data, group (staff, request type, and division), and request type (computer, A.V., phone and all). The helpdesk system tracks staff assignments, job status (open or closed), total hours to close, average hours spent, and average time to close. The department uses the helpdesk statistics to monitor persistent problems which may indicate hardware/software issues or the need for staff development training.[26]

Self Evaluation
The college is in compliance with the intent of this section of the standard. However, the decision to link technology planning with planning and budget is relatively recent, having occurred in Fall 2006. The college needs to continue working to integrate its technology planning with the planning and budget process. The relationship among the Technology Committee and its subcommittees is also recent. The college needs to work to make the relationship productive. This is particularly true of the relationship between the Technology Committee and the Academic Technology Committee. Beginning in Fall 2005, Information Technology Services and the Academic Technology Committee conducted a number of studies that provided information about technology in the academic sector, including a comprehensive academic software inventory and a survey of full-time faculty prior to the distribution of new laptop computers. Coordinating such information-gathering and analytical efforts between the Technology Committee and the Planning and Budgeting Committee needs to continue so the college has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Planning Agenda

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

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The college technology committee and its two subcommittees on academic technology and administrative technology formulate plans and recommendations and forward them to the planning and budget committee for review and discussion. The Planning and Budget Committee forwards their recommendations to the Cabinet for final disposition.[27] ITS staff works with divisions and departments to prepare specifications for hardware and facilities. The forms for new PC requests and for PC upgrade requests are available on the college portal.[28, 29] Academic divisions and the Dean's Council discuss technology, and Facilities involves ITS in planning and constructing new facilities and renovating existing structures. Both worked together to publish a standards manual with sections on technology to guide architecture and construction firms.[30] ITS worked with the Academic Technology Committee to compile an inventory of academic software and to program an automated portal-based calendar that prompts management as renewal dates for licenses approaches.[31, 32]

The college continues to struggle with the burden of keeping its technology current. The 2002 self study admitted that even though the demand for technology was greater than the college could support, it was not really possible to limit technology growth. The college has considered several proposals over the years including an annual set-aside for technology renewal. During the Fall 2005 semester, the Department of Information Technology Services conducted a complete inventory of the academic computer labs and published the findings.[33] A year later, the department drafted a report on technology funding which reviewed four technology plans and two accreditation self studies.[34] In Fall 2006, the technology committee prepared a report recommending 12 projects for immediate implementation. The work included upgrading the data network and the district's ERP tools, replacing the district's aging telephone system with a Voice over Internet Protocol system, deploying a security system that utilizes Internet Protocol technology, establishing a document imaging system to help the district develop an increasingly paperless environment, and creating an online student advising and registration system that is tied to student education plans.[35] The Planning and Budget Committee and the Cabinet reviewed the plan. Ultimately, the district funded all 12 projects.[36]

The college offers an extensive schedule of distance learning classes. In Fall 2007, the college offered 66 courses with 87 sections offered as distance learning.[37]

In Fall 2006, the college convened a distance-learning task force to review course management tools and recommend alternatives to its contract with the California Virtual Campus (CVC) / BlackBoard which was due to expire in Fall 2007.[38] The task force worked with the college's Distance Education Advisory Committee (DEAC) to review alternatives. Several course management system vendors presented their software applications for consideration. Both faculty teaching online and interested faculty participated in the presentations.[39, 40, 41] Ultimately, the college joined the ETUDES-NG consortium and began working with faculty to migrate their distance education courses from BlackBoard to the new ETUDES NG course management system. In Spring 2007, a small number of online faculty began using ETUDES and in Fall 2007, the college signed a full institutional agreement with the ETUDES consortium.[42, 43, 44] The college agreed to pay the consortium an annual fee to cover ETUDES training, conversion of courses, and central course hosting, which ETUDES provides to consortia members via Optimized Learning Inc.[45] The hosting service is redundant, scalable (system capacity is always 50% greater than demand at any point in time), secure, and backed-up regularly. Students and faculty access all ETUDES online courses through secure, individual logons, and passwords. All student records are protected and adhere to Family Education Rights and Privacy Act (FERPA) guidelines.[46]

Faculty who teach courses at a distance have access to on-campus technology including high speed (DS-3) internet access via CENIC.[47] Students enrolled in

distance education courses have access to a full range of online student services, including application and enrollment, e-counseling, and e-reference library services. The LRC and Writing Center are working to reinstate online tutoring.[48, 49] The college provides open access computer labs for distance learning students who want to work on campus.[50] The courses are designed to function with dial-up access as well as high-speed DSL and cable modem connections. The college worked with the consortium to stop the practice of using the last five digits of student and faculty social security numbers in logon names.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations across the college. The college library provides students with access to 22 computers in the Reference Room and in the Library Demonstration Classroom. The Learning Resources Center also runs several computer labs including the open access Library Media Technology Center, TOP Lab, CAI Lab, Basic Skills Study Center, and the mixed-use MCS Reading Lab with a combined total of 395 computers, a number that will increase to 435 with the opening of the new Humanities Building and LRC expansion in Spring 2008. The library computers have access to the Internet and periodical databases useful for student research, and the LRC labs offer this access, plus access to other software programs essential for completing assignments. Finally, the library subscribes to many information databases to meet the research needs of students and faculty.[51, 52]

Self Evaluation

El Camino College meets this standard. The college has recently moved to strengthen its committee structure by tying the technology committees to the planning and budget committee. The college has also taken the initial steps towards regular funding of hardware and software licenses and a regular replacement cycle for PCs from the mandatory budget. This decision represents the college's acknowledgement that technology must be as good as a utility. However, the college reduced the initial fund of $900,000 for PC replacement by $450,000 during the budget development cycle in 2007-2008. The college has nearly 3,000 PCs, and to replace them on a five-year cycle requires an annual budget of $1 million.

The college is making the transition from being a leader in the California Virtual Campus (CVC) movement to being a member of the ETUDES-NG consortium. The Distance Education Task Force included the faculty in its deliberations as it looked for alternative course management tools and hosting solutions. Cost considerations motivated the decision to join the ETUDES-NG consortium. Lack of staff support may prevent the program from achieving the level of enrollment that the college would like to see. There is no full-time distance learning coordinator. Instead, the division offices are deciding which courses will be taught online and who will be recruited to teach them. The Distance Ed/Media Services Faculty Coordinator works with the Department of Information Technology Services to upload students and faculty into the ETUDES course rosters. Lack of adequate technical staff makes these tasks difficult and time consuming. The Distance Ed/Media Services Faculty Coordinator also attempts to provide "help desk" services to assist online students experiencing technology issues at the beginning of the semester.

While significant progress has been made in upgrading Compton Center technologies over the past few years, serious challenges still remain due to weaknesses in Center infrastructure, especially power and HVAC. Efforts continue to develop center-wide inventories of hardware and software and to increase server capacity, functionality, and security. In 2007-2008, Academic Affairs worked with ITS to replace obsolete audiovisual classroom equipment and to increase the number of Smart Classrooms on campus.

Planning Agendas

1. The Technology Committee in conjunction with the Department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).
2. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).
3. ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The Office of Staff Development conducts a comprehensive, ongoing schedule of technology training classes for faculty, staff, and administrators. The college employs a full-time staff member to perform this function.[53] Staff Development also conducts an annual faculty-and-staff-needs assessment. Survey results provide direction for future training sessions.[54, 55] The college gathers information about the technology-training needs of its students from several sources. The Distance Ed/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology. The call volume is particularly heavy at the beginning of the semester. Admissions and Records hires help desk technicians who take calls from students having problems with the admissions and enrollments process.[56] All the academic divisions have integrated technology into the curriculum. Instructors monitor the ability of their students to use technology in the curriculum and recommend additional training, usually by encouraging students to enroll in Computer Information System classes. In Fall 2006, Spring 2007, and Fall 2007, over 2,400 students enrolled in courses teaching the Windows operating system and the Office suite of applications.[57]

The Office of Staff Development provides technology training support for all interested faculty and staff. The office has a permanent director, support staff, and an instructional developer.[58] The staff development website offers links to a number of sites including a calendar of events, committees, conferences, flex FAQs and forms, the innovation center, instructional technology, professional development links, programs and training, the staff directory, a library of training materials, and web resources.[59] A few faculty members have used the staff/faculty survey results to develop special courses to assist help faculty retrofit their traditional courses and develop new course offerings.[60] A variety of other factors drive technology training needs, including the acquisition of new software, the upgrades of existing software, and the installation of new equipment such as document scanners and "smart" classroom lecterns. Divisions and departments identify special training needs for their

work group clusters and respond with a "train-the-trainer" approach. The college provides these types of training experiences at both the Compton and El Camino campuses.[61]

All training class attendees complete an evaluation form. The results are generally very positive.[62, 63] The staff reviews suggestions for possible incorporation into future sessions. An open-lab schedule exists to accommodate follow-up sessions where needed.[64] However, it has been more difficult to assess long-term effectiveness of these training sessions because the results are usually very subtle, most readily observed by supervisors, and noted in employee evaluations or reported in student/faculty class evaluations.

The Special Resource Center works directly with students requiring adaptive services technology.[65] The college operates several writing and reading labs where students receive help with word processing their term papers. The library teaches classes on the technology of the internet and information retrieval throughout the semester.[66, 67] The library houses the learning resources center that helps students, faculty, and staff achieve their academic goals. The Library Media Technology Center is a computer commons that houses 165 computers, and the LRC operates another four computer facilities housing an additional 230 seats in the Learning Center, the Technical Arts building, and the Communications building. In these labs, user-support staff assist students with access to the internet and college-provided student email accounts as well as a variety of word processing, spreadsheet, presentation, and graphics programs.[68]

Self Evaluation

The college meets this section of the standard. It provides a variety of training opportunities for students and staff. The Staff Development office publishes monthly training bulletins and schedules. The college has scheduled special vendor-led orientation and training sessions for fiscal and purchasing-staff. In addition, staff enrolled in off-campus training in Datatel Colleague and Microsoft remote management software. However, one of the challenges posed by the EC-CEC partnership has been creating a common college culture in which the staff can perform successfully. The college has conducted training sessions on business practices and has temporarily transferred staff at both locations for

more in-depth orientation to Datatel Colleague ERP software. However, knowledge and experience gaps exist which have created data integrity issues. Some administrative offices, such as Administrative Services, have encouraged collaboration and assistance. Other units are functioning autonomously.[69, 70]

Planning Agenda
1. The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college administers its academic and administrative technology infrastructure centrally through the Department of Information Technology Services. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the internet, and the college's intranet portal. There are 47 academic computer laboratories and computer clusters housing over 1,600 connected devices. The college has deployed secure wireless service for students and staff at hot spots around the campus and is preparing to deploy universal service by Spring 2008.[71]

The college has utilized Datatel Colleague as its enterprise resource planning tool since 1999. In Fall 2005, the college launched a student portal and deployed Datatel's Web Advisor student services module.[72] Innovative Interfaces is El Camino College's library automation vender. The company deployed Millennium, a web-based browser, at the college in Fall 2005. All students, faculty, and staff have access to this technology. Endeavor Information Systems is Compton Center's library automation vendor. The company deployed Voyager, a web-based browser in 2004-2005. The two systems operate independently.

All of the college's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected. Users are required to change their passwords every 180 days. Virtual private network firewall databases control access from off campus. Students are virtually and physically isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptible power supplies (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure off campus site that is located off the fault line.

