Institutional Self-Evaluation in Support of Reaffirmation of Accreditation

August 2014

El Camino College
2014 Institutional Self-Evaluation
in Support of Reaffirmation of Accreditation

Submitted by:

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Submitted to:

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

August 2014

CERTIFICATION

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

From: Thomas Fallo, Superintendent/President
El Camino College
16007 Crenshaw Boulevard, Torrance, CA 90506

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____ 6/26/2014
Thomas Fallo, Superintendent/President   Date

_____ 6/26/2014
William Beverly, President, Board of Trustees, El Camino College   Date

_____ 6/26/2014
Jeanie Nishime, Vice President-Student and Community Advancement/   Date
Accreditation Liaison Officer

_____ 6/26/2014
Jean Shankweiler, Accreditation Co-Chair   Date

_____ 6/26/2014
Matthew Cheung, Accreditation Co-Chair   Date

_____ 6/26/2014
Holly Schumacher, Accreditation Co-Chair   Date

_____ 6/26/2014
Christina Gold, President, Academic Senate, El Camino College   Date

_____ 6/26/2014
Luukia Smith, President, El Camino Classified Employees   Date

Introduction

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Introduction

History

El Camino Community College has a long history in the Los Angeles County's South Bay communities. The College has been serving the communities of El Segundo, Torrance, Manhattan Beach, Redondo Beach, Hermosa Beach, Hawthorne, Inglewood, and Lennox since 1946. The College currently employs 1,150 full- and part-time faculty members to teach approximately 2,336 sections of pre-baccalaureate, transfer, and career training courses, offering 94 degrees found in 65 program areas and 87 certificates in 41 program areas each semester. The College serves 533,000 residents of the local service area.

The concept for a community college serving the South Bay was initiated in 1943 by members of the Centinela Valley, South Bay Union, Inglewood and El Segundo school districts. Torrance Unified joined in shortly after. A committee with the goal of creating a junior college for the Inglewood/South Bay area was formed. The committee utilized information from a survey developed by UCLA professor Lloyd Morrisett to demonstrate the need. The study also indicated the State Department of Education criteria for creating a junior college was met. After introducing the idea of a junior college at chamber of commerce meetings and local government meetings, the committee members requested that the Department of Education hold an election. Though voter turnout was low, the community supported forming a college by a 10-1 margin on June 30, 1946.

Initially, courses were scheduled in the evenings at local high schools. A search began for a suitable location for El Camino Junior College. Land adjacent to Alondra Park was found to be suitable. The land itself was owned by Los Angeles County, but was not being utilized. Legally, the county could not deed the land to the college. However, at the urging of Carl Arfwedson, the acting Business Manager of El Camino Junior College, Assemblyman Glenn Anderson introduced AB 62 in the Assembly to allow the transfer of parklands to community college districts, provided the land had not been used in 20 years. The bill was unanimously approved and LA County Board of Supervisors deeded 74 acres of Alondra Park to El Camino College, with the stipulation that the college agree to provide community members usage of all recreational facilities on the campus. The Board of Trustees agreed, and accepted the land deed on May 23, 1947. Soon after, the college purchased and moved nine former WWII Army barracks from the Santa Ana army base. Soon after, thirty faculty members, staff, and 450 students occupied the new college site. In the years since 1947, the campus has grown to 126 acres, with close to thirty buildings across a campus attended by 30,000 students each semester.

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 Arfwedson, 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. His creativity and initiative took the college from an idea to an expansive campus of modern-day buildings - all without incurring 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 five unified 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. For his long-time dedication and leadership, Russell was given the honor of turning the first shovel of dirt at the groundbreaking ceremonies in summer of 1947.

The culture and facilities of the college are a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The former 12,600-seat Murdock Stadium is a reminder of his dedication.

Introduction

Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including Marsee Auditorium, the home of ECC Compton Center for the Arts. 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 vice president of academic affairs, became the college's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas 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, the college's first-ever facilities bond. A $394 million facility bond approved by voters in 2002 was the largest single campus community college district facilities bond in the state. Measure E funding has enabled El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus. It has also provided funding for structural improvements in many of the buildings - some nearly 55 years old, including the buildings in the Science Complex and the Behavioral and Social Science building. A new Central Plant was built to improve energy efficiency for electrical, heating and cooling to the campus. A new three story parking structure was built on the south side of campus. A new Humanities Building, the first new academic building on campus in four decades opened in 2008. A new Math, Business and Allied Health building opened in March 2013. These buildings serve as part of a revitalized entrance to the campus.

In November 2012, a second bond measure, also called Measure E for $350 million, was approved by the voters by an even larger margin than the 2002 bond. This bond will provide funds for renovation or replacement of the Athletic and Fitness Complex, the Student Activities Center, the Administration building and the Music/Theater/Art Complex. Information and expenditures for both bond measures is reviewed and reported to the community by a nine-member Citizen's Bond Oversight Committee.

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. 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. In February 2012, following a citizen-lead redistricting process, the El Camino College Board of Trustees voted to change the election of board members from "at large" to "trustee area" elections. In "trustee area" elections, residents vote only for trustees who reside in their trustee area. The first election under this system occurred in November 2013.

In August 2006, following revocation of the former Compton College's accreditation, the Board of Trustees approved a MOU between El Camino Community College District and Compton Community College District to establish the El Camino College Compton Educational Center. The MOU included provisions outlined in AB 318, which was signed by the governor in July 2006 to provide a mechanism to have an accredited college serving students in the Compton district. The MOU provided for El Camino College to establish a center in the Compton District service area, with the intent to eventually establish an independent accredited college in the Compton District. The Compton District service area includes: Compton, Lynnwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and Southgate. The position of CEO for the Compton CCD/Provost for the ECC Compton Center was established in August 2006. Dr. Doris. Givens served as the first Interim CEO/ Provost. Dr. Lawrence Cox was named CEO/ Provost of Compton Center in June 2008. In 2011, the CEO and Provost designations were separated. Dr. Keith Curry, former Compton Center dean of student services, was appointed Interim CEO of the El Camino College Compton Center; and Ms. Barbara Perez was appointed ECC Compton Center VP. Dr. Curry became permanent CEO of the Compton Community College District in July 2013. (May 2013 Agreement)

As outlined in AB 318, the State Chancellor is directed to appoint a special trustee to oversee the fiscal and physical operations of the Compton CCD in place of an elected Board of Trustees. AB 318 also included language which removed all legal authority of the elected board. The presiding special trustee in August 2006 was Mr. Thomas Henry. Since Mr. Henry's service in 2006, two additional special trustees were appointed by the State Chancellor. In 2011, Mr. Henry returned as special trustee for the Compton CCD.

Demographics

El Camino College District Profile

The El Camino Community College District (ECCCD) comprises: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, Torrance and some unincorporated areas of Los Angeles County (blue boundary in the map below). El Camino College Compton Center is located in the Compton Community College District, approximately 10 miles east of ECCCD (red boundary).

ECC District Population by City

City	Population
El Segundo	16,654
Hawthorne	84,293
Hermosa Beach	19,506
Inglewood	109,673
Lawndale	32,769
Lennox	22,753
Manhattan Beach	35,135
Redondo Beach	66,748
Torrance	145,438
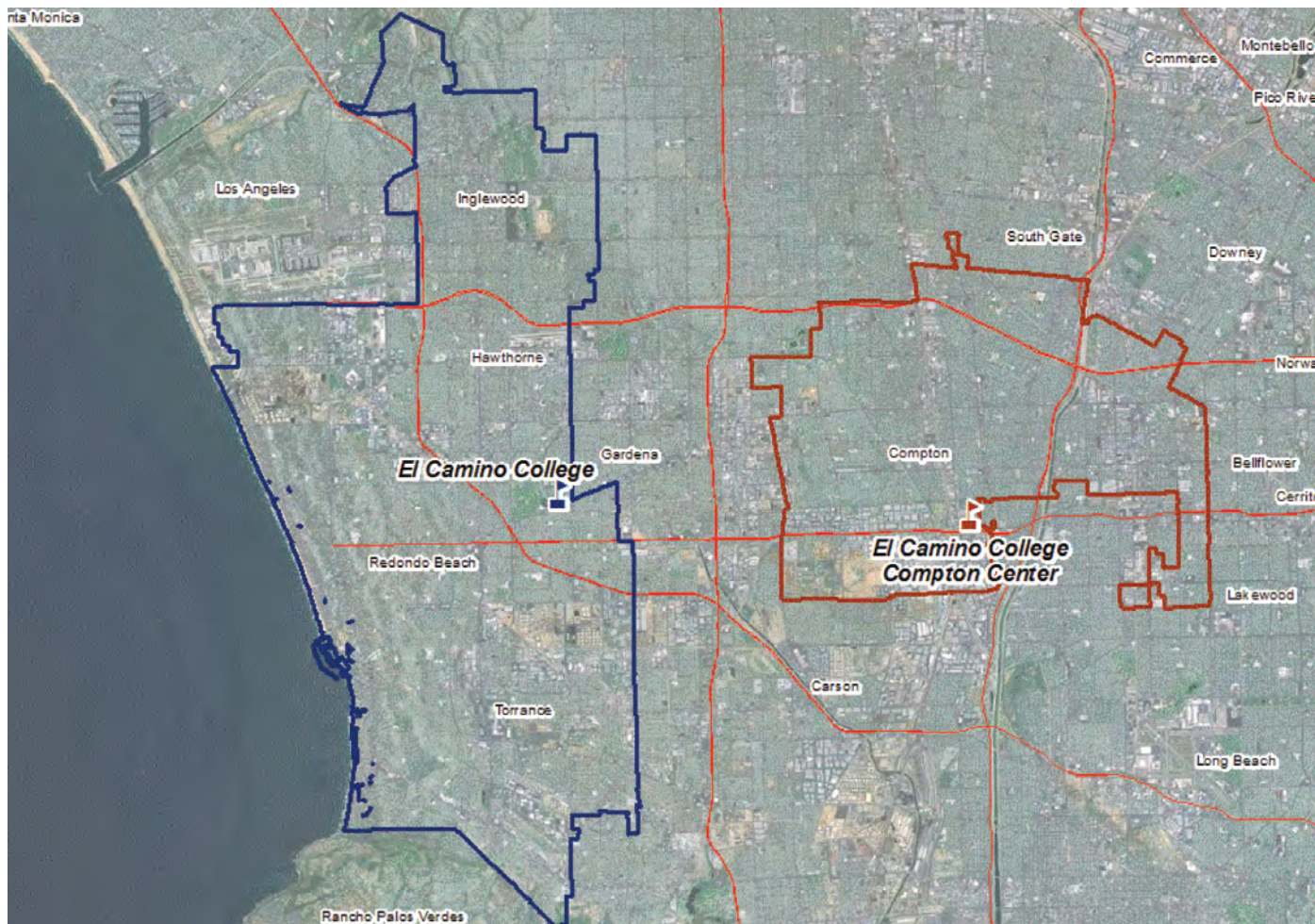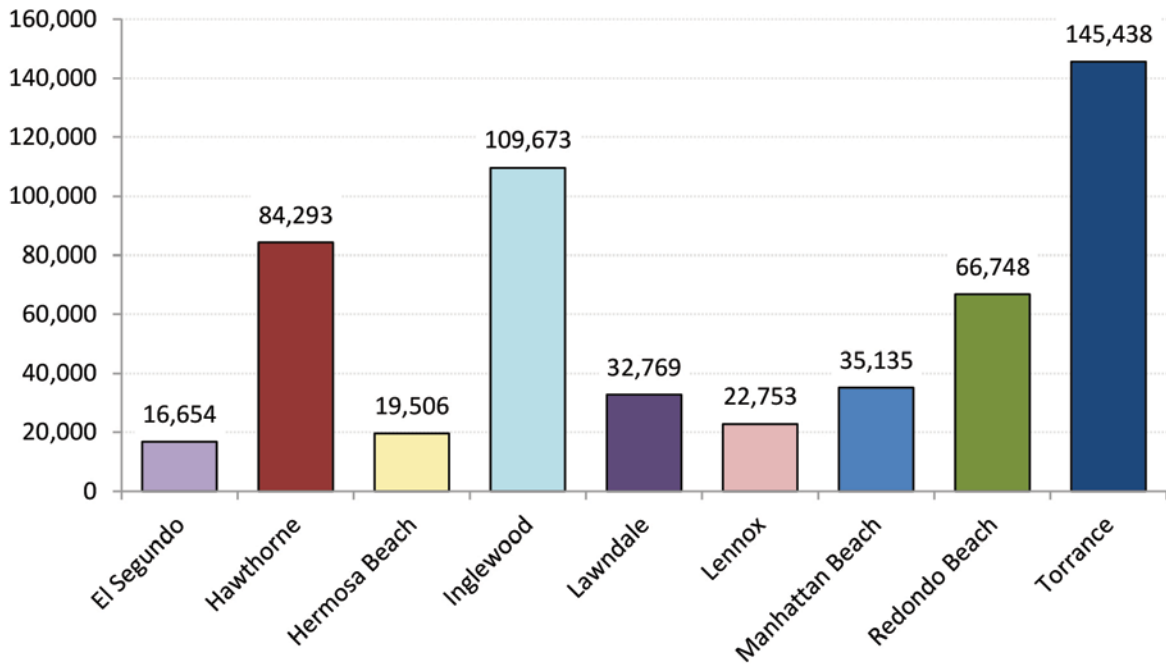
ECC District Median Age by City