At the beginning of the partnership with Compton Educational Center, the college integrated the two information technology services organizations and assigned responsibility for the combined operation to the director of the college's Information Technology Services unit. The center retained its connection to the internet via the Corporation for Education Network Initiatives in California (CENIC). The college installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the college and the center for Colleague users and one line provides secure point-of-sales transactions between El Camino and Compton bookstore operations. The college's Enterprise Resource Planning (ERP) system is the sole data repository for student services, financial, and human resources data for all transactions that have occurred since the partnership began on August 22, 2006. The Center remains responsible for all data accumulated prior to that date.[73]

The college employs 31 professional staff and administrators to maintain and operate its technology infrastructure.[74, 75] The Information Technology Services Department is divided into three units: application support, network services, and technical services. Compton Center staff is integrated with the college. The lead Compton Center technician is an employee of the college reporting to the Director of Information Technology Services. There are six support staff similarly organized into application, network and technical services units. The college has integrated the two email systems with common address books and spam and virus protection, while retaining the individual identity of the college and the center. Separate password-protected listservs

exist for each campus. The administration decides who can access the listservs.

Core network systems have appropriate reliability and redundancy. Servers and switches have auto-fault detection that identify problems, self correct, and call out for help. Staff have PDAs and other remote computer equipment to monitor system performance and to perform diagnostic and other repair tasks. In Fall 2006, the college installed a diesel electric generator capable of sustaining basic ERP, email, and internet services during a prolonged campus electrical outage. ITS has deployed virtual machine (VM) technology in order to eliminate single points of failure wherever possible. VM technology also conserves energy by allowing multiple applications to run on single servers.

Unfortunately, the edges of the data infrastructure lack redundancy, fault detection, and power backups. There are over 100 3COM-brand data switches that are not compatible with the Cisco brand core and intermediate data switches. This incompatibility prevents remote management of connected devices and complicates troubleshooting network problems. Because the redundant power supplies connected to these switches have failed, while the core network devices can remain up during an emergency, the edge switches are vulnerable to electrical service outages. The projects undertaken in Fall 2007 will remedy this incompatibility and vulnerability. The college will replace all non-Cisco switches by early Spring 2008.[76]

In 2006, the college began a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. When completed in 2009, the data infrastructure will consist of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings will have non-duplicated redundant connections to the backbone thereby allowing for instantaneous data re-routing in the event that one of the main circuits is disrupted.[77] [78] [79] The System Office (Community College Chancellor's Office) is proposing that redundant connections be established between the community college campuses and CENIC, the system's state-funded Internet Service Provider.[80]

Self Evaluation
The college meets this standard.

The ITS departments at both campuses are housed in facilities that have HVAC and electricity problems. The college has installed in-room supplemental air conditioning systems at both locations. Nevertheless, the number of days with temperatures in excess of 130 degrees Fahrenheit in the Center's ITS facility have seriously damaged servers and data storage equipment. Service outages are becoming more frequent. The college is addressing these issues by installing temporary air conditioning systems at the two campuses. El Camino is working with the state to qualify The Compton Center for special funding to replace the air conditioning system with a higher capacity unit. The college's ITS facility is scheduled for a complete re-engineering of its HVAC systems. The college's diesel generator has the demonstrated capacity to keep ITS operational during power outages. The Compton Center has increased its level of security in the ITS facility by installing card key door locks similar to those being used at the college.

Planning Agenda
1. The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The college relies on a planning structure that links technology planning to the planning and budgeting and the cabinet's review and decision-making processes. The Technology Committee meets at the beginning of the year to audit the previous year's plan and to discuss projects for the next year. Working groups of the Technology Committee prepare draft proposals and related budget recommendations. The Technology Committee reviews the proposals and prepares presentations for the Planning and Budget Committee. Once these proposals have been reviewed, the Planning and Budget Committee either refers them back to the Technology Committee or forwards them to the Cabinet for final disposition. Information

Technology Services provides direct support to the Technology Committee and to the Planning and Budget Committee. The department maintains data about how technology resources are being used and what issues need to be addressed. Unit administrators review help desk data and monitor key performance indicators, such as time to complete trouble tickets and the number of open and closed tickets. The unit also maintains hardware and software inventories that are linked to online calendars capable of prompting action when renewal dates come due. In Spring 2008, the unit began migrating the academic computer labs to an active directory: now students are required to use their college-issued logon and password to gain access to lab computers. The system collects data about who is using lab workstations, why, where, and for how long. The college uses this data, along with FTES and the end of semester seat count, to determine how the labs are performing and whether their continued existence is justified.

In recent years, the college has deployed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the email and web servers, have redundant CPUs and power supplies. ITS staff monitor network performance and submit weekly performance reports to the administration.[81] High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The college has contracted for off-campus storage of weekly archival back-ups. The storage location is away from the earthquake fault lines which threaten the campus. ITS requires all Datatel Colleague users to reset their passwords every 180 days. The student and staff networks are physically and virtually separated. Students have no access to the staff network. The wireless network is attached to the student network and allows users to access only the internet and the college's portal-based services. ITS provides student users with logon names and passwords to the portal when they are admitted to the college. Because of storage limitations and the potential for serious network performance degradation, ITS does not save network logon files. However, it does save logon files to the portal.

In 2006, the college began constructing an underground trench for its electrical, steam, water, and data infrastructure. When completed in 2009,

the data infrastructure will provide for two independent data pathways to each of the five most critical building locations on campus, thereby enabling quick rerouting in the event that one connection is disrupted.[82]

In 2006, the college participated in two security audits of its network infrastructure. HP/AT&T performed the first audit, and McAfee performed the second audit. Both audits tested the college's security arrangements to determine vulnerability to unauthorized outside penetration. The results indicated that all of the college systems were secure and properly monitored.[83] In Spring and Fall 2006, the college conducted a face-to-face data security survey and discovered that many administrative offices were storing sensitive data on floppy discs and other highly vulnerable media. In Fall 2007, the college acquired additional SAN storage capacity to accommodate these users.[84] ITS is systematically creating SAN storage locations for administrative users. The nightly backups include this data so that no user is more the 24 hours away from complete data restoration.

For over ten years, El Camino College has attempted to provide reliable funding for maintaining existing technology, replacing or upgrading aging technology, and training employees to maintain and make full use of college technology. Every technology plan and accreditation self-study published since 1995 has urged the administration to create and sustain a central fund for the regular renewal of technology hardware and software. Moreover, all these documents described the difficulty of providing funding adequate to maintain the technology infrastructure while accommodating the continual demand for more service. Throughout this entire period, there has been a recurring theme that up-to-date technology infrastructure is vitally important for administrative and academic activities. However, by its own admission, the administration has struggled to keep pace with cries for help and the demand for expanded services. Until recently, the goal of stable and reliable funding has been elusive owing to California's unpredictable budgeting swings and un-restrained growth in the number of connected computers.

During the Spring 2007 budget formulation cycle, the administration moved 1.8 million dollars from the discretionary budget to the mandatory budget to

cover software and hardware maintenance, contracts and license renewals, and PC replacement. The Planning and Budget Committee discussed this action and endorsed the move. The Administration based the set-aside on the cost of a five-year replacement cycle for PCs. The department of information technology services negotiated five-year parts and labor warranties with its PC vendor. This warranty plan is intended to reduce the maintenance liability to a level that can be sustained by the college's support staff. The college is implementing the first year of this replacement cycle in the 2007-2008 fiscal budget.[85, 86]

Information Technology Services has adopted a policy that all computers must adhere to a baseline defined by a uniform operating system and a common set of applications. The network infrastructure must support transmission control / internet protocol (TC/IP) standards, consist of uniform end-to-end data switches, and provide at least 100 MbBs to the desktop. This standard applies to academic as well as administrative PCs. The Technology and Academic Technology Committees participate in an ongoing discussion of infrastructure issues and how well the installed base meets the requirements of academic and administrative programs. Information Technology Services uses this feedback when considering system upgrades and expansion. Facilities and Planning Services incorporates feedback from all these bodies into its campus planning, as well as renovation and new construction projects. Information Technology Services has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems.[87]

The Distance Education Advisory Committee (DEAC) meets regularly with the Vice President of Academic Affairs to identify issues that effect program quality. These issues are reviewed by the division deans, the Academic Senate and the Information Technology Services for resolution.[88]

Information Technology Services reviews all technology requests to ensure that new purchases conform to current technology standards. Users can review the division's recommended hardware configurations and select options via the college website.[89] In Spring 2006, the college distributed new laptop computers to full-time faculty who wanted one. These computers were configured to connect to the campus data infrastructure both on and off campus. Faculty use these laptops to access email and the internet, and to run administrative and academic software. The college licensed the ETUDES-NG course management tool and made it available to faculty teaching online courses and faculty wishing to develop hybrid online course materials to supplement traditional course pedagogies.[90, 91, 92] The college has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. The URL is located at the bottom of an alphabetical list of student services on the student services homepage.[93]

Faculty and staff have the capability of entering help desk work requests from the college web site.[94] The college's help desk technicians also monitor technology issues raised by faculty and staff users and resolve many issues immediately over the telephone. In addition, the ETUDES Consortium provides help desk services and training sessions to faculty teaching online courses.[95] The Library Media Technology Center (LMTC) and the TOP and CAI Computer labs are open-access facilities providing students with access to networked computers that support the general curriculum as well as internet access to distance learning classes.[96]

Self Evaluation
The college does not fully comply with this section of the standard. The Planning and Budget Committee is reviewing technology plans and submitting recommendations to the Cabinet. However, technology planning did not formally connect with planning and budgeting until Fall 2007. The college needs to demonstrate that the technology planning process can be institutionalized successfully and the outcomes evaluated for their effectiveness in dealing with the college's administrative and academic needs. In addition, the college needs to formalize the process of determining how best to expand and manage its technology infrastructure along with establishing criteria that measure the success of these outcomes. There are no formal standards to determine when and under what circumstances upgrades will occur. There are no criteria for how to expand the college's technology infrastructure, and the college continues to struggle with staff support issues.

The college is attempting to provide students and faculty engaged in distance learning with effective technologies. Most faculty have reasonably up-to-date PCs. The great majority of academic computer labs have periods throughout the day that can be defined as "general access." However, the definition of "general access" varies. In some labs, only students enrolled in the curriculum taught in the labs can use the computers, and other labs are completely open to all students. The 245 PCs that comprise the LMTC, TOP, and CAI labs can be included in this latter category. Students can use the college's web site to find the locations of labs and their PCs and operating systems. However, these pages do not contain consistent information about how many seats are available and the hours of operation.[97, 98] The college is developing a campus wide wireless network that provides access to the internet via the college's portal. It provides all admitted students with logons and passwords to the portal.

Compton Center's Technology Committee is being reactivated in Spring 2008. The major function of this committee is to develop an updated technology plan for the Center that will integrate with master plans at the Center and El Camino.

Planning Agendas
1. The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).
2. The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).
3. The college will complete the technology plan (IIIC.1.d).
4. The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).

2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Administrative services units use various techniques and instruments to identify institutional needs. Departments have engaged in program review, staff and faculty surveys, and in Fall 2007 developed performance indicators for those service activities deemed to need improvement. The faculty, staff, and management surveys measure satisfaction on seven criteria: (1) provide services needed; (2) timeliness to requests; (3) responsiveness to requests; (4) communication and feedback on service provided; (5) customer service - helpful, professional, courteous; (6) completion and follow up on requests; and (7) overall performance. Divisions use the results to track performance improvement over time and to identify areas needing attention. Academic divisions review and revise local technology needs and plans in division technology committees.

The comprehensive master plan, the education master plan, and the facilities master plan provide a framework that gives direction to the technology plan. Finally, the annual comprehensive master plan and enrollment management retreats enable students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The Technology Committees use this information to guide their planning efforts. The Planning and Budget Committee recommendation that the administration set aside funds for software, hardware maintenance, and a regular PC replacement cycle occurred because the technology committees and the enrollment management retreat brought these issues forward.[99, 100, 101, 102, 103]

Self Evaluation
The college meets this segment of the standard.

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Standard III: Resources

D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

The college conservatively creates and maintains a budget that covers earned revenues and known expenditures while maintaining at least a 5% reserve as shown in the annual ECC Final Budget Book, also known as the Blue Book.[1] The history of the college's general fund unrestricted income, expenditures, and ending balances is found on page 54 of the 2007 – 2008 Blue Book.

Planning efforts focus on developing operational efficiencies and then implementing action plans to reduce the expenditures, increasing revenues by obtaining new funds (e.g., Compton partnership), and redirecting resources to higher impact operational needs - e.g., reducing utilities. Planning and budget development activities are discussed at the:

1. Planning and Budgeting Committee;
2. Insurance Benefits Committee;
3. Facilities Steering Committee;
4. Technology Committee; and
5. various campus councils (Deans' Council, Administrative Services Council, etc)

Linking planning and budgeting requires collaborative efforts to validate that adequate funds are available to meet the college's mission, plans, goals, and objectives. The zero-based budget development process helps to ensure that a rationally developed budget is in place to meet the needs of the students.

1. The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The college has not completely integrated the planning and budget development process with the institution's mission statement and goals. The college instituted an annual review of the mission statement in College Council but only recently incorporated the mission statement into plans through institutional planning software known as Plan Builder. College goals were created in 2003 with explicit directions to tie all new plans to at least one of the college's seven goals. In 2004-2005 campus departments created a total of 118 plans with budgets in Q-Builder that were all linked to a college goal.[2] The Cabinet funded plans in about the same percentage as the plans were created. The seven goals have since been replaced by three strategic initiatives that were jointly created with Center employees in 2007.[3]

The college through the PBC assigned funding priority to recommendations in 2005-2006 and 2006-2007 that proposed to help improve student success and student retention. Most of the funding recommendations were accepted in the December Board of Trustees meeting.[4] Other goals that have been examined recently include creating and implementing a 5-year replacement cycle for all ECC administrative computers and reviewing funding recommendations for proposals developed through the Program Review process. Another example involves enrollment management and recruiting, which has garnered much attention due to prior years' enrollment declines. Funding for these two areas has been endorsed by the PBC for the past two years.[5]

In consideration of the establishment of priorities to help allocate competing resource needs and future funding predictions, both short-term and long-term, ECC has developed the model described above. Components of this tiered model reflect ongoing and long-term planning. Another example relates to bond, State, and local fund supported building and construction programs. These long-term building and renovation programs are reflective of both the

development of a Master Facilities Plan and the Educational Master Plan.

The financial budgeting process is linked to institutional plans for content and timelines. For example, completed program reviews have been part of financial planning since Fall 2006, as can be seen:

1. in the Planning & Budgeting Committee (PBC) minutes of November 2006,[6] projected, but not fully realized discussions during April 2007.
2. Student Services completed several Program Reviews and received funding for highly ranked items.
3. in the accreditation report update approved by the Board of Trustees on March 19, 2007.[7]

The 2004 Comprehensive Master Plan has rarely been reviewed by the Planning and Budgeting Committee, nor have the 2002 Accreditation Self-Study planning agendas or those in the 2004 Comprehensive Master Plan. Instead, administrators have forwarded their Planning Agendas from the Master Plan to their area's Vice-President, which are then forwarded to PBC, as can be seen in the PBC minutes from 4/5/2007,[8] 11/30/2006,[9] and 4/6/2006.[10] Some of the plans forwarded to the PBC originate from the planning agendas from those planning documents.

To aid in the linkage between planning and budgeting, the Board of Trustees is presented with a copy of the budget prior to adoption, in three stages. The preliminary budget is presented at the May Board meeting with a second reading of the tentative budget in June for adoption and implementation by July 1.The Board of Trustees reviews, votes, and adopts the final budget in September. The Board of Trustees also reviews and approves bond expenditures linked to the Facilities Master Plan.[11]

The Final Budget (known as the "Blue Book") contains the annual unrestricted and restricted, capital outlay projects, general obligation bond, and insurance budgets as well as budget-related information. The Blue Book is primarily a financial tool but does include a few links between the budget and various plans - such as the Capital Construction Plan and Facilities Master Plan.[12]

Self Evaluation
The college meets this goal. However, institutional

planning must become more consistent and systemic before the college can excel in this area.

Planning Agenda
1. The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).

b. ***Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

Descriptive Summary
Planning and budget development requires that each funding decision must not only account for the impact on the area being considered, but also the financial impact on all other areas of the budget. For instance, the decision to increase the number of funded sections must be off-set by the funds that would otherwise be distributed to other departments. The ability to identify and implement efficiencies, such as reduced utility costs, can also result in the ability of the district to provide additional funds to other parts of the budget. Planning thus becomes a realistic part of the budget by not only identifying positive new or improved programs, but also how the strategic plans will be funded and what areas of the operation will be adjusted if adequate funds are not available. This provides a direct and meaningful reality to the planning and budget development process. By prioritizing funding decisions using a cost-benefit rationale, the budget developers focus on creating stronger global and long-term visions.

The preliminary, tentative, and final budget are discussed rigorously every spring in the Planning and Budgeting Committee and shared throughout the campus in meetings such as the Academic Senate[13] and posted PBC minutes.[14]

As mentioned above, the college sets goals, has demonstrated planning linkages with those goals, and has funded higher ranking plans especially those focusing on student retention. In 2007, the President initiated a $3 million dollar allocation program that is designed to address academic and student support activities that will improve enrollment initiates and retention programs. Most of the allocations[15] are linked to specific outcome expectations with a proviso

that repeated funding will only be granted to programs with proven measurable achievement.

Self Evaluation
The college meets this standard. However, more emphasis should be placed on prioritization of planning and a greater focus on college goal achievement when funding plans.

c. ***When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.***

Descriptive Summary
Several examples of long-term planning are in place to assure financial stability. These include pre-funding future retiree health benefits, funding the Facilities Master Plan, and the funding of administrative office computer replacement cycle that was partially funded in the 2007-08 budget.[16] Current assets for the future retiree health benefits (GASB-45) are approximately $7.2M, with previous annual contributions of at least $900,000.[17] Measure "E" (bond) dollars provide the major source of funding to pay for building construction and renovations.[18] The third example is a $400,000[19] annual commitment from the college to replace, repair, and upgrade instructional equipment to make certain that classroom equipment is functioning without concerns for departmental budgeted funds.

During 2007, the college reviewed and amended[20] the original 2002-2003 Facilities Master Plan[21, 22] to address issues related to unexpected construction inflation and the need to change educational priorities. It is anticipated that this fifth-year review and amendment process will be a standard practice to accommodate changing needs, funding availability from State and local sources, and cost change issues that impact initial planning outcomes.

The college continues to match State funded block grant or appropriations to the capital renovation and replacement account (Fund 41).[23] Remodeling and capital repair projects that require immediate and local funding are supported with these funds.

Self Evaluation
The college meets this standard. Long-term planning and budgeting is given considerable weight in the development on annual budgets as noted above.

d. ***The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

Descriptive Summary
Individuals involved in planning receive information about funds and the annual budget. A specific process is followed for distribution of budget information to key individuals and groups involved in institutional planning. These individuals and groups include:

1. Planning and Budget Committee (PBC) which is composed of representatives from: Academic Senate, faculty labor union, classified staff labor union, each VP area, management, and Associated Student Organization (ASO)
2. Planning Summit Attendees
3. College Council, whose membership includes: Union representatives for classified, faculty, and police, ASO, managers, and the Academic Senate
4. Deans and Directors
5. Facilities Steering Committee
6. Cabinet
7. Board of Trustees, which has final review, recommendations, and approval.

Submitted planning document review and discussion occurs primarily in PBC meetings. While planning and budgeting take place year round, there is a stronger focus on planning during the fall semester and budgeting during spring. The budget development process begins in January with the presentation to PBC of preliminary revenue estimates and budget expenditure assumptions - e.g., faculty and staff new positions.

PBC reviews and recommends to the President for submission to the Board of Trustees a tentative (first read in May; approval June) budget. The approved tentative budget becomes the operating document until the final budget is approved by the Trustees, typically in September. The Board of Trustees welcome public comment on the budget whenever it is on the agenda.

The following calendar identifies the annual college planning and budget development cycle.

Planning & Budget Development Calendar

Dates	Activity	Responsible
October - December	1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions	Planning & Budgeting Committee (PBC)
January - February	1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues - Including the Funding of High Priority Plans	Vice President of Administrative Services PBC
February 28	1. Prioritized plans in Plan Builder entered and made available to Area VP 2. Assessment of current year special contract funding outcomes	Deans/Directors
March 31	1. Prioritized plans in Plan Builder made available to Cabinet and PBC 2. Assess outcomes from prior year funding cycle	Vice Presidents
April 15	1. Tentative budget information completed for PBC review	Vice Presidents
April	1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized	PBC Cabinet
May	President submits tentative budget to Board of Trustees for first reading presentation.	President
June	Tentative Budget is presented to Board	President
July	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC	PBC President Fiscal Services
September	Final Budget Submitted to Board	President

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Self Evaluation

The college meets this standard. Greater and more consistent efforts need to be made to effectively link the planning and budget development process. It is worth noting that significant progress has been made since the last accreditation visit by:

1. funding planning agendas that were established through Q-Builder;[24]
2. establishing a planning and budget development calendar that provides time for focused planning;
3. better utilizing the Planning and Budgeting Committee and the newly constituted Technology Committee to assess institutional effectiveness and forecast future technology/communication needs;
4. developing a planning methodology (Plan Builder[25] and its predecessor Q-Builder) for linking resource and outcomes to the allocation of discretionary funds;[26]
5. continuing to advance the planning process by implementing an easier to use planning software (Plan Builder) to help provide budgetary and planning linkages;
6. monitoring and revising[27] the Facilities Master Plan to reflect shifting options and changing priorities; and
7. reallocating resources obtained from the Compton partnership[28] to improve student programs and services based on measurable results oriented criteria

Financial planning and budget information are handled primarily by the PBC and the President's Cabinet. The PBC is a committee comprised of various campus constituencies whose members communicate with their constituents regularly. The PBC reviews the budget according to the calendar above, as can be seen in the minutes for the committees. Throughout the year, the PBC has the ability to make recommendations to the President.

The PBC representatives are expected to report back to their constituent groups by the committee members. For example, during every meeting of the Academic Senate, the senate's representative on the PBC gives a report about senate-relevant PBC items.

The Compton Center budget is reflective of its separate (Compton Community College District) entity status. While the Center and its operations are managed and supervised by ECC, the funding and employment responsibilities are under the direct responsibility of the Compton District. El Camino retains oversight responsibilities for the budget development and approval of all positions. However, while working within mutually agreed upon guiding principles, the budget remains the sole prerogative of the Compton District and its Special Trustee.

This situation, while unusual, does appear to work because of a strong collaborative relationship that has been developed between the Center and the ECC senior management team. Compton is committed to the same budget development calendar as shown above. The Center, still in an early stabilization stage, is making good strides towards the development of jointly partnered master plans - educational and facilities.