El Cami

City	Median Age
El Segundo	39.2
Hawthorne	31.5
Hermosa Beach	37.0
Inglewood	33.4
Lawndale	31.9
Lennox	27.7
Manhattan Beach	40.9
Redondo Beach	39.3
Torrance	41.3
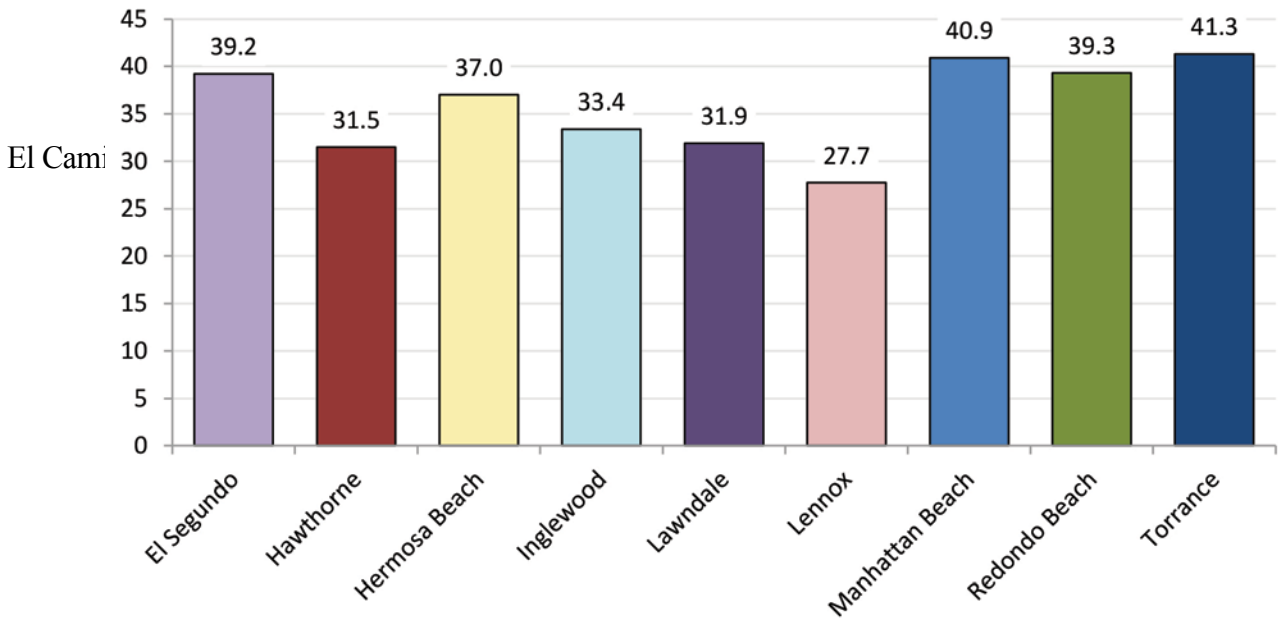
El Camino College Participation

The table below shows the number of ECC students per 1,000 residents, by city. Lawndale has the highest rate of enrollment, providing 43 students per 1000 residents each year. The second graph shows the same information, but includes the relative populations (light shaded dots) in each city region to give an idea of the size of the pool from which El Camino College draws students. Torrance also provides a large number of students per 1000 residents. Los Angeles and Compton have low participation rates despite having large populations.

City	Enrollments per 1000 Residents
CARSON	16.8
COMPTON	7.3
EL SEGUNDO	20.4
GARDENA	36.2
HARBOR CITY	14.4
HAWTHORNE	33.7
HERMOSA BEACH	15.9
INGLEWOOD	17.8
LAWNDALE	43.3
LOMITA	20.2
LOS ANGELES	9.1
MANHATTAN BEACH	13.0
REDONDO BEACH	27.0
TORRANCE	36.4
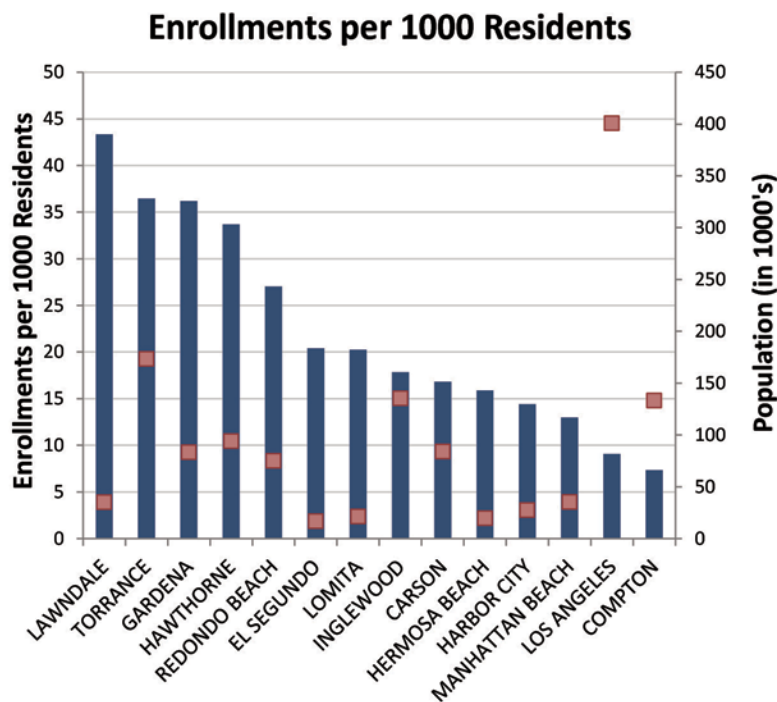
Enrollments per 1000 Residents
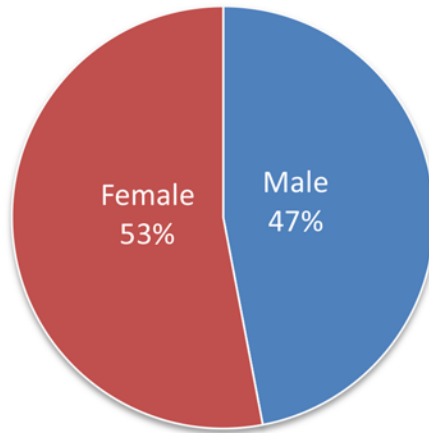
**El Camino College
Student Enrollment by Gender
2012-13**

Female
53%

Male
47%

**El Camino Community College District
Population by Gender
Census 2010**

Female
51%

Male
49%
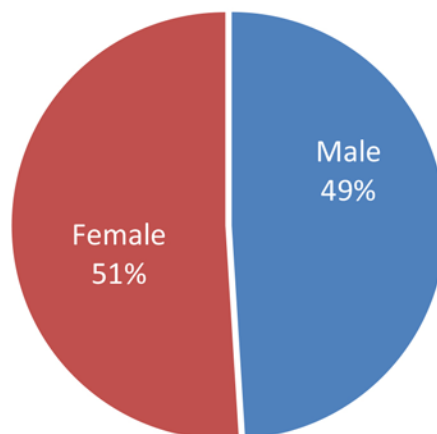
College and Community Demographics
El Camino College tends to serve more women from the district than men which is typical for a community college. El Camino College has the same broad ethnic diversity found in the district. The college serves fewer white students when compared to the district population. This is likely due to the fact the portion of the population is older on average than those of other ethnic groups.

El Camino College
Student Enrollment by Ethnicity
2012-13
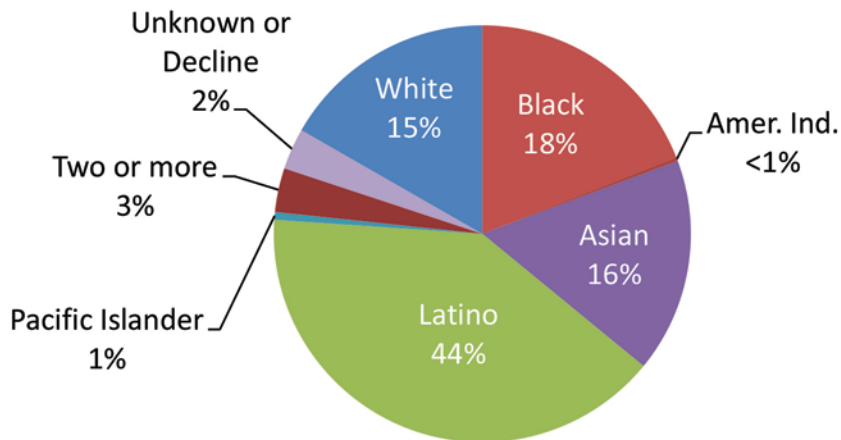
- Unknown or Decline 2%
- White 15%
- Black 18%
- Amer. Ind. <1%
- Asian 16%
- Two or more 3%
- Pacific Islander 1%
- Latino 44%

El Camino Community College District
Population by Ethnicity
Census 2010

- Pacific Islander < 1%
- White 33%
- Black 15%
- Amer. Ind. < 1%
- Asian 14%
- Other < 1%
- Latino 34%
- Two or more 3%
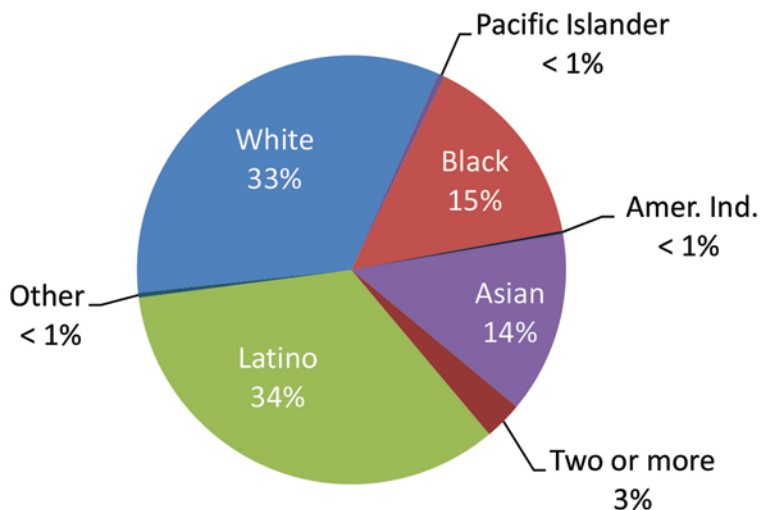
Introduction

El Camino College Enrollment Profile

Enrollment at El Camino College reached over 47,000 students in 2002-03. Since that time, enrollment has declined, especially during the last 4 years. This is due to state budget cuts which forced a reduction of course offerings during that time period. There has also been a decline in the percentage of students enrolled exclusively in evening courses. In the last 3 years, an average of 17% of students were enrolled in evening courses, 11 percentage points lower from peak enrollment in Fall 2002 (28%). In addition, there has also been a declined in Distance Education enrollments in the last 5 years (found under the "Irregular" category in the table below).

El Camino College (Torrance) Enrollment 2002-03 to 2012-13

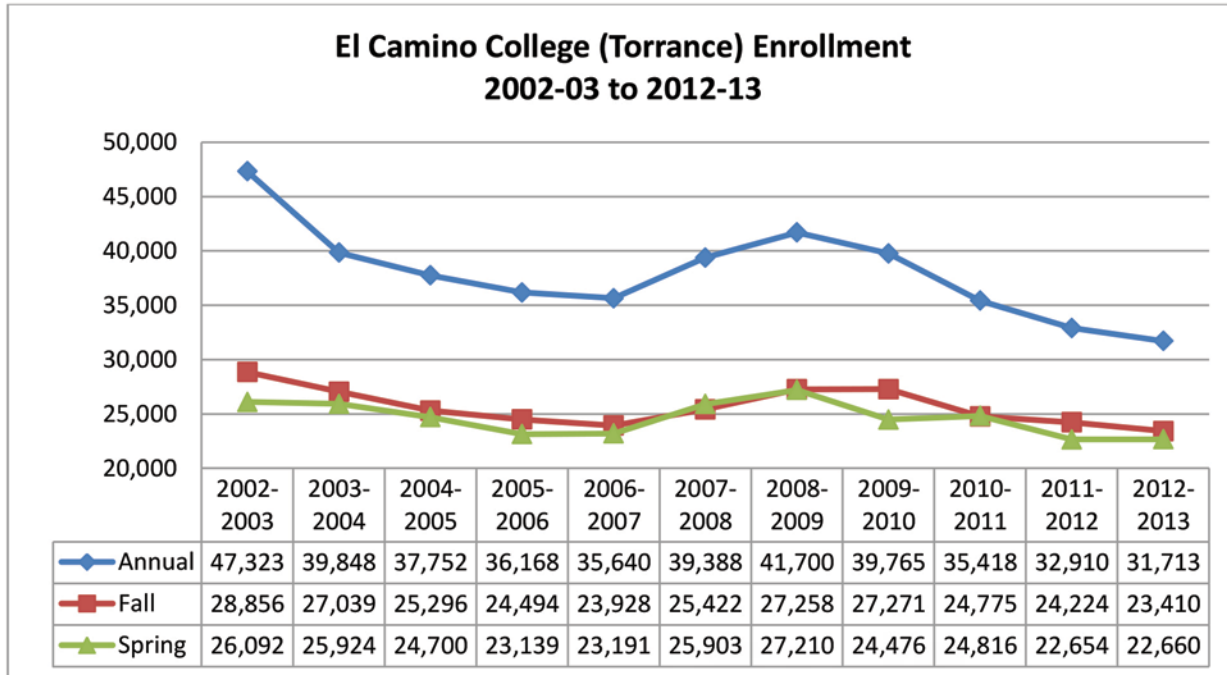|	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Annual	47,323	39,848	37,752	36,168	35,640	39,388	41,700	39,765	35,418	32,910	31,713
Fall	28,856	27,039	25,296	24,494	23,928	25,422	27,258	27,271	24,775	24,224	23,410
Spring	26,092	25,924	24,700	23,139	23,191	25,903	27,210	24,476	24,816	22,654	22,660

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

Time	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	68.0	69.6	70.3	72.0	71.7	69.6	72.7	75.8	78.4	80.5	80.6
Evening	28.2	27.3	26.0	24.3	23.4	21.6	19.7	17.9	17.9	15.9	15.4
Irregular	3.7	3.1	3.7	3.7	4.9	5.1	2.8	3.0	2.1	2.5	2.8

*Irregular meeting times, including Distance Education

Higher education destination of local high school graduates is a method El Camino College utilizes to determine how well the district population is served. Depending on the high school, El Camino College serves between 10% and 42% of graduating seniors who elect to attend a California public higher education institution.

Higher Education Destinations
ECCCD High School
Fall 2010
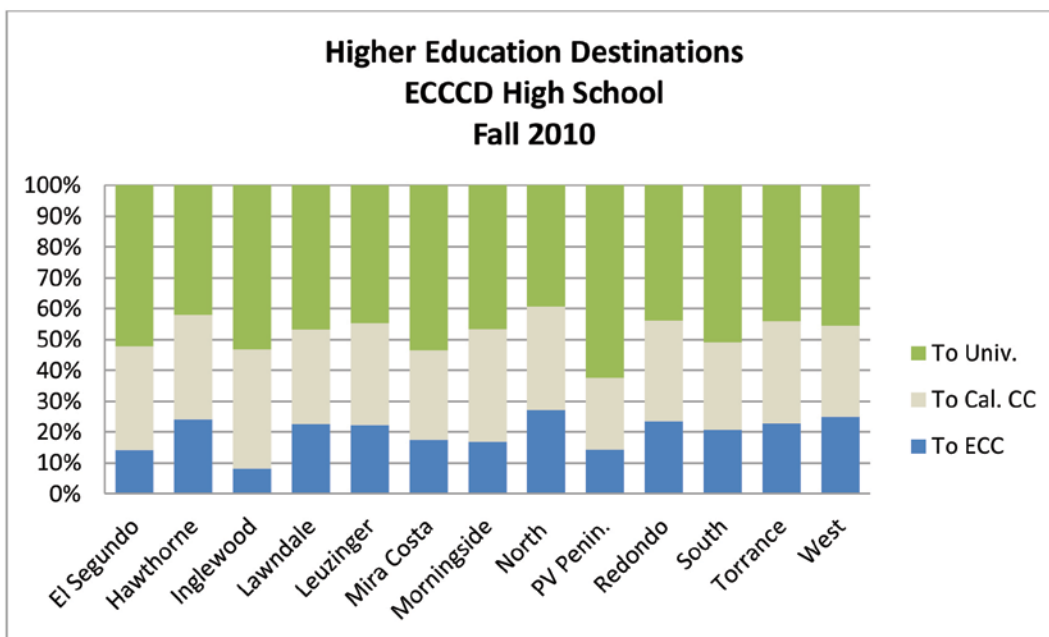
El Camino College Workforce Profile

The following tables profile the ECC workforce in fall 2013. Although the workforce is predominantly White, the percentage is declining in favor of other groups.

Position	Count	%	All CCC%
Educational Administrator	27	2.0	2.2
Academic, Tenured/Tenure Track	330	24.3	20.2
Academic Temporary	549	40.5	47.2
Classified	450	33.2	30.4
Total Workforce	**1,356**	**100.0**	**100.0**

El Camino College
Workforce by Gender and Employment Category
Fall 2013

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	17	2.2	10	1.7	27	2.0
Academic, Tenured/Tenure Track	181	23.8	149	25.0	330	24.3
Academic Temporary	296	39.0	253	42.4	549	40.5
Classified	265	34.9	185	31.0	450	33.2
Total Workforce	**759**	**100**	**597**	**100**	**1,356**	**100**

**El Camino College Workforce
Ethnicity
Fall 2013**

14
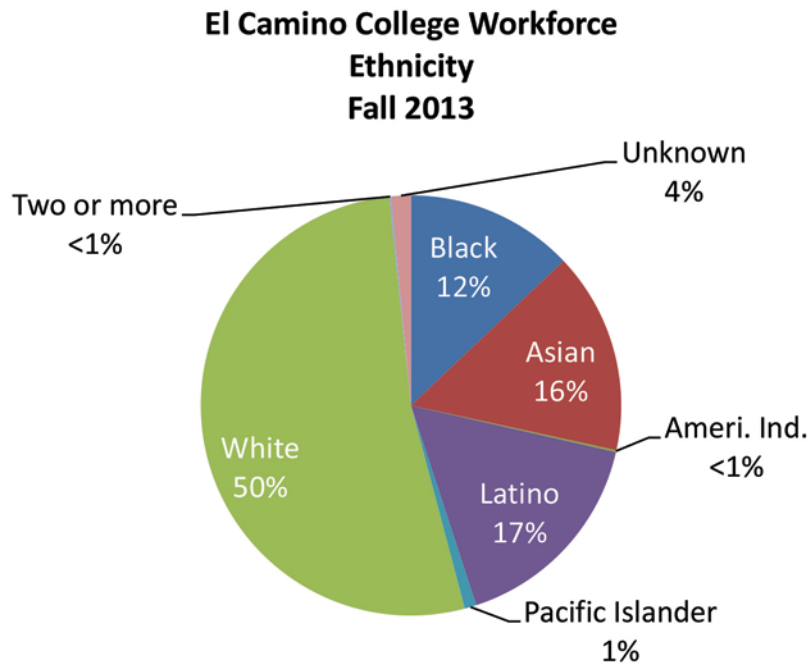
Compton District Profile
The ECC Compton Center serves students primarily from the Compton Community College District (CCCD). CCCD encompasses: Compton, Lynnwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and Southgate. The Compton Community College District has a growing population that is younger than the El Camino College District population by comparison.

Compton District Population by City
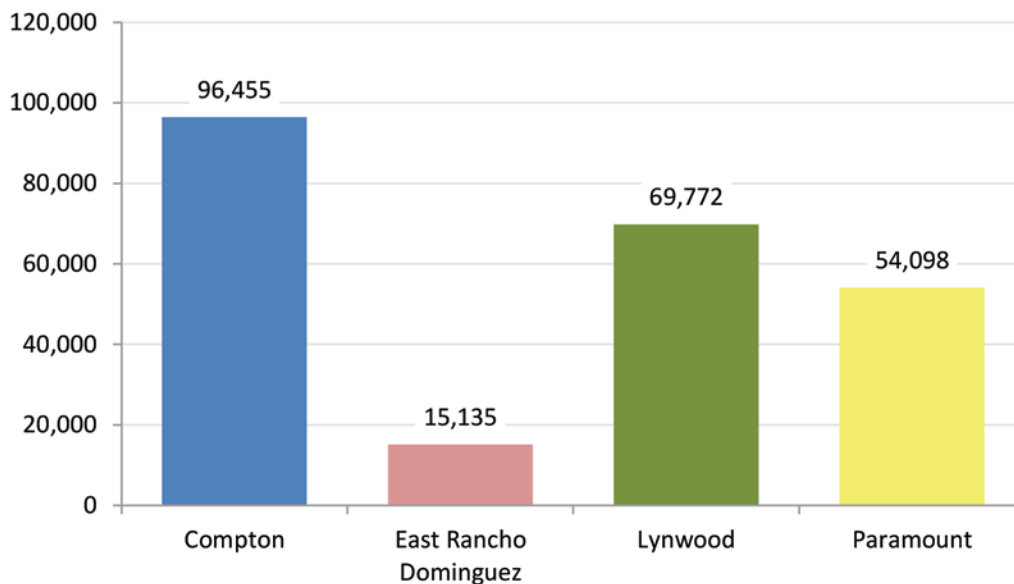
Compton District Median Age by City
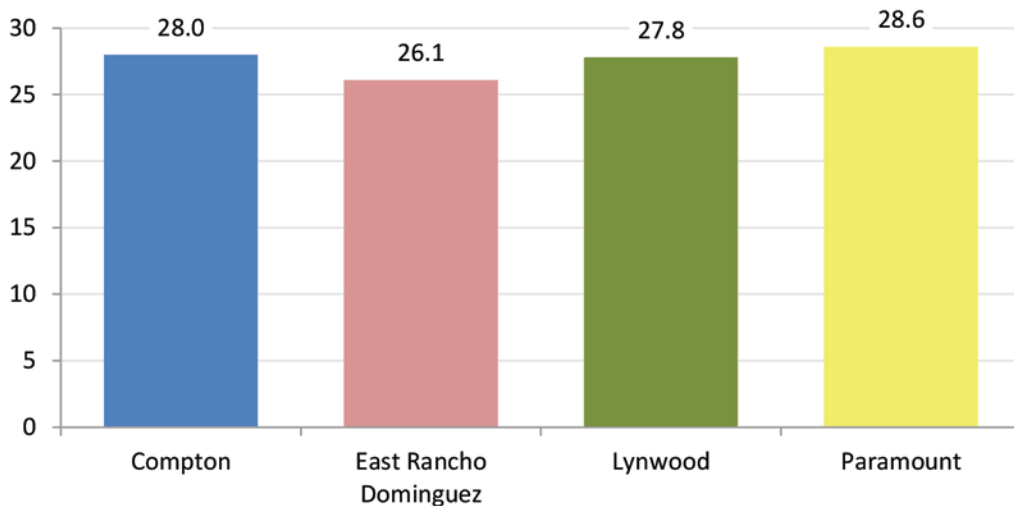
Introduction

El Camino College Compton Center Participation

The table below shows the number of Compton Center students per 1,000 residents by city. Compton has the highest rate of enrollment, providing almost 24 students per 1000 residents each year. The second graph shows the same information for key areas with larger enrollment numbers. It also shows the relative populations (light shaded dots) in each city region to give an idea of the size of the pool from which the Compton Center draws students. Long Beach and Los Angeles have large populations within the selected region but provide a relatively small proportion of students.

City	Enrollments per 1000
BELL	0.7
BELLFLOWER	4.1
CARSON	12.3
COMPTON	23.9
DOWNEY	1.6
GARDENA	6.4
HARBOR CITY	3.1
HUNTINGTON PARK	0.9
LAKEWOOD	2.3
LONG BEACH	5.5
LOS ANGELES	4.4
LYNWOOD	9.6
PARAMOUNT	7.2
SIGNAL HILL	2.2
SOUTH GATE	1.8
TORRANCE	5.1
WILMINGTON	1.8

Enrollments per 1000 Residents
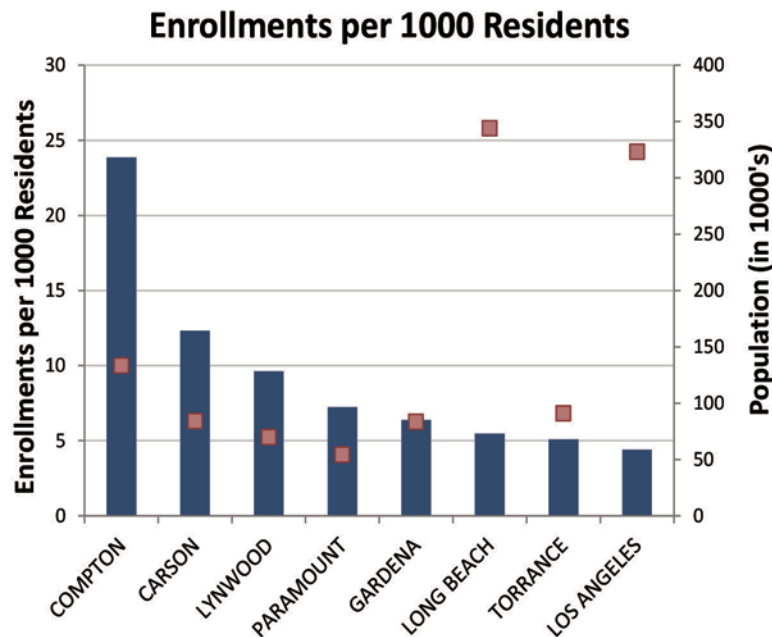
Center and Community Demographics

The El Camino College Compton Center has larger enrollments of women than men. Also, there are proportionately more African-American than Latino students despite more Latinos residing in the district.