Planning Agenda

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

2. *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

The independent auditor's responsibility is to express an opinion on the financial statements based on their audits. The audit report addresses areas of internal control over financial reporting and its operation. The audit report also addresses compliance testing regarding laws, regulations, contracts, and grant agreements. In the auditor's opinion,[29] the basic financial statements fairly present in all material respects, the financial position of the El Camino

Community College District, and the respective changes in financial position and cash flows.

The auditor's issued an unqualified audit report which means that regarding internal control over financial reporting, there were no material weaknesses identified, nor any reportable conditions identified which were not material weaknesses. There also was no evidence of material noncompliance within the financial statements.

Self Evaluation
The college meets this standard. The institution reviews the audit exceptions and management advice and either agrees or challenges the exception. If in agreement with the finding, the District prepares an audit response and plan for corrective action. The corrective action plan is discussed with the auditors and the departments involved and action is taken within the next fiscal year and before the time of interim audit fieldwork to begin the implementation of the audit recommendations with a goal of full implementation by the time of the next audit, a timeline acceptable by the external audit firms. Some findings require longer periods of time to fully implement and are so noted in the next external audit as partially implemented.

Regarding the 2006 Fiscal Year audit:

1. The auditors issued an unqualified opinion which represents their finding that there were not any matters considered reflecting a material weakness, as stated above;
2. The audit report also states that the testing did not disclose any instances of noncompliance or other matters required to be reported under Government Auditing Standards;
3. Ultimately the above opinion and statement regarding compliance testing relate to the reasonable assurance that the financial statements are free of material misstatement; and
4. While there were some minor audit findings, such as not always apply "timely corrections" to advice from previous audit reports, these minor findings did not jeopardize the overall "unqualified opinion" issued by the auditors and they are being addressed.

b. *Appropriate financial information is provided throughout the institution.*

Descriptive Summary
The annual audit report is issued to the Board of Trustees and the Superintendent/President. Information about budget, fiscal conditions, and financial planning are disseminated on campus through:

1. President's Newsletter
2. Fall Flex Day presentations by the President
3. College Website
4. Management Meetings
5. Facilities Master Plan, which is updated as needed
6. Committee reports and reports to constituents (such as through PBC)
7. Copies of the budget book are available in the Fiscal Services Office.

Self Evaluation
The college meets this standard.

c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary
Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund.

El Camino College provides a sufficient reserve for contingencies and emergencies. In 2004-2005, the ending balance was $6.1M (6.1%), in 2005-2006 it was $5.3M (5.2%), in 2006-2007 it was $13.6M (13%),[30] and at the end of 2007-2008 it is projected to be $10.6M (10%).[31] Some of the extra funds received during 2006-2007 came as a result of the partnership with Compton College.[32]

The El Camino Community College District (ECCCD) participates in self-insurance programs in order to keep the cost of insurance as low as possible. For example, the ECCCD is self-insured to appropriate limits for workers' compensation and for property and liability coverage.[33] The ECCCD maintains membership in the Joint Powers Agency with its insurance programs and has sufficient reserves to handle financial emergencies.

El Camino Community College District retains membership in the Statewide Association of Community College (SWACC) JPA for its property and liability program structure. Within this program, there is sufficient coverage to protect against fire and theft loss and liability for personal injury and other property damages, including equipment breakdown, crime, and electronic data processing equipment protection. It must be noted that the ECCCD Superintendent/President is the current President of SWACC and has retained this elected position for over 10 years. Additionally, the ECCCD Director of Business Services is a member of the Executive Board for the Protected Insurance Program for Schools (PIPS) JPA for workers' compensation coverage (see attachments). The El Camino College Compton Educational Center is now participating in both JPAs with similar coverage to parity ECCCD.

The schedule of all insurance coverage[34] is provided in the appendix of the final budget document. The deductible limits in several categories represent a partial self-insurance program. Insurance reserves for self-insurance are included in ECCCD's self-insured funds.

Self Evaluation

The college exceeds this standard, particularly since the 2006-07 and 2007-08 years when 10%+ reserves were available. Cash flow difficulties are not a problem. The college has access to at least a 5% reserve fund, as well as reserve funds in the amount of $9.9M[35] created to fund future retiree health benefits. (This source of retiree health benefits funds will not be available once they are put into an irrevocable account, to satisfy GASB requirements. This shift will presumably take place in 2008-2009.)

d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Descriptive Summary

External audits are performed for many of the programs listed; some were referenced above.

There have been findings over the past six years as a result of external audits/program reviews. However, none of the findings required a "qualified opinion"

statement to be issued. Recent findings are listed below.

1. In relation to the 2006 audit, there were three findings: (1) the CalWORKs program was cited in response to question 3, page 3 of 7; (2) Also related to CalWORKs referenced lack of "eligibility documentation" regarding CalWORKs recipients; and (3) Referred to "a self assessment of noncredit classes." Currently, ECC is addressing these problems. ECC is working with DPSS Regions I and V with the goal of obtaining student eligibility verification directly from their agencies. A mailing is sent to students who still require eligibility documents. A copy of this mailing and/or student eligibility documentation is added to the student's file each semester along with the GN6005 and GN006 forms,

2. Regarding the 2005 audit, there were two findings: (1) "As a minimum condition to receive State apportionment for FTES, the El Camino Community College District must adopt regulations consistent with the Standards of Scholarship contained in the California Code of Regulations (CCR Section 55671) and publish statements of those regulations under appropriate headings in their catalog"; and (2) "During our testing of admissions and records, it was noted that the District was not in compliance with California Code of Regulation Title 5, Section 58161." Since this finding, there have been many updates to our policies. The most notable response and change to the lack of compliance with 58161 is noted on page 16 of the class catalog.[36]

3. For 2004 there were no findings.

4. For 2003 there were six findings: (1) General Accounting related to the reconciliation of the District's in-house system to the County general ledger (note-this was a follow up and restatement of finding relevant to the 1999 audit); (2) related to FTES; (3) regarding general fixed assets; (4) regarding payroll clearance fund; (5) regarding accrual balances; and (6) regarding student financial aid-FISAP.

5. For 2002 there were four findings: (1) regarding District's General Accounting practices and reporting of the Annual Financial and Budget Report (CCFS-311);

(2) regarding FTES; (3) regarding general fixed assets; and (4) regarding payroll clearance fund.

Self Evaluation
The college meets this standard. The auditing teams determined that none of the findings required a "qualified opinion" statement to be issued.

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
The bookstore conducts an annual audit, overseen and supervised by the Director of Accounting, performed this year by Vavrinke, Trine, Day & Co., LLP.

Similarly, the El Camino Community College Foundation, a 501c(3) auxiliary organization of the college is subject to an annual audit performed by Windes & McClaughry Accountancy Corporation, an independent auditor and a different auditor from the one that performs the audit for the El Camino Community College District. A member of the Foundation's Board of Directors makes a presentation to the ECC Board of Trustees. Copies of the audit are provided to the Board of Trustees and the Superintendent/President.

The college bookstore expanded its operations to the Compton Center during the 2006-07 academic year. The bookstore has also expanded operations to include a new on-line book ordering process. In addition to book and sales merchandise, the bookstore managers also operate or supervise two small convenience stores on campus.

El Camino College board policy #3820[37] states that all gifts, donations, and bequests be made to the El Camino College Foundation and that the Foundation's policies and procedures be followed. The Foundation is charged with the stewardship and fiduciary responsibilities to ensure that the gift is properly accounted for, that donors are provided with appropriate tax information, and that the gift is correctly distributed to the department or program for which it is intended. The Foundation is responsible for investment of its assets in accordance

with Foundation Investment Policy # 200[38] and maintaining the organizations endowments in accordance with Foundation Endowment Policy #201.[39]

The System Office audits categorical programs. Other programs have their own individual audits.

Self Evaluation
The college meets this standard. Several external audits are performed on a regularly scheduled basis.

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
According to institutional policies, the Director of Business Services maintains agreements with external entities. Purchasing staff prepare the Board Agenda for those contracts requiring advance approval by the Board of Trustees, in accordance with general purchasing practices under Board Policy 3320.[40] These policies and procedures define the limits for purchases and bidding requirements. All other contracts are ratified through means of the purchase order listing, approved at the regular monthly Board meetings. Designated authorized representatives sign and distribute contracts.

Before each Board of Trustees meeting, a special agenda review meeting is held by the Vice President of Administrative Services with representatives from each respective department, to review all contract services, and then again in the President's Cabinet (all area vice presidents and the Superintendent/ President). The purpose of the agenda review meeting is to thoroughly discuss each entry for correctness prior to presentation to the President's Cabinet for approval and placement onto the Board Agenda. Purchases and expenditures that do not require upfront Board approval are also reviewed at these meetings - via the Purchase Order List which provides a summary of all purchases and expenditures incurred by the District between each monthly Board of Trustees meeting. If necessary, department managers are invited to participate in the agenda review meetings to provide additional information.

The District has written policies and procedures[41] that regulate expenditures and buying practices. District buyers are responsible for maintaining and securing the integrity of the District's purchasing habits. The college uses Datatel - an Enterprise Resource Planning system - to generate purchase orders. All purchase orders are presented to the Board of Trustees for review and approval. The system is programmed to automatically prevent purchases when there are insufficient funds. The system maintains a running current balance of accounts. Most contracts are attached to a purchase order and are maintained by the Accounts Payable Unit in the Purchasing & Business Services Division Office. Copies of bid contracts and the purchase orders are maintained in bid files in the Purchasing Office.

The District also has in place a Bond Oversight Committee[42] whose responsibility is to oversee district use of designated (Measure "E") Bond monies.

The District Grants Office monitors the activities of funds generated via grants and state funding.

Self Evaluation
The college meets this standard. The appropriate policies are established, and appropriate input from many areas is solicited.

g. *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary
The Administrative Services area has been actively conducting a three-part program review. The information received from student and employee satisfaction surveys has been used to examine how functional areas can better address customer satisfaction issues. Since 2005, the units within the division have also been completing process flow charts for the purpose of identifying how to improve

existing, or implementing new, procedures to better meet the customer and efficiency needs of the organization. Finally, the departments are identifying performance indicators which identify and measure acceptable and above average performance. These indicators, combined with process and customer satisfaction strategies, will be used to help assure that its financial management processes are always running efficiently and effectively. All of the Administrative Services departments plan to complete the program review process by December 31, 2008.

Self Evaluation
The college meets this standard.

3. *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary:
Sections D.1.a (about the new budgeting model), D.1.b (funding the highest priority items identified by college-wide goals), D.1.c (planning and budgeting for long-term needs), D.2.a (responding to audit-identified needs), D.2.c (increased cash availability), and D.2.g (Administrative Services review of processes) all give examples of how the institution has assessed and improved itself based on previous recommendations.

Self Evaluation:
The college meets this standard but could improve by more effectively addressing the needs as a system rather than piecemeal as described above.

Planning Agenda:
1. The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).

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[1] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[2] 2004-2005 Objectives by Goal document

[3] http://www.elcamino.edu/administration/board/agendas/6-18-07_agenda.pdf

[4] http://www.elcamino.edu/administration/board/agendas/12-18-06_agenda.pdf

[5] 11-30-06 PBC funding Endorsement

[6] http://www.elcamino.edu/cmte_minutes/minutes/1001/119200619590.doc

[7] http://www.elcamino.edu/administration/board/agendas/3-19-07_agenda%20to%20post.pdf

[8] http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

[9] http://www.elcamino.edu/cmte_minutes/minutes/1001/1130200615847.doc

[10] http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

[11] http://www.elcamino.edu/administration/board/meetingagendas.asp

[12] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf Pages 41 and 49

[13] http://www.elcamino.edu/academics/academicsenate/minutes_files/sept42007packet.pdf

[14] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001

[15] http://www.elcamino.edu/cmte_minutes/minutes/1001/06212007101036.doc

[16] http://www.elcamino.edu/cmte_minutes/minutes/1001/03152007182930.doc

[17] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[18] http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf

[19] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[20] http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

[21] http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf

[22] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[23] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[24] Final Budget memo from the President to the Board of Trustees sent on August 18, 2004.