**El Camino College Compton Center
Student Enrollment by Gender
2012-13**
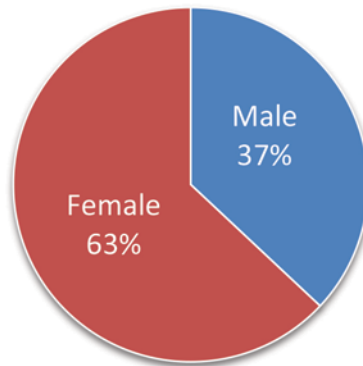
Male
37%

Female
63%

**Compton Community College District
Population by Gender
Census 2010**
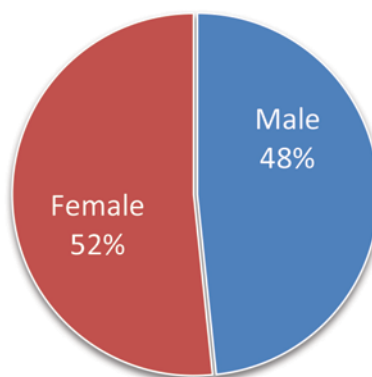
Male
48%

Female
52%

**El Camino College Compton Center
Student Enrollment by Ethnicity
2012-13**

Unknown
1%

White
5%

Two or more
3%

Pacific Islander
1%

Black
37%

Latino
45%

Amer. Ind.
1%

Asian
8%

**Compton Community CollegeDistrict
Population by Ethnicity
Census 2010**

Other
< 1%

White
4%

Pacific Islander
< 1%

Latino
70%

Black
22%

Amer. Ind.
< 1%

Asian
2%

Two Races
< 1%
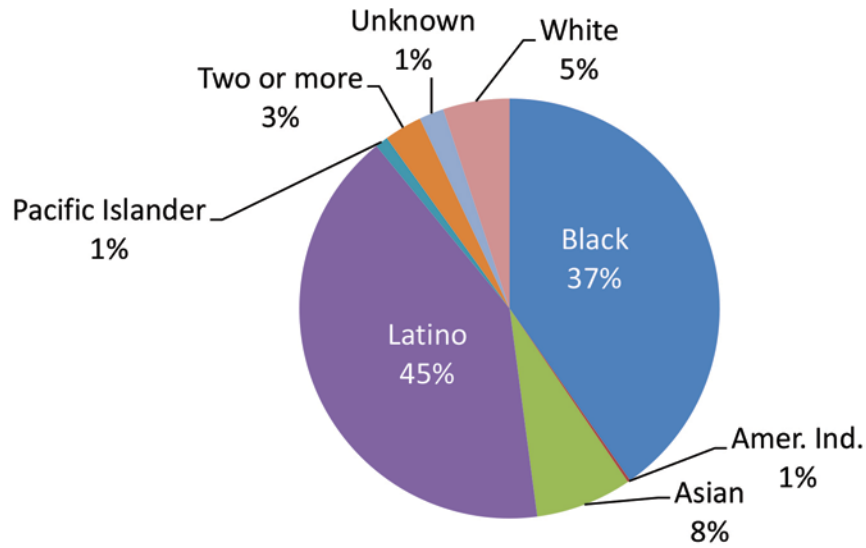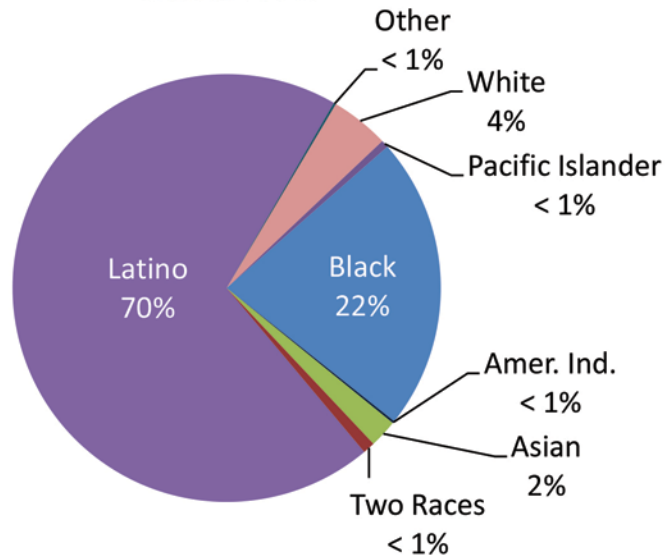
ECC Compton Center Enrollment Profile

Since the beginning of the partnership with El Camino College in 2006, the ECC Compton Center has experienced a significant increase in student enrollment. There was a 31% increase in enrollment from 2007-08 to 2008-09 academic years and a 25% enrollment increase from 2009-10 to 2010-11. In 2011-12, however there was a 9% decrease in enrollment. This decrease is due to state budget reductions, forcing a reduction in course offerings.

Enrollment exclusively in evening courses at the Compton Center has decreased slightly in the last 6 years. In fall 2011, 21% of students were enrolled in evening courses, 7 percentage points lower from peak enrollment in fall 2007 (28%). This may be partly due to growth in Distance Education enrollments (found under the "Irregular" category in the table below).

ECC Compton Center Enrollment 2006-07 to 2012-13

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Annual	6,726	7,682	10,060	12,902	16,189	14,603	13,940
Fall	2,851	3,725	4,923	6,780	8,734	7,912	7,531
Spring	3,025	4,339	5,512	7,354	8,823	7,827	7,608
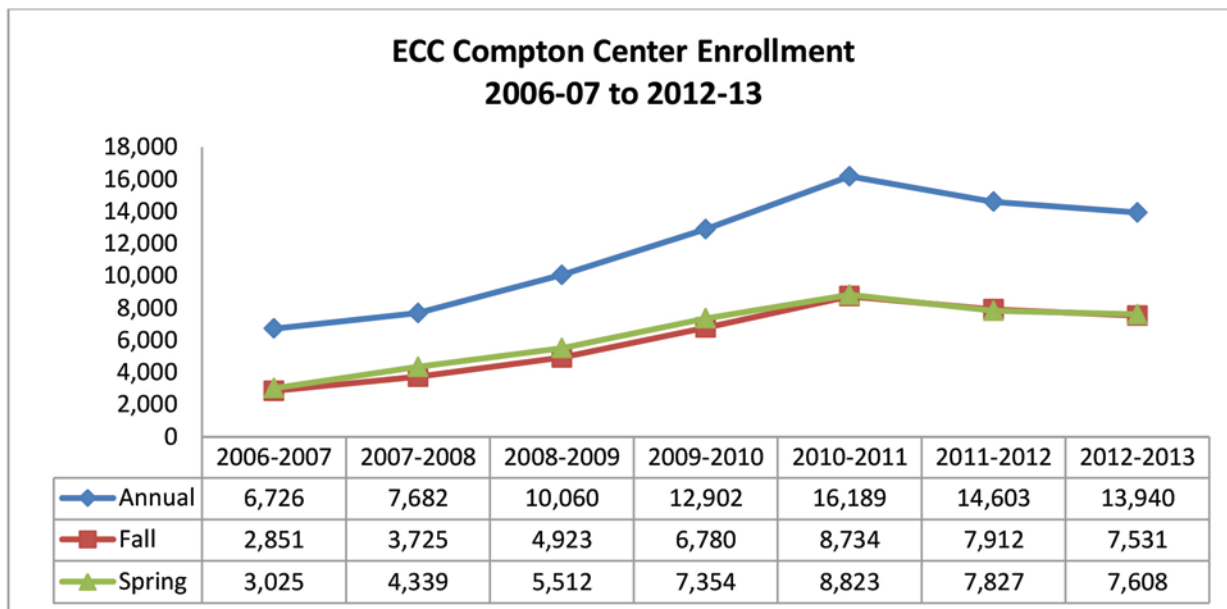
**ECC Compton Center
Day vs. Evening Class Time Status
Percentage (%) in each Category**

Time	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	71.2	69.1	68.8	67.3	68.7	70.6	63.4	66.2
Evening	27.3	28.2	27.9	25.6	24.4	23.8	21.8	21.1
Irregular	1.4	2.7	3.3	7.1	6.9	5.6	7.7	5.2

*Irregular meeting times, including Distance Education

Introduction

The number of college-going students from Compton district and area high schools that attended the Compton Center has increased since the beginning of the partnership. The Compton Center has become one of the top attended community colleges for recent high school graduates from district high schools and high schools within close proximity.

Higher Education Destinations
Compton District and Area High Schools
Fall 2010
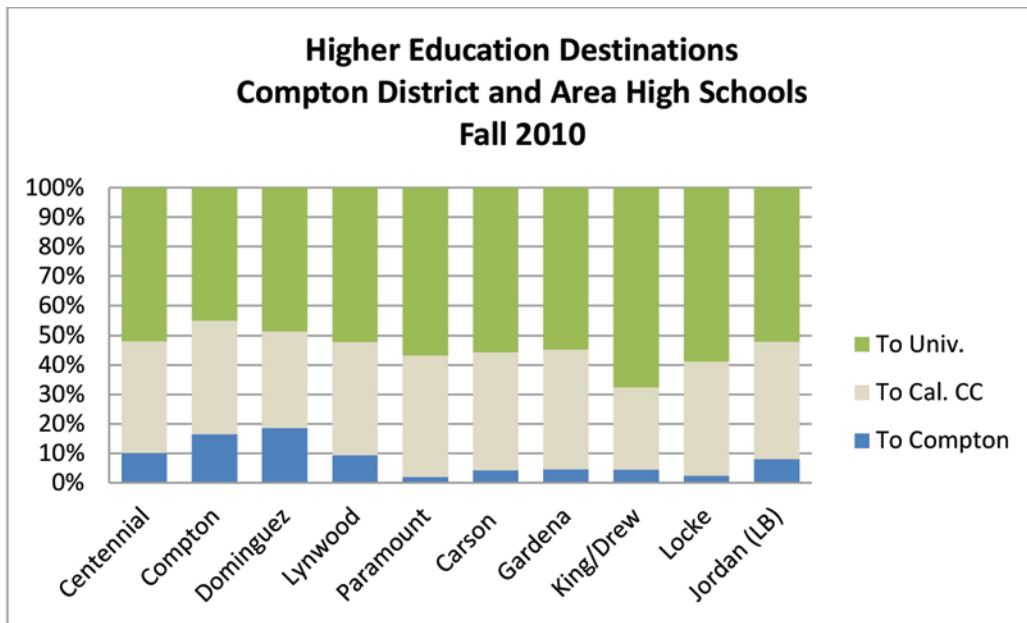
ECC Compton Center Workforce Profile

The workforce at the Compton Center featured in the tables below reflects the broad ethnic and gender diversity. However, like the student population, the workforce does not accurately reflect the community residents.

Compton Community College District
Workforce by Employment Category
Fall 2013

Position	Count	%	All CCC%
Educational Administrator	10	2.5	2.2
Academic, Tenured/Tenure Track	89	22.2	20.2
Academic Temporary	186	46.4	47.2
Classified	116	28.9	30.4
Total Workforce	**382**	**100.0**	**100**

Compton Community College District
Workforce by Gender and Employment Category
Fall 2013

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	3	3.0	4	2.0	10	2.5
Academic, Tenured/Tenure Track	48	23.9	41	20.5	89	21.2
Academic Temporary	79	39.3	107	53.5	186	46.4
Classified	68	33.8	48	24.0	116	28.9
Total Workforce	**201**	**100.0**	**200**	**100.0**	**401**	**100.0**

Compton Community College District
Workforce
Fall 2013
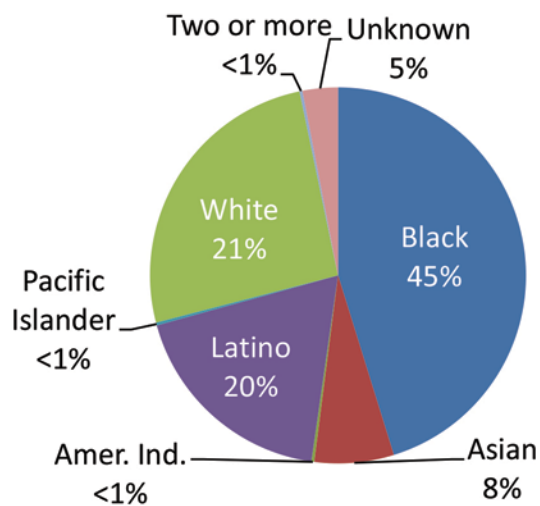
Introduction

Longitudinal Student Achievement Data

El Camino College and Compton Center Fact Books contain a variety of information about El Camino College, the surrounding service area, enrollment trends, special programs, student success and retention and student outcomes. Data for the Fact Book is gathered by the Institutional Research and Planning Office and sources include the State Chancellor's Office, The National Student Clearinghouse and the College's student database. Enrollment data is reported as a total as well as by age, gender, ethnicity, day vs evening, and high school. Student participation in special programs; such as athletics, CalWORKs, DSP&S, EOPS, Financial Aid, International Students, and veterans. Student success and retention data is reported for basic skills courses, transfer level courses, credit/degree and CTE courses. Student success, persistence and degrees are also reported. The latest fact books published are the 2013 El Camino College Annual Fact Book and 2013 El Camino College Compton Center Annual Fact Book.

Evidence - Introduction

Results from the 2008 Comprehensive Visit

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

At El Camino College (ECC), an annual planning process is utilized in every department at both sites. ECC annual plans are divided into four areas, each managed by a Vice President. The areas consist of units, which are managed by deans or directors, and incorporate various programs. At the Compton Center, oversight is given by the CEO and the Vice President in coordination with ECC Vice Presidents and the President. The Compton Center is a smaller institution, thus, plans usually only consist of unit and program plans.

El Camino College and Compton Center are on a consistent 4-year cycle for program review and a 6-year cycle for curriculum review. Once curriculum reviews and program reviews are integrated, departments are able to identify classes requiring revision, addition or omission. The distribution of campus resources are determined by recommendations found in program and curriculum reviews. The vice presidents review the priorities from each unit to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the College's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the Planning and Budget Committee, which makes recommendations to the President's Cabinet for final funding consideration.

The consistent and organized evaluation and planning process assures appropriate apportionment of resources at the College, as well as supporting the endeavor to increase student learning. Decision making is data-driven through the Office of Institutional Research, which provides data analysis for all programs conducting evaluations.

In a letter received on February 8, 2011, the Accrediting Commission for Community and Junior Colleges (ACCJC) stated that El Camino College has resolved Recommendation 1; and the institution is proficient in planning, budgeting, and evaluating outcomes, as well as being capable of sustaining the processes at both sites.

Conclusion
The College has fully met the recommendation.

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

The college has created and published a timeline for the development and assessment of student learning outcomes at the course, program, and institutional levels. Furthermore, the college has established systems to use the results of the assessments to improve delivery of student learning. The college is communicating the expected student learning outcomes to students through several channels. As a result, the visiting evaluation team report from November 2013 noted that the College fully met the Level of Proficiency as required by the ACCJC.

Implementation of Timeline
The timeline created by the Assessment of Learning Committee reflected the faculty's commitment to reaching proficiency by creating, aligning, updating, assessing, and reporting course-level and program-level SLOs. Faculty members have completed their SLO statements and assessment plans. The timelines for course and program level assessments are published on each academic division's Web page.

Introduction

Faculty groups will integrate this timeline into a four-year cycle for program learning outcome assessments in conjunction with curriculum review and program review cycles. At that point, the college will have achieved a sustainable cycle.

Development and Assessment of Student Learning Outcomes

Following El Camino College's submission of its Follow-Up Report and the subsequent November 14, 2012 Follow-Up Team Visit, the Commission required the College to fully resolve the deficiencies noted in the above recommendation. While the evaluation team noted the development of a plan and timeline for Student Learning Outcomes (SLOs) as well as increased course SLO assessment from 2011 to 2012, it recognized that the plan had not resulted in achievement of Proficiency level by fall 2012. They identified that the College needed to:

- Increase and strengthen course SLO assessment
- Ensure degree program assessment of outcomes fully addresses range of knowledge and competencies expected of students
- Ensure assessment results promote fine-tuning of curriculum and other changes resulting in improved student learning

Since the Commission's Follow-Up Team Visit in November 2012 and the Commission's Action Letter delivered in February 2013, El Camino College faculty, staff, and administration have been engaged in a college-wide accelerated effort to identify and assess measurable learning outcomes. Over 300 faculty members have participated in planning and revising assessment processes, conducting learning outcome and assessments, and establishing action plans designed to improve student learning. The 23 member cross-disciplinary Assessment of Learning Committee (ALC), faculty SLO coordinators and SLO facilitators, and the Office of Academic Affairs have coordinated this comprehensive effort.

The College engaged in a wide variety of student learning outcomes assessment actions, including the following:

1. Conducted a campus-wide SLO audit to ascertain verified and increased SLO assessment count
2. Integrated SLO reporting and dialogue with a range of meetings and consultative bodies
3. Promoted increased collaboration and communication regarding student learning among faculty, division SLO committees, SLO facilitators, SLO coordinators, division deans, and the Office of Academic Affairs
4. Allocated budgetary resources for SLO efforts, including new hire and staff development
5. Articulated a mission, goals, and planning activities for the Assessment of Learning Committee
6. Implemented new SLO tracking software
7. Improved SLO assessment reporting and review methods to elicit higher quality analysis and action plans to improve student learning
8. Conducted SLO assessment quality training and presentations
9. Clarified and revised Program Learning Outcome (PLO) guidelines, essential assessment outcomes components, and the PLO approval process
10. Reviewed and generated additional PLOs to ensure breadth and quality of assessment outcomes
11. Continued to incorporate PLO results into fine-tuning of instruction, curriculum, and planning
12. Included additional SLO prompts and guidelines in the Program Review template to more fully integrate SLOs into planning, review, and budgetary processes
13. Standardized and made accessible SLO, PLO, and Institutional Learning Outcomes (ILO) alignment grids and timelines
14. Restructured the SLO webpages and commenced redesign of academic division webpages for ease-of-use and to include additional materials for faculty, staff, administration, and community members
15. Utilized Service Area Outcomes (SAOs) for Student & Community Advancement (SCA) areas to better reflect the programming and services provided by Student Services departments and programs
16. Published an annual SLO Coordinators Report

The College has resolved Recommendation 2 and continues to make significant progress in implementing teaching, curricular, and other changes based on assessment outcomes. The College is at Proficiency level according to the Commission's *Rubric for Institutional Effectiveness: Student Learning Outcomes.* By fall 2014 the College will meet all criteria of the Sustainable Continuous Quality Improvement level.

El Camino College Percentage of PLOs Per Program as of 10.7.2013

% of Programs With One or Two PLO Statements	% of Programs With Three Or More PLOs or Approval For Fewer Than 3 PLOs
3%	97%

Strengthening Program Learning Outcomes
The College continues to ensure that its assessment of degree program outcomes fully addresses the range of knowledge and competencies expected of students and that assessment directly results in improved student learning. PLO practices are ongoing and systematic, resulting in program improvements and enhanced learning.

As of October 7, 2013, the College had significantly increased its number of PLOs in order to effectively measure student learning in degree programs. See table above. Programs completed PLO analysis, revision, and discussion processes in fall 2013. New assessment timelines and alignment grids were completed in early spring 2014.

The College has taken clear actions to increase and strengthen its assessment of program-level outcomes in order to meet accreditation Standards. Faculty work to ensure the number of PLOs is appropriate to fully assess student knowledge and competencies and that PLOs are crafted so results will promote specific instructional, curricular, assessment, and other related actions to improve student learning. PLO results and analysis are continually incorporated into College planning and assessment processes.

Conclusion
El Camino College has successfully addressed the issues noted in Recommendation 2 and the Commission's Action Letter dated February 11, 2013. Much work has been completed to increase and strengthen SLO outcomes assessment at both the course and program levels. The College mobilized to increase the number and quality of SLOs and PLOs, to refine all aspects of its assessment processes, and to increasingly incorporate assessments into program planning, review, resource allocation, and campus dialogue, improving student learning. The College has achieved Proficiency status on the *ACCJC Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes* and is well on the way to achieving Sustainable Continuous Quality Improvement status by fall 2014.

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

The 2011 midterm report details the steps the College has taken to revise curriculum review processes and cycles so that curriculum across the College are reviewed on a regular schedule. The College has integrated the curriculum review and program review processes. The cycle of review assures the currency of the curriculum. Program review, course review, and curriculum planning are all closely related and linked. Course review reports are updated by the College Curriculum Committee and the Office of Academic affairs. These reports are useful in curriculum planning and program review. Program review may lead to changes in a course. The College has instituted a sustainable cycle of course and program review, as findings from the two influence one another.

The use of CurricUNET has provided one place to store curriculum and program review. This allows faculty to access and review course outlines of record and program reviews in a more efficient manner. The same results should occur when the College completes its transition to the TracDat database which will house SLOs.

The College Curriculum Committee (CCC) continues to use a two track approach to curriculum review. Substantive changes are submitted to the CCC for a full review while non-substantive changes are examined by a sub-committee. This approach streamlines the process while still insuring that full attention is paid to larger issues involving substantive change. Any proposed curriculum changes are recorded in the minutes and posted to the College portal for reference.

Introduction

Program reviews occur on a four-year cycle with Career and Technical Education on a two-year cycle. Program reviews include course review timelines, analysis of courses offered, a review of student learning outcomes, and recommendations for new courses or inactivation of current ones. The course review cycles have been outlined through 2017 and the College will review approximately 240 courses per year to meet conditions of Standard IIA. During this process courses are evaluated for relevance and appropriateness. The Associate Dean of Academic Affairs monitors and assists the program review process. Final drafts are uploaded to the Academic Affairs program webpage.

Conclusion

The ACCJC declared the recommendation met in its December 2009 correspondence. They found the review process to be complete and a model is now in place allowing for continuous assessment.

Recommendation 4: The college needs to assure that online courses and programs are consistent in meeting the same level of rigor as on campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to the students taking these courses. (II.A.1.b; II.A.2; II.A.a.2; II.A.6; II.A.7)

El Camino College expands, implements, and evaluates all classes and school programs, in addition to online education, by following Administrative Procedure 4105, which relates to Distance Education. Each existing or proposed course available through distance education is reviewed and accepted individually. The review process for distance education classes follows the same curriculum approval measures as noted in the Program, Curriculum, and Course Development Board Policy (BP 4020).

El Camino College provides equivalent student support services both on campus and online. The library and learning resource center services are accessible online through the library's Web page. Library services include access to the online catalog, databases, e-books, E-res and Ask-A-Librarian. Online student services include an online application to the college, orientation, sample testing materials, virtual counseling, course registration, and financial aid application, payment of fees, textbook purchases, transcript ordering and tutoring services.

Following a campus visit by the ACCJC in the fall of 2009, a letter was sent from the Commission on December 15, 2009, noting that El Camino College's on-site and online courses met equivalent academic rigor and that the college should consider submitting a substantive change proposal to acquire approval for the online course offerings.

On October 1, 2010, El Camino College submitted the Addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance Electronic Delivery substantive change proposal to the ACCJC. The document requested approval for thirteen Certificate programs, ten Associate of Arts degree programs, four Associate of Science degree programs and the General Education program through courses offered by distance education.

In a letter received on December 11, 2012, The ACCJC stated that El Camino College has resolved Recommendation 4. The ACCJC noted that the institution is delivering distance education courses comparable to on-ground class offerings and comparable student services on-campus and online.

Conclusion

The College has fully met the recommendation.

Recommendation 5: El Camino College and the ECC Compton Center need to fully integrate SLO assessment into the faculty evaluation process. The ECC Compton Center must implement its faculty evaluations and use the results of these evaluations to encourage instructional improvements and faculty development plans. (III.A.1.b; III.A.1.c)

The faculty evaluation process at El Camino College integrates student learning outcomes (SLO) assessment into faculty evaluations. The overall faculty evaluation process at El Camino College includes four major components; the Self-evaluation Report, Classroom Observation Reports, Student Survey Results and the Dean's Evaluation. A meeting is held with faculty member and evaluator(s), and a summary conference report of these components is completed by the evaluating team.