[25] http://ecc-webapps1.elcamino.edu/pb/

[26] Application process for special contract funds

[27] http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

[28] Application process for special contract funds

[29] Audit reports (GIVE SPECIFIC PAGES/DOCUMENTS)

[30] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[31] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf.

[32] http://www.elcamino.edu/cmte_minutes/minutes/1001/1042007155711.doc

[33] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[34] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[35] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[36] http://www.elcamino.edu/admissions/docs/Catalog.pdf

[37] http://www.elcamino.edu/administration/board/boarddocs/3000/3820.doc
[38] Include a copy of the Foundation's Investment Policy # 200
[39] Include a copy of the Foundation's Endowment Policy #201
[40] http://www.elcamino.edu/administration/board/boarddocs/6000/6330.doc
[41] Documentation of the policies and procedures/practices that regulates expenditures and buying.
[42] http://www.elcamino.edu/administration/bond/

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

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

1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Descriptive Summary

The 2007-2010 Strategic Plan describes the vision, mission, and philosophy statements; values, guiding principles, and strategic initiatives (goals)[1] for the college. This document best describes the type of environment the college seeks to create. In addition to the college catalog and other college publications describing the college's commitment to excellence, the Strategic Plan encapsulates major themes and goals the college sees as its philosophical foundation. The plan emphasizes student success, quality, and an environment that emphasizes people, as well as the need to constantly improve and promote student learning and foster a climate that promotes integrity and accountability. The importance of students, the community, and employees is also recognized.

New strategic initiatives (goals) were developed in 2007 with representation from El Camino College and Compton Center faculty, staff, students, and management at a two-day workshop. The values statements in the plan were developed through a campus wide survey that asked 158 respondents to list the values most important to them, and these were summarized and prioritized into the present statements.[2]

To ensure participation in the governance process, the college has formed standing committees, advisory committees, and task force type of committees. Below is a list of the formally recognized committees. Though not listed, each instructional division also uses a division council to advise the Dean. The College President chairs the College Council and the Facilities Steering Committee.

Consultation Committees include the following:

Academic Technology

Area Council - Administrative Services

Area Council - Student & Community Advancement

Area Council - Vice President/Academic Affairs

Calendar Committee

College Council

Division Council - Campus Police Services

Division Council - Community Advancement

Division Council - Counseling Division

Division Council - Enrollment Services

Division Council - Facilities Planning & Services Day Staff

Division Council - Facilities Planning & Services Night Staff

Division Council - Fiscal Services

Division Council - Human Resources

Division Council - Information Technology Services

Division Council - Purchasing & Business Services
Division Curriculum – Health Sciences and Athletics

ECC Technology Committee

Facilities Steering Committee

Faculty Development Team

Planning & Budgeting Committee

Advisory to President Committees[3]
Council of Deans
Emergency Planning Committee
Insurance Benefits Committee
Parking & Traffic Advisory
Police Advisory

Contractual Committees[4]
College Load Review
District wide Conference
Sabbatical Leave Committee

Association of Students Committees[5]
Associated Student Senate
Finance Committee
Inter-club Council

Board of Trustees[6]
Citizen Bond Oversight Committee

Operational Committees[7]
Auxiliary Service Board
Classified Staff Development
Enrollment Management
Management Council - Administrative Services
Management Development Committee
Planning Council - Counseling Division
Safety & Health
Staff Development Advisory Committee
Vocational Technical Educational Act (VTEA)
Web Task Force

Special Events[8]
ECC Foundation - Board of Directors
ECC Foundation - Executive Committee
ECC Foundation - Finance Committee

Committee agendas and minutes are found on the college website.[9]

The college's standing committees are cross-constituent committees. They have standing meeting dates and are the major source of information dissemination and collection to inform decision making. There are many opportunities for faculty and staff to participate in committees, task forces, and ad hoc committees. The classified staff committee participation may be more challenging than others due to the nature of the unit they work for, size, student demand, and staffing.

Within the Academic Senate are several committees that regularly report their progress. The committees include:

1. Curriculum
2. Educational Policies
3. Finance and Special Projects
4. Faculty Development
5. Legislative Action
6. Elections
7. Compton Faculty Council
8. Academic Technology
9. Calendar Committee

Information is exchanged in various ways. The college website is the major repository of information on the governance process. Standing committee agendas and minutes are posted on the web and available to the general public. The listservs are another source of free flowing information and formal notices are communicated in this manner as well. The President's newsletter[10] is a biweekly publication sent via listservs, website, and hardcopy. The Office of Institutional Research uses the listservs to publish enrollment information particularly during the start of the semester. The college portal includes comprehensive information and reports on enrollment. The portal is accessible to password holders only.

There is a great deal of information on the public side of the Office of Institutional Research website[11] about enrollment trends, demographics, staff surveys, student grades, and success and retention studies. It is common for the campus researcher to make presentations to various committees and the Board.

Compton Center
To ensure broad-based communication and participation in the governance process, Compton Center consultation committees include the following, organized within three categories. The Senate and Faculty Council committees were activated in 2006-2007. Shared governance committees have been reactivated as needed since that time.

A. Shared Governance
  1. Accreditation (to coordinate institutional effort to achieve future accreditation for Compton College) - currently inactive
  2. Institutional Effectiveness
  3. Equal Employment Opportunity/Staff Diversity - currently inactive
  4. Budget and Planning - and its subcommittees
      a. Facilities
      b. Technology
      c. Enrollment Management
      d. Matriculation
      e. Student Equity
      f. Health and Welfare
      g. Campus Events
B. Academic Senate (CCCD)
  1. Faculty Hiring
      a. Hiring Prioritization
      b. Selection
  2. Tenure Review/Denial
  3. Administrative Hiring, Evaluation, and Retreat
  4. Sabbatical Leave - ad hoc
  5. Professional Relations - ad hoc
C. Faculty Council of El Camino College Academic Senate
  1. Curriculum - inactive. Replaced by participation on El Camino committees.
  2. Transfer Collaboratives - inactive
  3. Distance Education - inactive. Replaced by participation on El Camino committees.

The Provost chairs the Provost's Council.

Self Evaluation
The college meets this standard. The strategic initiatives are clear, and will be reviewed during each cycle to evaluate the effectiveness of the institutional planning process.

Percentage Who Indicated Strongly or Agree (or Strongly Important and Important)

Item	% Agreement	% Importance	Performance Gap
1. Familiar with Mission Statement	90%	85%	5
2. ECC fulfills mission	78%	87%	- 9
3. ECC meets needs	82%	78%	4
4. ECC ensures success	64%	75%	-11
5. ECC offers quality educational opportunities	85%	94%	-9
6. ECC shares common language	43%	79%	-36
7. ECC is planning for future	59%	93%	-34
8. All members contribute to ECC mission	52%	80%	-28

The institutional mission, vision, themes and goals are published in a variety of publications, on all board agendas,[12] and the college website.[13]

The college has implemented an advisory structure that enables free and open communication both vertically and horizontally of the broad range of opinions within each of the constituent groups.

Based on responses to the Faculty and Staff Opinion Survey Spring 2006,[14] it was concluded that, "overall, El Camino College employees are familiar with the mission statement and feel that the college is fulfilling its mission." However, challenges were noted in terms of sharing a common language, planning for the future, and campus-wide involvement in contributing to the mission.

Planning Agendas
1. Continue to improve communication about the governance process with the college community (IVA.1).
2. Improve student participation on consultation committees where appropriate (IVA.1).

2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in*

institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
The various constituent groups and their participation in the governance processes are described in Board Policies 2510,[15] 2015,[16] and 4027.[17] Administrative Procedure 2510 defines roles and participation in decision-making involving the Board, Academic Senate, collegial consultation groups, staff, students, and College Council.

The five-member Board of Trustees is the definitive institutional decision-maker in compliance with state and federal laws and regulations, and ensures district-member participation in developing policies and fiscal integrity for the District. The trustees represent the nine Los Angeles County cities and unincorporated areas served by the District. The Board includes an advisory non-voting student member who participates as a full member of the board except in closed sessions.

The Academic Senate is consulted on academic and professional matters and other areas of interest. The faculty participates in the consultation process in committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policy, including processes for institutional planning and budget development. The Academic Senate (after consultation with the President or designee) also appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

The El Camino College 2004 - 2007 Comprehensive

Master Plan[18] describes the implementation process for linking planning and budgeting activities. Two major committees were merged, the District Planning Council (DPC) and the Budget Development Committee (BDC) to create the Planning and Budget Committee (PBC). The PBC responsibilities include linking planning and budgeting through an integrated process. The committee includes representation from administration, faculty, staff, and students.

The Planning and Budgeting Committee PBC was formed in response to recommendations made by the accreditation team visit in 2002 to develop a more effective link between planning and budget development.

Classified staff members (Police Officers Association, El Camino Classified Employees and "confidential" employee groups) and the Associated Students are given the opportunity to participate in the planning and development of district policies and procedures by serving on district committees, task forces and the Board of Trustees. Classified staff members and students are given reasonable consideration to express opinions and advise, especially in areas that affect their interests.

Chaired by the President, the College Council's role is to act as the body that advises the President on policy and procedures affecting the college. The College Council includes representatives from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Governance recommendations and advice from each of theses bodies are brought to the College Council to gain feedback from each other and to advise the President. The President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure its policy directives and initiatives are implemented.

Self Evaluation
The college meets this standard. Faculty, administrators, students, and staff have a voice in policy, planning and budgeting as defined by Board policy and purpose[19, 20] statements.

The Planning and Budgeting Committee (PBC) was formed in response to recommendations made by the accreditation team visit in 2002 to develop a more effective link between planning and budget development. The PBC has provided substantial direction to the President in the form of recommendations to fund prioritized plans, and actively participated in and made recommendations during the annual budget development process.

The student role in the development of policies, processes, and procedures was recently clarified in Board Policy. Students are involved in developing and revising policies affecting grading; student codes of conduct; academic discipline; curriculum; educational programs; processes for budgeting and planning; student standards; student services planning and development; fees; and faculty, administration, and staff evaluation and hiring. It is difficult to recruit students to become involved in the governance committee system. There are a variety of explanations for lower levels of student participation. More effort should be made to include them in the policy development process.

While faculty are active participants in consultation on institutional policies, planning and decision-making, the Academic Senate has expressed its dissatisfaction with the effectiveness of collegial consultation. In an attempt to improve communication and clarify roles and responsibilities of the Senate, administration, and Board of Trustees in substantive collegial consultation, in Spring 2008 the Senate passed a resolution requesting technical advisory assistance from the State Academic Senate and CCLC.

Planning Agenda
1. Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).

b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary
The Academic Senate[21] is the faculty organization which provides for participation in the formulation of policy on academic and professional matters relating to the college. The Board of Trustees will normally

accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino College Board of Trustees. The Academic Senate participates in the development of the District policies and procedures in coordination with other consultation constituent groups on the various governance committees.