Student learning outcomes (SLO) assessment is integrated into the self-evaluation component of faculty evaluations. In the self-evaluation component, a faculty member is asked to report on progress in four areas:

1. Objectives for the Continued Improvement of Instruction and Student Learning Outcomes
2. Analysis of Student Survey
3. Professional Growth
4. Analysis of Previous Objectives for the Improvement of Instruction and Student Learning Outcomes

Self-evaluations are reviewed by the evaluation panel to ensure all four components are addressed. In addition, faculty members are asked in Sections 1 and 4 to connect the assessment of student learning outcomes in their courses and programs with changes made to improve instruction. A sampling of faculty self- evaluation reports from mathematics, fine arts and natural sciences shows faculty members are at different levels of development and are making progress each year.

Faculty members at ECC Compton Center currently alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel of discipline faculty and non-discipline faculty from both ECC Compton Center and El Camino College.

During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member's participation in professional duties, such as committee work and staff development. The faculty member prepares a portfolio containing a self-evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies.

Comprehensive and Basic Evaluations of Compton faculty are proceeding according to the published timeline. The 2013-2014 timeline included the comprehensive evaluation of thirteen tenured and twenty-eight probationary faculty members. Thirteen tenured faculty members completed the basic evaluation process.

All faculty members are required to include an assessment of SLOs in their Self- Evaluation and to document assessment, reflection, and changes to pedagogy. Faculty members are required to discuss all

three areas comprehensively. If they do not, the area deans will work with faculty members to asses all three areas. As a result most faculty members have amended their portfolios as needed.

Conclusion
The College and ECC Compton Center SLO assessment are more closely aligned with the faculty evaluation process. All faculty members are now required to address student learning outcomes. Even with these new improvements, the quality of the assessment varies, but is improving across all areas.

Recommendation 6. El Camino College must develop a fiscal management plan at all sites, matched to its revenues, to assure the fiscal soundness of the institution. (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3)

The El Camino Community College District (ECCCD) meets or exceeds the Accreditation Commission's eligibility standards for fiscal stability.

Continuing Fiscal Soundness at El Camino Community College District
ECCCD's fiscal soundness is evidenced by a strong reserve for contingencies of approximately 20%. The ability to avoid layoffs, furloughs, or pay reductions for permanent employees during the recent state budget crisis and the comprehensive funding of student support services is ad for the evidence of the District fiscal soundness. In addition, the district currently plans to meet 100% of its OPEB (Other Post-Employee Benefits) obligation to fund retiree health benefits by the year ended June 30, 2014.

Background of the El Camino College Compton Center
As outlined in Assembly Bill 318, Compton Community College District (CCCD) provides funding to the El Camino College Compton Center for El Camino College's providing academic and student support programs to CCCD constituents. Since 2004, CCCD has been under the oversight of a state appointed Special Trustee. In mid-September of 2011, a former CCCD Special Trustee was appointed to CCCD by the California Community College Chancellors Office. This Special Trustee is a seasoned financial professional, who has served as Special Trustee and fiscal advisor to several community college districts in the state of California, in addition to CCCD.

Introduction

In 2006 under AB 3418, CCCD received authorization for a $30 million emergency loan from the State of California. Since 2006, CCCD has drawn down $18 million, with the last draw down occurring in 2009. As of August 1, 2012, of the $18 million, the District has $1.5 million available. CCCD does not anticipate any further borrowing from the state emergency loan for fiscal stability. The CCCD makes its annual debt services payment on the loan balance of approximately $1.2 million per year. The state emergency loan payments are included in the District Fiscal Management Plan and include debt service payments through June 2029.

Assuring Fiscal Soundness at El Camino College Compton Center

Since the arrival of the Special Trustee in 2011, CCCD, in consultation with the El Camino College Superintendent/President, finalized and adopted the final budgets each year through 2013/2014, implemented mid-year budget reductions for 2011/2012 due to state funding reductions, developed a 2014/2015 Tentative Budget, and developed a five-year Fiscal Management Plan matched to CCCD revenues. In accordance with Accreditation Standards (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3), the CCCD has made significant and sustainable progress in assuring fiscal soundness. During fall 2012, CCCD created and maintained a Planning and Budget Calendar. This calendar was reviewed by the CCCD Planning and Budget Committee, the CCCD Consultative Council and the CCCD Special Trustee for review, input, and approval.

Since the 2008 El Camino College accreditation visit, CCCD has completed six fiscal audits. The 2008/09 and 2009/10 audits were completed on time, and had no "going concern." Due to critical staffing changes in the CCCD Business Office, the 2010/2011 audit was not completed on time. The 2010/2011 audit did not contain a letter of "going concern." However, similar to previous audits, the 2010/2011 audit continued to show significant findings in the CCCD business services. To address the significant findings from the fiscal audit, CCCD in consultation with the El Camino College Superintendent/President, implemented a staffing reorganization plan for the CCCD Business Office. In April 2012, CCCD hired a new Chief Business Officer (CBO) to provide oversight of the Business Office. In addition, CCCD hired a Budget Analyst to provide daily oversight of the CCCD budget. In filling these critical positions, CCCD is addressing all remaining audit recommendations in a timely manner. The audits for 2011-12 and 2012-13 were clean.

Fiscal Soundness of the El Camino Community College District

El Camino Community College District (ECCCD) has a demonstrated history of proactive fiscal management. On December 15, 2008, the District's Board of Trustees took effective action to begin building its ending balance in order to withstand looming state deficits. The Board took action to reduce ECCCD's budget by $5.145 million. This proactive budgeting approach has allowed the District to maintain a robust financial profile in spite of California's fiscal challenges during the past five years. The District continues planning in all areas, including facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.

ECCCD audits are prepared on time and are filed in a timely manner with the state. The June 30, 2013 audit can be found on the El Camino College Board of Trustees web page. ECCD's Community College Financial Status reports, CCFS 311 and CCFS 320, are prepared on time and are filed in a timely manner with the State. El Camino has maintained its FTES goals to maximize state apportionment revenue. Recent ratings of outside credit rating agencies are as follows: Standard and Poor's is AA, strong positive outlook and Moody's is Aa1, stable outlook. These ratings indicate the College's capacity to meet its financial commitments is very strong and the bond issued to the College is of high quality and subject to very low risk.

Conclusion

El Camino College continues to be fiscally sound. Its board and management are prepared to implement the necessary steps to assure long-term stability; most recently evidenced with the Board's actions of December 2008 through 2013-14. It is anticipated that such prudent decisions will be required for at least five additional years.

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

El Camino College employs a well-qualified staff dedicated to meeting the needs of students and the community. There are currently 335 full-time and 597 part-time faculty members. College management, office, technical, and grounds support functions are filled by 370 classified and confidential employees, 20 police officers, 58 administrators, and 20 supervisors. In addition, approximately 800 students, temporary classifieds, and casual employees provide additional office, classroom and lab assistance.

Staffing Plans
El Camino College's staffing plan for all employees assures the effectiveness of human resources, includes written criteria for all personnel hired, and assigns individuals to duties appropriate to their expertise and the needs of the College. The plan was approved in 2009 and updated in 2012 for inclusion in the Comprehensive Master Plan (page 117).

Staffing plans are developed in conjunction with program reviews where staffing needs are identified. Program managers submit justifications for filling vacant or new positions to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.

The College adheres to equal employment opportunity guidelines and objective job-related criteria as determined by position qualifications, college objectives, and representative selection for hiring. All employees must meet specific criteria based on representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division/department, the President's Cabinet, and the appropriate union representatives, where applicable. Position announcements are then published through the Human Resources Office. Academic and classified employee hiring processes are outlined in Board-approved policies (BP 7120 Recruitment and Selection) and respective collective bargaining agreements (AFT Appendix M, page 188).

Several staffing issues face the College as it prepares for the next five to ten years. El Camino College will experience significant changes in mid- and upper-level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce was over fifty years of age.

The present El Camino College organizational structure is relatively lean at the top levels of administration, particularly when compared to the student enrollment base plus the span of control required for academic and support services oversight, compared to other comparable colleges of size. Additionally, the partnership with Compton Community College District has introduced a complexity that did not previously exist.

At the El Camino College Compton Center (Center), 94 full-time faculty members and 173 part-time faculty members are employed by the Compton Community College District. The original staffing projections at the time the partnership began in 2006 indicated that the FTES would decrease and level off between the years 2006-2011, requiring staffing decreases. That trend did not materialize. Instead, ECC Compton Center experienced steady enrollment growth. When compared to other campuses that generate approximately 7000 FTES (2010-2011), the Full-time Equivalent Faculty at ECC Compton Center is comparable in size.

Critical management positions at ECC Compton Center have been filled with qualified, regular permanent employees. The key leadership positions filled include: chief executive officer, vice president, four academic deans, chief business officer, a human resources dean, and a director of facilities, planning and operations. In the area of Student Services, management positions filled include the dean of student success, director of admissions and records, director of student development and athletics, director of financial aid, director of CalWORKs, TANF and DSP&S, and a director of EOPS/CARE. A total of 128 full-time and 39 part-time classified employees work at ECC Compton Center. Based on planning and restructuring, a reduction in staffing was implemented at ECC Compton Center, and nine classified positions and one supervisory position were eliminated in May 2011.

Conclusion
El Camino College has ensured the development of an effective and equitable human resources plan for employees of the ECCCD and the CCCD, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the College and ECC Compton Center. Center staffing decisions are reviewed on a regular basis by the El Camino College President's Cabinet before positions are forwarded to the CCCD Special Trustee for consideration.

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

As noted by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Comprehensive Master Plan was originally developed in 1998; updated in 2004; and again in 2012. The El Camino College Facilities Master Plan was completed in 2010 and updated in 2012. A facilities master plan for ECC Compton Center was developed in 2008 and revised and approved in 2012. The Comprehensive Master Plan consists of an Educational, Facilities, Technology, and Staffing Plans.

Linked Educational and Facilities Master Plans
The development of the new Comprehensive Master Plan began in fall 2007, with the College updating the 2004 Comprehensive Master Plan and ECC Compton Center creating a Comprehensive Master Plan. The process began with all managers in Academic Affairs and Support Services updating their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a one- to five-year and five- to ten-year time frame. The academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at ECC Compton Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In fall 2008, program summaries and enrollment data were used to develop space- needs analysis and staffing plans. A consulting firm conducted a facilities space-use analysis for the College and ECC Compton Center. This report guided the new Educational Master Plan and Facilities Master Plan.

At the September 2008 Board Meeting, the Special Trustee, in response to an immediate need for state funding for infrastructure projects at ECC Compton Center, approved the draft Facilities Master Plan. El Camino College Compton Center received $44 million in much- needed funding to build a new central plant at ECC Compton Center to provide cooling and heating; new electrical trunk lines and data lines, water systems, and drainage systems were constructed with these funds. The plan was revised, and the new Facilities Master Plan for ECC Compton Center was approved in July 2012.

The analysis demonstrates ECC Compton Center will experience slow but steady growth and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered learning. Accessibility of student services and increases in interventions to support under-prepared students will continue to be emphasized.

The Facilities Master Plan is an integral part of the College planning process and is directly correlated to the Strategic Initiatives. The Facilities Master Plan was presented to the Facilities Steering Committee, a group that considers facilities projects and provides recommendations to the President. The group meets quarterly; more frequently if needed. The Facilities Master Plan was reviewed by the committee in the spring of 2012. The committee recommended positive changes to the plan. The plan was approved by the steering committee and included as part of the Comprehensive Master Plan, approved by the Board of Trustees in July 2012. In November 2012, the residents of the El Camino Community College District passed a $350,000 bond. This bond funding allows the college to complete the modernization of buildings outlined in the Facilities Master Plan, which were not funded by El Camino College's previous local bond passed in November 2002.

Conclusion
El Camino College has developed Facilities Master Plans for both the College and ECC Compton Center. The Facilities Master Plan is integrated into the Comprehensive Master Plan and is an integral part of the plan.

Recommendation 9: The Board of Trustees of El Camino Community College District must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code.

The Board of Trustees adopted Board Policy 2715 Code of Ethics/Standards of Practice which includes a clearly defined policy for dealing with ethics violations. Potential violations will be investigated, and appropriate actions will be taken by the board. Actions may range from a letter of reprimand to official censure. The Board of Trustees adopted this policy in July 2009. The ACCJ declared the recommendation met and the college in compliance in its December 2009 correspondence with the college.

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

The Distance Education Substantive Change Proposal was sent to the Commission on October 1, 2010. On March 23, 2011, ACCJC approved a substantive change proposal for El Camino College to offer 13 Certificates, 10 Associate in Arts degrees and 4 Associate in Science degrees at 50% or more through a mode of distance or electronic delivery.

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

The program review timeline has been modified from a six-year cycle to a four-year cycle. In anticipation of the increased demands for institutional research support to accommodate a four- year cycle, a new research analyst was hired.

To more closely integrate program review recommendations with planning and resource allocation processes, program review recommendations are prioritized and incorporated into program annual plans as goals. These goals are evaluated on a semi-annual basis. Following evaluation, goals may be implemented or carried forward into the next year. Annual plans allow programs to continually evaluate their accomplishments, to identify new needs, and to prioritize funding requests based on current data.