The Academic Senate constitution and bylaws[22] clarify the official formation, procedures, responsibilities, and authority of the faculty. Several board policies[23] are listed on the website for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. Curriculum Committee meeting minutes are also posted on the website.[24]

Faculty members, representing the Academic Senate, the union, and instructional areas take part in the governance process. Evidence of faculty participation can be found in the minutes of the following committees and councils - Academic Technology Committee,[25] Assessment of Learning Committee,[26] Calendar Committee,[27] Division Councils,[28] ECC Technology Committee,[29] Facilities Steering Committee,[30] Faculty Development Committee,[31] Planning and Budgeting Committee.[32] The majority of formal recommendations from the faculty regarding student learning programs and

services are brought forward through the Academic Senate; however, faculty members are generally more engaged at the division level in implementation issues, such as faculty hiring, use, student conduct issues, program review, unit planning, and curriculum review and development. In all of these committees and areas, the faculty work closely with academic administrators to enhance programs and services.

Compton Center

The Center operates under the policies, procedures, and processes of El Camino College. The Center's Faculty Council is a standing committee of the El Camino Academic Senate and its Chair is Vice President and member of the Academic Senate Executive Board. Collaboration among faculty leadership through the Academic Senate has been close throughout the history of the partnership and has contributed significantly to its success.

Decision-making that affects the operation of the Compton Center is a complex process. The Compton District Special Trustee and the President of El Camino College confer on all matters that require the approval of the El Camino College Board of Trustees, with consensus reached by both parties before decisions are finalized and implemented. The Compton Center Provost participates in the President's Cabinet, where policy issues that impact the Center are discussed. As a result, the faculty and staff at Compton generally perceive that decisions made by the El Camino College Board of Trustees that directly impact the Center are arrived at after due deliberation and active discussion by all parties involved. While there are times that there may be disagreement on the part of some Compton faculty and staff about the wisdom of a particular decision, there is general consensus that the decision-making process is comprehensive and represents the interests of both entities. In addition, the El Camino College Board of Trustees welcomes input on all decisions being considered by members of the faculty or staff at the Compton Center, or by residents of the Compton Community College District.

Self Evaluation

The college meets this standard. The Academic Senate is a well-organized and effective body in which faculty discuss and act upon important instructional and policy issues.

Faculty members and academic administrators regularly provide recommendations in all collegial consultation committees and academic councils. The faculty leadership team works collaboratively with district administration to promote student learning and compliance with educational policies and laws.

3. ***Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.***

Descriptive Summary

Governance structures, processes, and practices are in place to facilitate discussion of ideas and effective communication among college constituencies. In 2002, the Board of Trustees approved Board Policy 2510[33] and the corresponding Administrative Procedure 2510[34] to define the district's governance process for faculty, staff, and students. Recently, the policy was updated to include more specific guidelines for students' role in the consultation process. The Board through its designee (Vice President of Academic Affairs) consults with the Academic Senate on academic and professional matters. Classified staff and students are provided opportunities through the College Council and other consultation committees to participate in the formulation and development of district policies and procedures that relate to them. Managers participate through the Dean's Council and vice president staff meetings.

The College Council, a campus wide collegial consultation committee, is a critical component to the overall inclusion of faculty, staff, students, and administration to review, discuss, and make recommendations on, policies and procedures. The College Council[35] is chaired by the President. It is made up of constituent representatives. It meets every week and includes a representative from the three unions, faculty senate, associated students, and members of the President's Cabinet. The College Council appointed a task force to review the consultation procedure.

To facilitate an open exchange of ideas, information, and feedback regarding district issues and concerns,

campus technology is utilized. The campus portal and website provides access to Board of Trustees[36] and campus committees' minutes,[37] reports (i.e., program review,[38] Institutional Research[39]), major campus projects (i.e., Student Learning Outcomes,[40] Accreditation[41]), faculty and student services[42] websites, and The President's monthly newsletter[43] (electronic and hard copy campus distribution). Online minutes and meeting agendas, and email communication are widely used within the district by faculty, staff, students, and administrators. The College Council continues to explore new strategies to improve the exchange of ideas campus wide.

Minutes from College Council, Dean's Council, Planning and Budgeting Committee, Enrollment Management Committee, Facilities Steering Committee, College Curriculum Committee, and Compton Center are reviewed in the Academic Senate[44] with commentary from faculty representatives followed by dialogue amongst senators.

Discussion and dialogue on the budget, policies, procedures, and other items that can impact the college occur in Area Council and Division Council meetings. These council meetings serve as a tool for classified staff and division faculty to receive information and to provide feedback to division deans and the area vice presidents. The vice presidents provide the feedback at College Council meetings.

The Institutional Research staff sends out enrollment report updates on all campus listservs during registration periods so that all employees can know how the college and Center are progressing toward enrollment goals for the semester or session and year. The staff has also send out periodic information on student demographics, annual Fact Book, academic performance, and student survey results[45].

In Summer 2006, the Communications Task Force (CTF) was established at El Camino to answer questions and share ideas regarding the El Camino/Compton partnership, contract negotiations, and other areas of interest across the college. It consisted of representatives from faculty, staff, and administration and was designed to provide accurate information to the college community at a time of far-reaching change. The CTF was heavily dependent on volunteer effort and it ceased activity

after the beginning of the fall semester and following the establishment of the partnership.

In 2007, college personnel representing all constituent groups in collaboration with representatives from all Compton Center constituent groups revised the college's goals. The revised goals were Board approved and communicated to the campus in the February 2008 edition of the President's Newsletter.[46]

Self Evaluation
The college meets this standard, although more can be done. College Council conducts an annual self-evaluation to determine its effectiveness. The self-evaluation found its role to be effective and positive.

In Spring 2006, the Office of Institutional Research conducted an opinion survey[47] of all faculty and staff. Communication was one of the primary topics surveyed. The survey indicated that over 87% of the faculty and staff utilizes their email daily or weekly. About 8% never check their email. Technology is used as a primary form of communication.

	n	%	Valid %
Daily	297	75.6	77.1
Weekly	39	9.9	10.1
Bi-weekly or less	5	1.3	1.3
Rarely	12	3.1	3.1
Never	32	8.1	8.3
Not Indicated	8	2.0	---
Total	393	100.0	100.0

Communication was listed as one of the items of highest importance in this survey. According to the survey, the majority feel they can express their concerns. However, faculty and staff feel that they are not well informed and ECC does not communicate "openly and honestly with employees at all levels." Both the Board of Trustees and the College Council evaluate themselves annually to determine if they are communicating effectively with the campus community.

According to a student survey[48] conducted in Spring 2006, student satisfaction with the governance and communication was in the top 10 for lowest satisfaction. The majority of the constituencies agree that the student's role in collegial consultation should improve.

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Communication of advancement toward the college's goals has been irregular at best. Annual updates should be made available to the campus community.

Planning Agendas
1. Continue efforts to improve communication (IVA.3).
2. Improve student involvement in the consultation process (IVA.3).

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
El Camino College is in its 62nd year as an accredited institution of the California Community College system. During that time the college has maintained and adhered to all accreditation standards, policies, guidelines, Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes.

The college makes an affirmative effort to respond to recommendations made by the Commission (see pages 19 - 30 of the introduction section for more information).

The college is in good standing with the Accrediting Commission, the California Community College Chancellor's Office, and the U.S. Department of Education.

The College Comprehensive Master Plan is updated every three to four years. There are also policies and procedures for operation and implementation of all college goals and objectives to meet the revised mission statement developed by members of our college community, constituent groups at our planning retreat held in 2007. Program review is in place for the departments and divisions of Student Services,[49] Academic Affairs,[50] and Administrative

Services. Plans are developed from the program review recommendations that support academic programs and activities, and promote student learning and student success.

Self Evaluation
The college meets this standard. El Camino College has made significant progress since the last accreditation visit in the areas sited for improvement. The Strategic Plan was updated with new and revised strategic initiatives[51] and goals. Program Review has been accomplished by most departments or programs during the past six years. Board policies and procedures are regularly updated to reflect changes in regulations or as recommended by the Community College League of California. The link between planning and budgeting was strengthened with new membership on the Planning and Budgeting Committee (PBC). The PBC reviews and advises the President in the development of the budget. The college SLO program is progressing in quality and quantity now that it is in the third year of development.

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

5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary
The governance process is evaluated on an annual basis by the College Council.[52] Each year the Board of Trustees sets annual goals and completes a self-evaluation to measure its accomplishments. This process of evaluation is indirectly related to the College Council's annual goal-setting and self-evaluation. The President is evaluated by the Board of Trustees on an annual basis using a confidential process between the President and the Board.

The results of the Board self-evaluation and annual goal-setting are public and posted in the Board Agenda.[53] The Board of Trustees agenda is posted on the college website. The College Council evaluation is also public and is posted on the college website.

The other major governance committees do not conduct evaluations of their effectiveness or accomplishments. The three area councils chaired by each of the Vice Presidents do not conduct self evaluations. All governance committee and area council agendas and minutes are posted on the college website.

The Academic Senate does not conduct a self-evaluation; however, the agendas and minutes are distributed widely in email and print and are posted on the college website.

Self Evaluation
The college partially meets this standard. College Council is the only collegial consultation committee that administers an annual self-evaluation regarding the effectiveness of the committee. A few other collegial consultation committees such as the Planning and Budgeting Committee (PBC) have performed formal evaluations but not on a consistent basis.[54]

In 2005 - 2006, the College Council's self-evaluation demonstrated a significant consensus among its members with regard to their effectiveness. The following year (2006-2007) showed mix results that leaned mostly toward agreement regarding the effectiveness of College Council. Discussion about the results led to goal formation and a better understanding of the evaluation process.

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

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.[6]

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary
The El Camino Community College District Board of Trustees reviews policy, curriculum hiring, contracts, facilities, salaries, budget, and legal matters in open and public meetings. Policies and Procedures set forth the Board's responsibility to establish policies to ensure the integrity and effectiveness of student learning. Board policies are available for public review on the college website. Board meetings are held monthly.

The Board authorizes the search and selection of the President when the position is vacant. The presidential search is nationwide. A consultant is contracted to lead the search and a presidential search committee is assembled, composed of campus-wide constituent groups and community representatives. The screening and selection timeline details committee orientation, development of paper screening criteria and questions, interview of candidates, referral of finalists for Board interview and selection and arrangement for Board site visits.

The Board delegates authority to the CEO to administer policies adopted by the Board, executive decisions, and to interpret policies in the interest of the District. The appointed President (chief executive officer) serves as the educational and administrative leader of the college. The President is evaluated annually by the Board. The evaluation process is jointly developed and agreed upon by the Board and the President.

Self Evaluation
The college meets this standard.

The Board of Trustees is a policy-making elected[55] body. The Board is an effective elected body that works well as the representatives of the District citizens making policy, ensuring fiscal stability of the District and overseeing the quality of academic and educational support services. The Board adheres to a defined process when hiring and when evaluating the President.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The college's governing board members are elected representatives of the service area of the El Camino Community College District. None of the board members is a district employee. Board decisions are final and are expected to be made in the best interest of the institution. In 2006, the Board approved a partnership with the Compton Community College District[56] to establish an educational center at the site of the former Compton College and to expand ECC's service into the Compton Community College District. The expected duration of the partnership is based on the amount of time needed for Compton to become accredited as a college.

Self Evaluation
The college meets this standard.

All Board of Trustees meetings are open and public. The monthly agenda[57] allows for public comment from anyone interested in addressing the Board. All policy making decisions, contracts, budgeting, expenditures, facilities planning, and matters of public interest are recorded in the monthly Board of Trustees agenda. All Board of Trustees decisions are made in public and recorded in the agenda and minutes[58] of the Board.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

Policies, institutional goals, or other formal statements exist which describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The El Camino College Vision, Mission, Philosophy, Values, and Guiding Principles specifically outlines, in part, that El Camino College will be the college of choice for successful student learning, caring student services, and open access; that it will meet the educational needs of the diverse community and ensure student success by offering quality, comprehensive educational opportunities, and that to assure quality, the college is dedicated to implementing its student institutional goals of maintaining optimal academic standards and insuring availability of academic and student support services.

Alignment of established board policy is evidence of the institution's mission to improve the quality of student learning programs and services. To meet the ever changing needs of the community, El Camino College offers comprehensive educational programs and services, opportunities for students to achieve degrees and/or certificates; transfer to a university; and gain personal enrichment. The Board is also committed to ensuring availability of academic and student support services, providing technology and facilities to support teaching and learning, and implementing sound fiscal policies and practices.

Self Evaluation

The college meets this standard.

The effectiveness of the Board of Trustees is evidenced by its successful budgetary, policy, and facility development projects. In 2003, the District electorate passed a Facilities Construction Bond Measure to raise $396 million to modernize and build new instructional facilities.

The Board is making significant progress at updating policies, maintaining balanced budgets, and managing the fiscal integrity of the District. The Board maintains positive and strong relationships with the District labor groups and employees. The Board made a significant commitment to aid the Compton Community College District to continue instructional programs and services under the legal auspices of El Camino Community College District while Compton Center works to gain accreditation.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

El Camino Community College District Board of Trustees is independent; its actions are final and not subject to the actions of any other entity. All meetings are public, board agendas and minutes are on the college website, and all contracts are public. Board members do not personally gain from contract agreements or services conducted by the college district.

The Board delegates the President to act on its behalf regarding legal, financial, personnel, and contractual matters. Final settlements must be approved by the Board during public meetings.

Self Evaluation

The college meets this standard.

The Board of Trustees conducts a self-evaluation annually to assess its effectiveness and its compliance with state and local requirements. In addition, it identifies and prioritizes board goals and priorities.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

Board Policy 2010, Board Membership,[59] provides for Board size, five members, who are elected at large by qualified voters of the El Camino Community College District. One non-voting student member is elected to the Board as a student representative. The student member is seated with and recognized as a full member of the Board and has an advisory vote. The term of office for Board trustees is four years, beginning in December, following the November general election, held every two years, in odd numbered years. Board members serve staggered four-year terms.

The structure of the Board encompasses the President, Vice President, and Secretary, who are elected at the annual organizational meeting and have specific responsibilities and duties as officers.

The term as officers is one year. The Board President presides over all meetings of the Board of Trustees. In the absence of the President the Vice President presides over the meetings. The Board is allowed to adopt such policies as authorized by law or determined to be necessary for the effective operation of the District. Board policies represent statements of intent and administrative procedures issued by the President as statements of methods used to implement Board policy.

Self Evaluation
The college meets this standard. Board Policy 2010 and all other Board of Trustee Policies[60] provide effective guidance to the Board of Trustees.

The published Board bylaws and policies may be adopted, revised, added to, or amended at a regular Board meeting, and the policy or administrative procedure issued and provided annually to Board members with any revisions to enable the Board to effectively govern.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
Board actions indicate Board governance is consistent with established policies. Records of Board of Trustee actions recorded in Board minutes[61] and resolutions show Board conformance with its policies. The Board evaluates and reviews its policies on a regular basis. The Board follows parliamentary procedures, conducts open meetings, and elects officers including a board president, vice president, and secretary.

The Board utilizes a self-evaluation[62] developed by the Community College League of California to determine effectiveness and priorities annually.

Self Evaluation
The college meets this standard.

The District has been updating and revising Board policies, using the Community College League of California policy template. Although Board actions indicate Board governance to be consistent with policies and bylaws, several requests have been

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made from representatives of constituent groups to include more Board meeting details in Board minutes. The District has expanded and included more meeting details in Board minutes.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The Board has a program for continuing development and orientation for new members. For continuing development and to gain a broader and more comprehensive perspective of the role and responsibilities in board governance, Board members attend the Effective Trusteeship Workshop presented by the Community College League of California,[63] for on-going development and new member orientation. Major areas highlighted are Board and Trustee Role and Responsibilities, Student Learning, Board Functions, Board/CEO Relationships, Operations, Fiscal Health, Board-Employee Relations, Policies and Delegation to CEO.

Board members also attend the annual Legislative Conference,[64] hosted by the Community College League of California, and receive status reports on legislation and bills of interest, state budget and fiscal policy, institutional effectiveness, students, and other information.

The Superintendent/President disseminates a monthly letter[65] to Board members to update them on all matters of interest; it includes the School Services of California Newsletter, the community college update, and other articles related to public education news and policy. The President may meet monthly with new Board members.

Board elections are held every two years, in odd numbered years, with a four-year term of office beginning in December following the District election in November, resulting in staggered terms. Generally half of the Board members are up for election at any one time. The elections facilitate, and provides for, continuity of Board membership and staggered terms of office. This is in accordance with Board Policy 2100.[66]

Self Evaluation
The college meets this standard.

The Board program for trustee development and new member orientation is both comprehensive and continuous. Board Policy 2100, Board Elections, ensures full and effective board governance.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Board is committed to assessing its own performance as a Board in order to identify its strengths and its areas where it may improve its effectiveness. The governing Board self-evaluation process[67] is determined by board policy.

The Board sets goals and evaluates its performance annually, using an evaluation instrument developed by the Community College League of California. A summary of evaluation responses is publicly presented and discussed, and Trustees determine goals for the upcoming year. Goals were established in 2006 for the following five key areas, with specific sub-goals:

1. New trustee orientation.
2. Effect implementation of the November 5, 2002 Measure E successful board election.
3. Participate in community activities and events and bring observances to the Board for policy issues.
4. Participate in the operation of the college at board meetings.
5. Continue a trustee education program.

The Self-Evaluation Questionnaire, used for individual board member appraisal of all board-member activities for 2005-2006, focused on the following, with sub-goals:

1. Priorities and Planning
2. Board and Chief Executive Officer Relations
3. Board and College Relations
4. Board and Community Relations
5. Board Agendas

The most recent self-evaluation questionnaire[68] completed by the Board was included on the November 19, 2007 Board Agenda and discussed.

Self Evaluation
The college meets this standard.

The self-evaluation process of the Board is clearly defined, implemented, and published. As currently structured, it is conducted annually and is an effective tool for self-assessment.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Board maintains high standards of ethical conduct for its members; the standards are clearly defined in Board Policy 2715, Code of Ethics/Standards of Practice,[69] and members of the board are responsible for the Code of Ethics.

As an elected official (a trustee of the El Camino Community College District), the Board member pledges his or her best efforts under the Code of Ethics to:

1. Confine Board action to policy determination, assuring fiscal stability and to delegating authority to the President.
2. Oversee the spending of public funds and those relating to one's own expenses appropriately, prudently and legally.
3. Assure appropriate conduct at Board meetings.
4. Encourage and welcome active involvement of students, employees, and residents.
5. Avoid any conflict of interest.
6. Abide by management decisions.

Self Evaluation
The college meets this standard.

i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

All accreditation publications are sent to board members by the President. The Board is updated on the status of the accreditation self-study process,[70] progress reports, substantive change proposals, the progress of SLOs,[71] and other related information

Recognizing the significance of the accreditation process and standards, the Board receives on-going training on the process of accreditation. The Board receives publications and other materials of the commission on the accreditation processes, accreditation reports/findings, and other relevant information. Board members are encouraged to attend CCLC sponsored accreditation workshops.

Board members also attend California Community College Trustees Association meetings. Training on accreditation is made available by the association. Board members can also choose to become members of accreditation team visits to enhance their knowledge of accreditation. One of the institution's board members participated in a visit.

The Board's discussion, support, and final adoption of recommendations presented by the President, all reflect its commitment to improvements planned as a part of the institutional self-evaluation and accreditation process, and to support and improve student learning outcomes.

Board members receive information on the accreditation standards through reports and presentations with an opportunity for discussion. Members also receive statistical reports on the accreditation process by the President. The Board annually assesses its own performance using accreditation standards. Measures used include: 1) Priorities and Planning, 2) Board and President Relations, 3) Board and College Relations, 4) Board and Community Relations, and 5) Board Agendas. Each major appraisal area is further broken down into three to six dimensions.

The governing board is informed about, and involved in, the accreditation process. As such, the Board of Trustees must approve the Accreditation Self Study and Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

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In addition to the training the board members receive at the Community College League of California (CCLC) workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies.

Individual board members do not typically serve on the self-study committees; however, should the Board President wish to appoint a board member to serve on a committee, she could appoint a member. The college website[72] has an accreditation page that includes the 2002 Self Study Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and the draft of the 2008 Accreditation Self Study Report.

Self Evaluation

The college meets this standard.

The CCLC workshops and others presented by the Trustees Association adequately prepare board members to understand the accreditation process. All of the information related to accreditation reporting is available on the college website for the public. The college provides various kinds of training and information on the accreditation process and standards for the Board on an ongoing basis as cited above in endnotes 71 and 72.

The college does not have a formal process for the Board to participate in the institutional self-study and planning efforts; however, drafts of the self-study are posted with notifications to the Board and campus community through an open invitation process that solicits comments on the self-study content.

j. The governing board has the responsibility for selecting and evaluating the district/ system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The current President was selected in July 1995. The recruitment selection process was managed by a search firm contracted by the Board. The procedure then called for a constituency-based committee to interview the first-level finalists and recommend to the Board a list of finalists. The finalists were interviewed by the Board with the final selection made by the Board. The Board has not used these processes since it last appointed a President to the position which was on July 1, 1995.

The Board's delegation of administrative authority to the President is defined in the formally adopted written Board Policy 2430.[73] In Board Policy 2430, delegation of authority to President, the Board delegates to the President extensive responsibility for administering policies adopted by the Board and executing decisions requiring administrative actions.

Expectations of the Board are that the President performs duties described in the job description and fulfills other responsibilities. Authority delegated also includes interpreting board policy, undertaking action, and in the absence of policy, recommending written policy. Delegation of this authority is clear.

One of the major roles of the Board is to set, and focus on, policy direction. An individual board-member is not vested with the authority to lead or direct. During the 2006-2007 academic year, several board members offered comments on the email distribution lists (comprised of Managers, Supervisors, Staff, and Faculty both Full- and Part-time) about the El Camino College District/Compton Community College District Partnership, as well as on one or two other occasions with faculty and staff. This could have been possibly interpreted as policy or direction on the part of employees. Notwithstanding an occasionally email to the listservs, board members are self-restrained and very sensitive to the nuances of their elected role. Board members have many opportunities to participate in campus events to recognize community members, students, and staff. They are regularly informed by the President in a monthly (supplemental) board letter[74] and through board reports at board meetings.

Board member questions about non-consent and consent agenda items are routinely followed up by staff in the President's monthly communication to the Board. The President may meet with an individual board member as often as is necessary to familiarize or inform them.

The Board evaluates the President annually in closed session during the course of two or three meetings. The President initiates the process with an extensive self-evaluation detailing annual goals, objectives, and accomplishments. These are discussed in closed session with the Board to the satisfaction of both parties. The President is given clear goals and objectives to set performance goals for the next year.

Self Evaluation
The college meets the standard.

The President of the college is also the Superintendent of the El Camino Community College District and therefore has a direct relationship with the Board of Trustees and receives his direction from them. The President develops and recommends the instrument for evaluation to the board members for review and approval. After approval the Board will complete their individual evaluation instrument and submit it to the President. A summary of the evaluations are later presented and discussed at a closed board session scheduled for that purpose. The results are then used to identify college accomplishments in the past year and goals not yet completed that will be carried forward to the following year.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
While the President has primary responsibility, he delegates authority to the vice presidents and Provost

to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources.