Evidence - Recommendations

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Abstract

Standard I.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.

The El Camino College (ECC) developed its mission by assessing the educational needs of the community. Serving the South Bay area for over 65 years, the College provides various educational options and support services to assist students of a diverse background in attaining their academic and career goals. The comprehensive list of educational programs offered range from career technical education, degree- or certificate-granting programs, transfer programs, community education, and workforce training. Additionally, ECC provides a broad set of academic and support programs for students entering the College at a wide range of levels including college-ready and students in need of remedial coursework.

The College mission is consistent with the purposes of a community college outlined in the California Master Plan of 1960. The ECC mission states, "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." (BP 1200, updated June 21, 2010).

Standard I.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.

The College demonstrates a conscious effort to produce and support student learning by conducting annual assessments of student achievement. The measures of achievement are tracked through data collection pertaining to successful course completion, college persistence, goal completion (degrees and certificates), and transfer to four-year schools. Data is available in the College's Annual *Fact Book* and on the Student Achievement page of the Institutional Research and Planning Web page.

Additionally, the Assessment of Learning Committee (ALC) measures how effectively the College is fulfilling the mission to enhance student success and provide high quality services. Through the program review and annual planning process, assessment results are used as evidence to augment curricular, planning, and budgetary choices designed to enhance student success. Every course offered at the College has associated Student Learning Outcomes (SLOs). Additionally, every academic program has program-level outcomes (PLOs) and each administrative and student service area has Service Area Outcomes (SAOs). The College also has Institutional Learning Outcome (ILOs). Results of the outcomes are used in the planning and budgeting process through program review and the submission of program, unit and area plans. SLOs, PLOs, SAOs and ILOs assessment is ongoing and utilized to enhance student learning and teaching practices, to inform curricular and programmatic changes, and provide evidence for funding requests in program review.

El Camino College uses ongoing evaluation and planning to improve student learning by the development and prioritization of recommendations and goals in program reviews, program plans, unit plans and area plans. Further collaborative discourse about student learning occurs at the Annual Planning Summits, which host representatives from El Camino College and Compton Center. In addition, the Planning and Budgeting Committee (PBC) oversee and conduct an annual review of institutional processes, establishing and endorsing changes as needed.

Abstract

Standard IIA: Student Learning Programs and Services

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

The College offers high quality instructional programs suitable to the population it serves, regardless of location or means of delivery. Course offerings are guided by the College's governing principles such as the Mission Statement, Statement of Values, Strategic Initiatives, Institutional Learning Outcomes and board policies. Quality of instruction and appropriate breadth, depth, and rigor are assured through the College's ongoing and systematic preparation and assessment of its student learning outcomes. The College evaluates its student learning outcomes, courses and programs regularly. The results of reviews are entered into the College's planning software. In this way, the College can use the results to create an environment that supports student learning.

The College creates a supportive learning environment in multiple ways. Course offerings include basic skills, transfer, career and technical education, and personal development classes. Course relevancy is determined through student surveys, student learning assessments, and the actions of bodies such as the Curriculum Committee. Students are kept informed of school policies and transfer agreements through various media such as the course catalog and the College's website.

Standard IIB: 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.

The College provides an array of programs to meet the needs of its diverse population. The Student Success Transfer and Retention Services is comprised of 30 student support services and was recognized by the Chancellor's Office as a best practice. Along with counseling and matriculation which help provide students with access and a pathway throughout the institutional experience, SSTARS offers a variety of programs for students' benefit. Honors Transfer, First Year Experience, Puente, Project Success, EOPS and CalWORKs are a few of the programs available. These programs are designed to address students' personal and academic needs.

The College and its Student Services departments use multiple means to systematically evaluate these offerings. The College collects data from student satisfaction surveys and the CCSSE to use in assessing its programs. The College also engages in program review and Student Area Outcomes assessment. Program review occurs every four years while SAO assessment is ongoing.

Standard IIC: Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The College's Learning Resources Unit and ECC Compton Center's newly opened Library and Student Success Center provide sufficient support to meet the institution's instructional programs and cultural activities. The LRU holds more than 100,000 books and gives students access to over forty databases online. The LRU and the Library and Student Success Center also provide academic support for students in the form of tutoring programs, computer labs, and bibliographic instruction. Library and learning support services assess Service Area Outcomes to evaluate effectiveness. SAOs are divided into subcategories to better reflect the departments they serve. The results of SAO assessment and data from student satisfaction surveys are utilized in program review and are eventually placed in the College's planning tool and linked to budgeting and planning, as is procedure for the departments at the College.

Standard III.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.

Under the auspice of the Human Resource department, the College hiring process ensures that applicants and new hires meet the required qualifications and are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. The institution ensures its commitment to the educational role of persons of diverse backgrounds in a number of ways. The College maintains an Office of Staff and Student Diversity, which includes a director and support staff. In addition, campus employees are trained as Equal Employment Opportunity representatives, and these trained employees volunteer to serve on hiring panels for all full-time permanent employees. The Human Resources department also screens applicant pools to ensure a diversity of applicants to permanent positions.

Abstract

Standard III.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.

The College's physical resource planning is integrated with institutional planning through the use of program review and annual planning cycles. The College uses the process of program review to assess how well its physical resources support programs and services. As each program is systematically reviewed, the facilities and equipment being used are evaluated and areas of improvement identified. Areas of improvement 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. Unit plans forwarded to the area vice-presidents to prioritize needs and develop funding strategies. Once the facilities needs are identified and prioritized by the vice-presidents, the funding requests are sent to the Planning and Budgeting Committee for review and recommendation to the president.

The institution plans, builds, maintains, and upgrades its physical resources to ensure effective utilization and quality necessary to support its programs and services. The areas identified for upgrading and remodeling are included in the Facilities Master Plan. The Facilities Master Plan for the El Camino College District and the Compton Community College District are both part of the El Camino College Comprehensive Master Plan. The Facilities Master Plan recommendations present an overall picture of the future campus and address the project goals that were identified at the start of the planning process.

Standard III.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.

The College uses its technology resources to support its infrastructure, academic programs, and institutional effectiveness. The College relies on technology committees to assess its resources. The work of the technology committees helps maintain the College's equipment and plan for its future needs, whether that is updating computers or the construction of new buildings. The College's Information and Technology Services (ITS) department and Institutional Research and Planning collaborate on data gathering and analysis to aid the College in planning for its future technological needs. Academic programs include technology needs in their Program Review and as part of the annual planning process for the academic units. The requests are then reviewed and prioritized for inclusion into the vice-president's area plans, which are submitted to the Planning and Budgeting Committee for review. These processes assure that Technology planning is integrated with the College's institutional planning and that the current and future technology infrastructure can support its academic programs.

Standard III.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 solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in Multi-college systems.

The institution continues to create and maintain a conservative budget that supports student learning. Our highest value is placed on our students and their educational goals. As a result, considerable effort is placed on academic, technological, facilities and staffing needs for the current and long-term. The institution has established seven Strategic Initiatives to accompany a strong mission, vision, values, goals and institutional learning outcomes in the continual effort to provide sufficient support of student success and long-term financial solvency.

The mission, values, vision and strategic initiatives provide El Camino College (ECC) its foundation for fiscal planning and resource allocation. Multiple individuals and groups are essential to the development of campus planning. Area vice presidents match identified priorities with resources, which are presented to the PBC. The PBC reviews the recommendations assuring adherence to the mission and strategic initiatives of the institution. The institutional strategic initiatives, which carry out the College mission, are embedded in the annual planning process. Every year, faculty and staff identify program and divisional needs. These priorities are placed in the Annual Plan after ensuring that they coincide with strategic initiatives and support student learning outcome assessment and program review.

The Comprehensive Master Plan establishes priorities among the needs of the college and indicates the direction of future funding. The Master Plan provides a foundation for long-term financial allocation for the campus. Along with these established long-term priorities the campus provides avenues for short-term and emergency funding such as the health and safety, equipment replacement and continued upgrade of campus technology.

The final budget is annually developed in consultation with recommendations from the PBC, college council and other consultation committees as established by the superintendent/president. They identify institutional goals for the budget cycle. While under development, the preliminary, tentative and final budget is discussed every spring in various consultation groups such as PBC and academic senate. The preliminary budget and final budget along with PBC minutes are posted on the president's Web page.

Standard IV.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.

El Camino College is committed to ethical and effective leadership practices throughout the institution. This commitment is demonstrated in the College Mission Statement, Statement of Values, and Strategic Initiatives, as noted in the College catalog, website and printed on posters in offices on campus.

El Camino College acts with integrity and honesty when interacting with personnel, students and the community. The College's board policies guide the decision making process determine appropriate campus conduct. Board Policy 2715 Code of Ethics/Standards of Practice defines appropriate behavior and the process used by the Board to examine any charge or grievance made. ECC has adopted policies and procedures on student's rights and responsibilities, academic freedom, student academic honesty, and standards of conduct. There are also policies pertaining to grade changes, course repetition, probation, dismissal and readmission, limitation to remedial coursework, academic renewal, and program, curriculum and course development.

College personnel and students collaborate to improve programs and services on campus by participating in committees as representatives for Academic Senate, El Camino College Federation of Teachers, Associated Student Body, El Camino Classified Employees and Confidential employees and Management. Representatives from all constituents participated in the 2014 re-affirmation for accreditation self-evaluation process.

Abstract

Standard IV.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.

El Camino College leadership consists of a Board of Trustees and a President. Board members are chosen from the community to represent public interests. The Board of Trustees works to create policies for the effective operation of the institution while the President is required to implement the policies produced by the Board. The Trustees also follow the pre-existing policies and statutes pertaining to work obligations and duties in order to protect the integrity of the institution and to promote the academic achievement of the College. An additional measure to ensure effectiveness is the administration of an annual performance evaluation for the President and the Board of Trustees.
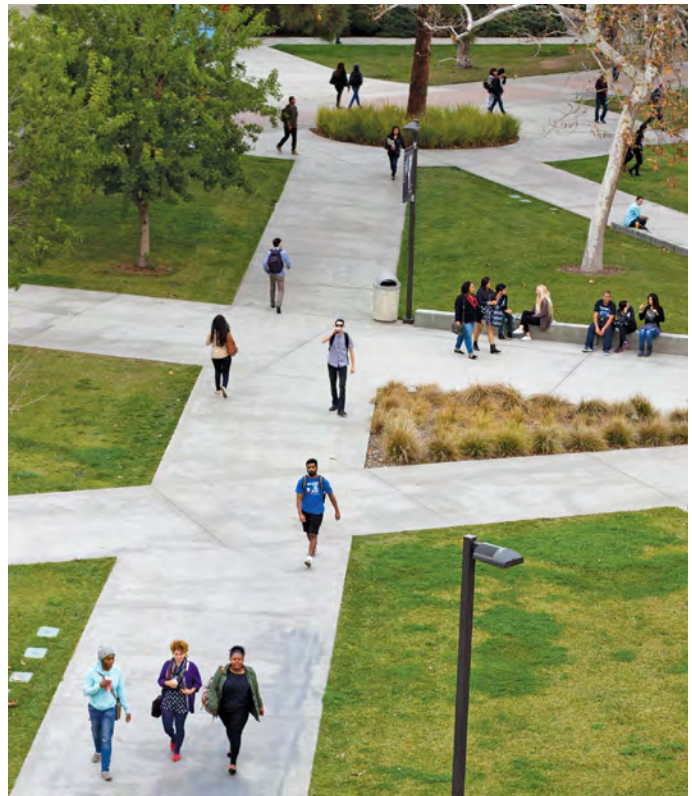
Organization of the Self-Study

Organization of the Self-Study

Accreditation Liaison
Jeanie Nishime, Vice President,
Student and Community Advancement
Accreditation Co-Chairs –
Jean Shankweiler, Dean, Natural Sciences
Matthew Cheung, Faculty, Humanities
Holly Schumacher,
Compton Center, Counselor

ACCREDITATION SELF-EVALUATION STANDARD LEADERS

Standard I: Institutional Mission and Effectiveness
Jeanie Nishime, Barbara Perez

Standard IA: Mission
ECC Co-Chairs:
Chris Gold, Irene Graff
Committee Members:
Naomi Castro, Robin Dreizler, Lucy Nelson,
Teresa Palos, Dawn Reid, Joshua Rosales,
Merriel Winfree
CEC Co-Chairs:
Elizabeth Martinez, Michael Odanaka
Committee Members:
Fazal Aasi, Gloria Hughes, Wendy Johnson,
David McPatchell, Wanda Morris, Marci Myers,
Patricia Stoddard
Students:
Stefan Ecklund, Nehasi Lee, Tiffany Tran