The President is involved in the final selection process of all key administrators and all full-time faculty members on the main campus and the Compton Center. He ensures that the college is run effectively by highly qualified and trained faculty and staff that reflect the college's purpose, size, and complexity while working to meet the needs of the community. Additional staff is selected by administrators that have been delegated the authority consistent with their responsibilities. All administrators, faculty, and staff are evaluated annually by their immediate supervisors and peers as appropriate.

Self Evaluation
The college meets the standard.

b. *The President guides institutional improvement of the teaching and learning environment by the following:*

- Establishing a collegial process that sets value, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
Values, goals, priorities:
The institutional mission, values, goals, and strategic directions were revised in 2004 and again in Spring 2007.[75] In 2007, the college hired a consulting firm to assess knowledge of the mission statement, agreement with the values statement, and concerns of individuals about the strategic directions. The consultant interviewed several individuals at the college and the Compton Center to assess this information and awareness of what was working and what needed clarification or improvement. The

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assessment was followed up through a two-day off-campus workshop. The retreat included the College President, Vice Presidents, and leaders from Academic Senate; classified staff; students; and managers from the El Camino campus and the Compton Center.

The results of the retreat and the consultant's assessments were revisions of the Mission Statement and the strategic directions to more accurately reflect the current state of the college and an agenda for the next three to five years.

The President communicates annual goals and state of the District to employees at the general session meeting held annually in the fall of each year to kick-off the flex-day activities. Information is also disseminated at monthly meetings of the management team and through the President's newsletter[76]. The newsletter is published twice a month during the fall and spring semesters and is distributed to all employees by email and hard copy to all offices and off-site locations.

During the academic year, work committees are formed and staffed with the appropriate constituents to plan and recommend and/or advise the President. The standing committees are collegial consultation bodies.[77] The President appoints[78] the chair of the standing college-wide committees and each constituent group nominates their representatives to serve, participate, report to, and provide feedback from, their members. This process is intended to help with the development of recommendations that are sent to the President for decision making at the College Council, the President's Cabinet, and Board of Trustees[79] level. There are also committees that recommend to councils[80] at the area, division, and department level.

Research Analysis:
Over the past three years the college has strengthened the Institutional Research (IR) Office by hiring a Director of Research and a Research Analyst. The researchers provide critical analysis of data that is used in multiple documents throughout the campus. For example the planning and budgeting process relies on analysis of data to identify enrollment trends, changes in student performance, demographic trends, and other measures of institutional effectiveness such as the Accountability Reporting for the Community Colleges (ARCC)

document or the Career and Technical Education (CTE) core indicators. The college depends upon the Institutional Research Office to prepare in-depth reports about the college. The Academic Affairs Office also produces in-depth analysis of enrollment by division, program, and course to set enrollment goals.

In 2006, the President directed the Vice President of Academic Affairs and the Vice President of Student Services to co-chair and establish an Enrollment Management Task Force to study the causes for enrollment decline and to develop a plan to for growth. An analysis of internal and external trends developed by the Institutional Research Office was used to create baseline information for strengthening targeted recruitment programs for high school graduates and adult learners. After two years of declining enrollment the college has begun restoration of enrollment. These efforts, in large measure supported by research, resulted in enrollment growth.

The President's decision to strengthen the Institutional Research Office makes it possible for the college to regularly assess the effectiveness of its efforts to serve students. Enrollment data is analyzed by demographics[81, 82] and trends to ensure students are being served relative to their composition of the college-going students in the community. Emphasis is also placed on understanding student trends in success, retention, and persistence to ensure that resources are adequately distributed.

Since hiring a research analyst in 2005, the Institutional Research Office has operated more effectively and provided the President's Cabinet with enrollment data to guide decision making. The enrollment data and analysis is distributed on the college listservs so everyone will be aware of enrollment trends. The next step for the College Research Office is to produce and post an annual ECC fact book[83] that will give the community an opportunity to learn about the college and the communities it serves.

Educational and Resource Planning:
A concerted effort is in place to strengthen the relationship between funding special programs and growth programs with measures of their effectiveness. Program planning and requests for funding are required to include data derived from

program reviews and SLO assessment reports. One example of this effort is the strengthening of the program review process. The improved process requires the discipline groups to respond to questions about enrollment, grades, student success, and retention. A second and more recent example utilizes a form that relies upon data as the precursor to potential special contract funding and evaluative components to assess the results should the plan be funded. The Institutional Research Office provides faculty members with the necessary data sets for faculty to review the data, to respond to the data, and to incorporate the data into their department program review.

Evaluation of Planning and Implementation Efforts:
To emphasize the importance of evaluation, the President is requiring all recipients of annual augmentation funding to measure improvements as stated in their plan in order to be considered for additional funding. If improvement is not demonstrated, the program could lose augmentation funding. Analysis of enrollment, student success, retention, and persistence are factors in prioritizing new faculty positions every year. Clearly, enrollment is an issue, but if a program can prove its integrity is in jeopardy because it does not have sufficient full-time faculty, the president may consider giving the program additional support.

Self Evaluation
The college meets the standard.

Planning Agendas
1. Institutional Research will publish an annual fact book (IVB.2.b).
2. The College and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).

c. ***The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.***

Descriptive Summary
The President delegates to the Vice Presidents the responsibility to ensure that each of their respective areas operates according to the law and board

policies. Board of Trustee meetings are public and in compliance with the Brown Act. The college is audited regularly to ensure compliance with fiscal guidelines required by statute. Audit exceptions are corrected as a result of findings. The Board of Trustees receives such audit reports[84].

The Office of Staff and Student Diversity[85] is responsible for investigating discrimination and harassment complaints from employees and students. The Director of Staff and Student Diversity who is also the Equal Employment Officer reports directly to the President.

Self-Evaluation
The college meets the standard.

d. The president effectively controls budget and expenditures.

Descriptive Summary
The President is responsible for establishing procedures to assure sound fiscal policies in budget planning and expenditures for the District. With the assistance of administrative personnel and input from the Planning and Budgeting Committee, the President presents an annual budget for Board approval[86, 87] within the parameters set by the General Assembly and Governor.

Reports on the District's fiscal status are submitted by the President to the Board of Trustees on a quarterly basis, which are reviewed at regular board meetings.

The President meets with the campus Planning and Budgeting Committee as well as administrative staff to monitor expenditures and to receive input in budget preparation.

Revenues and expenditures from the successful bond issue in 2002 are also monitored by the President.

Self Evaluation
The college exceeds this standard.

The President has extensive knowledge of budget and expenditure issues and the college has benefited from this expertise. In the most severe period of state budget shortfall and restrictions (2002-2003), and in more recent revenue constrictions caused by enrollment decline, El Camino College has been able to maintain fiscal balance and integrity due to conservative policies and proactive, timely decision making in fiscal matters.

Changing and increasing construction costs have necessitated flexibility and revisions to the proposed campus physical renovations. The President has consistently monitored budget requirements for this project while at the same time consulting with many constituencies impacted by construction, planning, and cost considerations. Impacted groups may have preferred new construction rather than renovation, but increasing construction costs justify modifications.

e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The President maintains communication with the communities served by the institution through a variety of methods including personal contact, newsletters, the college website, press releases, community surveys, and college brochures.
Personal contact includes membership in many community organizations, personal appearances by invitation from local groups and organizations, meetings with superintendents of local private and public high schools, and meetings with city, county, state, and federal elected officials.

The President meets weekly with the College's Public Relations Officer for updates on community issues and to provide information through press releases, mailings, and brochures.

The President also maintains communication with the college community through personal contact, newsletters, committee meetings, and a weekly open office hour. At the beginning of each academic year, he addresses the college faculty, staff, and administration in a State of the College message, outlining budget, academic, and community issues anticipated in the coming year.

Self Evaluation
The college meets the standard.

The President maintains a viable and visible presence in the local communities served by the College District.

3. *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.7*

Responses to items 3a - 3g are not applicable as El Camino College is not a multi-<u>college</u> district or system.

a. *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

b. *The district/system provides effective services that support the colleges in their missions and functions.*

c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

d. *The district/system effectively controls its expenditures.*

e. *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

f. *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

g. *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

References

[1] http://www.elcamino.edu/administration/board/agendas/7-16-07_agenda.pdf

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[3] http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=3

[4] http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=4

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Planning Agenda Summary

Standard I A/B: Institutional Mission and Effectiveness

1. The college will review the mission statement every three years (IA.4).
2. The College should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (IB.2).
3. Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).
4. The college will invest in a system to store and display SLOs and SLO-related documents (IB.5).
5. The College will reassess the program review models and the SLO assessment process after the current cycle is completed (IB.7).

Standard IIA: Student Learning Programs and Services - Institutional Programs

1. The college will evaluate the progress of SLOs on an annual basis (IIA.1.b).
2. The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).
3. The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).
4. During Fall 2008 flex day, all programs will come up with plans to meet the following deadlines (IIA.1.c):
   - All courses will have an SLO and assessment plan in place by the end of Fall 2009.
   - All programs will write a first draft of their program/degree SLOs by Spring 2009.
   - All programs will continue assessing SLOs. Number of assessment cycles completed by each program will depend on the size of the program.
     - Small programs (5 or fewer full-time faculty) will complete one assessment cycle per year.
     - Medium programs (6 to 12 full-time faculty) will complete two assessment cycles per year.
     - Large programs (13 or more full-time faculty) will complete three assessment cycles per year.
5. The College will develop an assessment instrument for the core competences to improve the general education instructional program (IIA.1.c).
6. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes (IIA.1.c).
7. The college will continue to develop, assess, and revise SLOs and assessments for all college courses, programs, certificates, and degrees (IIA.2b).
8. The results of program reviews in all three areas should be published on the college website under a link called Program Review (IIA.2.e).
9. The evaluation component of Plan Builder needs to be strengthened to assist managers in evaluation process (IIA.2.f).
10. The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).
11. The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).
12. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).
13. The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).
14. The college will develop a degree audit program in the next four years (IIA.6.a).

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

1. Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).
2. Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).

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

1. Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).
2. Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).
3. The college will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b).
4. The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).
5. The college will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).

Standard IIIA: Resources - Human Resources

1. All employee evaluations must be completed in a timely manner (IIIA.1.b).
2. Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).
3. Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).
4. The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).
5. The college will develop a classified staffing plan (IIIA.2).
6. Continue to review and revise personnel policies including procedures as needed (IIIA.3).

Standard IIIB: Resources - Physical Resources

1. ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB.1).
2. Update the facilities modifications request form and procedure (IIIB.1.a).
3. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).
4. The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).

Standard IIIC: Resources - Technology Resources

1. The college will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1).
2. The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).
3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).
4. ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).
5. The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).
6. The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).
7. The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).
8. The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).
9. The college will complete the technology plan (IIIC.1.d).
10. The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).

Standard IIID: Resources - Financial Resources

1. The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).
2. The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).
3. The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).

Standard IV A/B: Leadership and Governance

1. Continue to improve communication about the governance process with the college community (IVA.1).
2. Improve student participation on consultation committees where appropriate (IVA.1).
3. Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).
4. Continue efforts to improve communication (IVA.3).
5. Improve student involvement in the consultation process (IVA.3.)
6. Continue efforts to improve communication (IVA.4).
7. Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4).
8. All collegial consultation committees will create and use an evaluation assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).
9. Institutional Research will formalize the publication of an annual fact book (IVB.2.b).
10. The College and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).