Standard IB: Improving Institutional Effectiveness
ECC Co-Chairs:
Chris Gold, Irene Graff
Committee Members:
Naomi Castro, Robin Dreizler, Lucy Nelson,
Teresa Palos, Dawn Reid, Joshua Rosales,
Merriel Winfree
CEC Co-Chairs:
Elizabeth Martinez, Michael Odanaka
Committee Members:
Fazal Aasi, Gloria Hughes, Wendy Johnson,

David McPatchell, Wanda Morris,
Marci Myers, Patricia Stoddard
Students:
Stefan Ecklund, Nehasi Lee, Tiffany Tran

Standard II: Student Learning Programs and Services
Francisco Arce, Barbara Perez,
Holly Schumacher

Standard IIA: Instructional Programs
ECC Co-Chairs: Matt Cheung,
Connie Fitzsimons, Chuck Herzig,
Virginia Rapp,
Committee Members: Monica Chaban,
Arturo Hernandez, Kelsey Iino, Cheryl Kroll,
Deborah Kyte, Kaysa Laureano-Ribas,
Mark Lipe, Heather Parnock, Ana Milosevic,
Idania Reyes, Betty Sedor, Howard Story,
Jacquie Thompson, Rica Young,
Carolee Vakil-Jessop
CEC Co-Chairs: Rodney Murray,
Chelvi Subramanian
Committee Members: Lauren Gras,
Abidodun Osanyinpeju, Saul Panski,
Hoa Pham, Eyob Wallano, Nikki Williams
Students: Simone Orton

Standard IIB: Student Support Services
ECC Co-Chairs:
Rene Lozano, Dipte Patel
Committee Members:
Michelle Arthur, Bobby Becka, Leisa Biggers,
Hortense Cooper, Kelsey Iino,
Vickie Lockridge, Bill Mulrooney,
Espe Nieto, Carolyn Pineda, Regina Smith,
Breanna Von Stein, Steve Waterhouse,
Rica Young
CEC Co-Chairs:
Essie French-Preston, Ricky Shabazz
Committee Members:
Angela Boyer, Chester Fredd, Breanda Marsh,
Valarie O'Guynn, Naim Williams
Students:
Sarah Hafiz

Standard IIC: Library & Learning Support Services

ECC Co-Chairs:
Alice Grigsby, Tom Lew, Claudia Striepe
Committee Members:
Alice Cornelio, Wilma Hairston,
Sheryl Kunisaki, Noreth Men
CEC Co-Chairs:
Albert Jimenez, Estina Pratt
Committee Members:
Charles Hobbs
Students:
Gualberto Rabanales, Erica Soohoo,
Nathan Wofford

Standard III: Resources - Keith Curry, Jo Ann Higdon

Standard IIIA: Human Resources

ECC Co-Chairs:
Lynn Lindberg, Cynthia Mosqueda
Committee Members:
Alexis Estwick, Donna Manno,
Roxanne McCoy, Maria Smith
CEC Co-Chairs:
Rachelle Sasser
Committee Members:
Amber Gillis

Standard IIIB: Physical Resources

ECC Co-Chairs:
Stephanie Rodriguez
Committee Members:
Robert Brobst, Ora Bryant, Ross Durand,
JoAnn Higdon, Matt Hutcherson,
Steve Marselle, Idania Reyes,
Holly Schumacher, Jack Selph,
Benjamin Torres, Debbie Turano,
Robert Bradshaw, Jean Shankweiler,
Lisa Wang
CEC Co-Chairs:
Linda Owens, Kendahl Radcliffe
Committee Members:
Trish Bonacic, Iris Fernandez, Amber Gillis,
Felipe Lopez, Michelle Priest, Mytha Pascual
Students:
Derrick Moon

Standard IIIC: Technology Resources

ECC Co-Chairs:
Pete Marcoux, John Wagstaff
Committee Members:
Francis Baylen, Dawn Charman,
Richard Ciampa, Lyn Clemons,
Gabriella Fernandez, Irene Graff,
Alice Grigsby, Dwayne Hayden,
Lyman Gin Hong, Donna Manno,
Noreth Men, Dave Murphy, Dipte Patel,
Soshanna Potter, Virginia Rapp,
Stephanie Rodriguez, Sabra Sabio,
Jean Shankweiler, Margaret Steinberg,
Howard Story, Don Treat,
Francine Vasilomanolakis, Claudio Vilchis,
Will Warren, Michael Wynn
CEC Co-Chairs:
Michelle Preist, Rudy Ramos
Committee Members:
Brent Kooiman, David Maruyama,
Rodney Murray, Roy Patterson,
Miguel Quintero, Dale Ueda

Standard IIID: Financial Resources

ECC Co-Chairs:
Rory Natividad and Gary Turner
Committee Members:
Luis Mancia, Darling Garcia,
Diana Stanojevich, Babatunde Atane,
Emily Rader
CEC Co-Chairs:
Trish Bonacic, Felipe Lopez
Committee Members:
Iris Fernandez, Amber Gillis, Mytha Pascual,
Michelle Priest
Students:
Michael Le

Standard IV: Leadership and Governance - Linda Beam, Keith Curry

Standard IVA: Decision-Making Roles and Processes

ECC Co-Chairs:
Gloria Miranda, Julieta Ortiz,
Evelyn Uyemura
Committee Members:
Kari Brody, Peter Doucette, Matt Kline,
Julieta Ortiz, Jeanette Magee,
Jose Villalobos, Janet Young
CEC Co-Chairs:
Jose Villalobos
Committee Members:
Toni Wasserberger
Students:
Brooke Matson, Long Gian Nguyen

Standard IVB: Board and Administrative Organization

ECC Co-Chairs:
Angela Simon, Mike Trevis
Committee Members:
Rebecca Cobb, Ray Gen, Dillan Horton,
Erick Mendoza, Jimmy Macareno,
Luukia Smith
CEC Co-Chairs:
Christopher Halligan, David Simmons
Committee Members:
Felicia Hatten, Thomas Norton,
Valarie O'Guynn
Students:
Dillon Horton

Organization of El Camino College

Organization of El Camino College

Superintendent/President

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                    ┌─────────────────┐
                    │ Superintendent/ │
                    │   President     │
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                             │        │  Director,   │
                             │        │  Community   │
                             │        │  Relations   │
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| Vice President, Academic Affairs/ Assistant Superintendent | Vice President, Administrative Services/ Assistant Superintendent | Vice President, Compton Center | Vice President, Human Resources/ Assistant Superintendent | Vice President, Student & Community Advancement/ Assistant Superintendent |

Human Resources

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          ┌──────────────────────────────────────┐
          │ Vice President, Human Resources/      │
          │     Assistant Superintendent          │
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| Director, Human Resources | Director, Staff & Student Diversity | Coordinator, Staff Development |

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Academic Affairs

```
Vice President, Academic Affairs/          Associate Dean of
Assistant Superintendent                   Academic Affairs

    ├── Dean, Behavioral & Social Sciences

    ├── Dean, Business

    ├── Dean, Fine Arts
    │       └── Associate Dean of Fine Arts

    ├── Dean, Health Sciences & Athletics
    │       ├── Director, Special Resource Center
    │       ├── Director, Athletics
    │       └── Director, Nursing

    ├── Dean, Humanities
    │       └── Associate Dean, Humanities

    ├── Dean, Industry & Technology
    │       └── Associate Dean, Industry & Technology

    ├── Dean, Mathematical Sciences
    │       └── Director, MESA, ASEM, & S³-STEM

    ├── Dean, Natural Sciences

    └── Director, Learning Resources
            └── Assistant Director, LRC
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Administrative Services

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┌──────────────────────────────────┐
│ Vice President, Administrative    │
│ Services/                         │
│ Assistant Superintendent          │
└──────────────────────────────────┘
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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

Assistant Director, Information
Technology Services

Director, Purchasing & Business Services

El Camino College Compton Center

Student and Community Advancement

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                        ┌─────────────────────────────┐
                        │ Vice President, Student &    │
                        │ Community Advancement/       │
                        │ Assistant Superintendent     │
                        └─────────────────────────────┘
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Vice President, Student & Community Advancement/ Assistant Superintendent

- Director, Grants & Resource Management
- Athletic Director
- Director, Institutional Research
- Executive Director, Foundation

- Director, Admissions & Records
  - Assistant Director, Admissions & Records
  - Supervisor, Admissions & Records

- Dean, Community Advancement
  - Director, CACT
  - Director, SBDC
  - Director, WpLRC
  - Director, Career Pathways
  - Director, Contract & Community Education
    - Director, Community Education

- Dean, Counseling & Student Services
  - Director, EOP&S/ CalWORKs
    - Assistant Director, EOP&S/ CalWORKs

- Dean, Enrollment Services
  - Director, Financial Aid
    - Assistant Director, Financial Aid
  - Director, Outreach & School Relations
  - Director, Student Development
  - Supervisor, Assessment & Testing

LEGEND
CACT Center for Applied Competitive Technologies
EOPS Extended Opportunity Program Services
FYE First Year Experience
SBDC Small Business Development Center
WpLRC Workplace Learning Resource Center

Certification of Continued Compliance with Eligibility Requirements

1. Authority

El Camino College meets the minimum conditions for community colleges under the California Code of Education, The California Code of Regulations, Title 5: Education, Division 6: California Community Colleges, and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. El Camino College 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.

El Camino College is accredited by the Accrediting Commission of Community and Junior Colleges, a division of the Western Association of Schools and Colleges. This body is an accrediting institution, recognized by the commission on Recognition of Postsecondary Accreditation and by the US Department of Education.

El Camino College opened the El Camino College Compton Educational Center in August 2006. ECC Compton Center is a result of a partnership with the Compton Community College District to provide academic programs and student services to the district and its students following the ACCJC 'S revocation of accreditation in 2006. This arrangement is unique within California and is permitted and supported by Assembly Bill 318, Chapter 50. All educational programs and service at ECC Compton Center are operated under the direction and legal auspices of El Camino Community College District. The goal and understanding of the partnership is to support the efforts of the Compton Educational Center (CEC); and for a fully-accredited stand-alone college to once again serve the CCCD.

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 mission statement was re-affirmed at the May 2013 planning summit, attended by faculty, staff & managers from both the College and ECC Compton Center. The mission statement is found in several campus documents, including the Educational Master Plan and College Catalog. The College publishes it on both web sites; on all Board of Trustees agendas, many committee agendas and all employee business cards, increasing public awareness. ECC has a separate website for the ECC Compton Educational Center, more commonly known as the ECC Compton Center.

3. Governing Board

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. In 2012, following a redistricting process led by a citizens' "Boundary Review Committee", the Board of Trustees approved the establishment of "trustee area" elections. Rather than all voters in the El Camino CCD voting for each board member, Board Members are elected only by voters from their trustee area. The Board is stable and has strong 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. One current Board member was an ECC employee; however, she retired from the district several years prior to her election to the Board. Board meetings are held once per month. Public comment on both agenda and non-agenda items occur first. The students elected representative with an advisory vote, and the Academic Senate President reports to the Board at each meeting.

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 his 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. Although the Board of Trustees of the CCCD has no authority to govern, AB 318 retained the Board and the provision that elections would be held to determine its membership.

4. Chief Executive Officer

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

The Board of Trustees appointed the current Superintendent/President in June 1995 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 ECC Compton Center, the Superintendent/President and the Compton District Special Trustee mutually agree on the appointment of the CEO of the Compton Center. Management and faculty positions for ECC Compton Center and District (faculty, staff and managers are Compton employees) are approved by the Superintendent/President through his participation in final interviews in conjunction with the CEO.

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 students and the college. These personnel are selected through the hiring process, and have been determined to have appropriate knowledge and experience to support the College and its mission.

The College has sufficient span of control to adequately manage the Compton Educational Center. ECC Compton Center management staff work closely with the main campus administration through direct reporting, participation in the Council of Dean/Directors, other committees, and joint efforts as needed. The President holds monthly management meetings. Monthly management development workshops for all administrators help to enhance knowledge and skills in a variety of areas, including accreditation policies and procedures.

The CEC Vice President is responsible for instruction and student services. The Vice President is an employee of ECC, and reports directly to the Superintendent/President of El Camino College. Under the auspices of Assembly Bill 318, the Compton Community College District is under the guidance of a state appointed Special Trustee. The day-to-day operations of the District are the responsibility of the CCCD Chief Executive Officer, who is responsible for business affairs, facilities, and human resources. The CCCD CEO and Vice President meet regularly. Both attend weekly Cabinet meetings with the Superintendent/President of El Camino College and the Superintendent/President meets individually with each on a weekly basis.

6. Operational Status

Students at the College and ECC Compton Center enroll in a variety of courses that can leading to either an associate degree or a certificate of achievement/accomplishment in one of eighty-one programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced. Students are actively pursuing degrees and certificates, and the College achieved a total award count in 2011-12 that exceeded 2,000. ECC Compton Center awarded a total of 332 degrees and certificates in the same time period.

7. Degrees

El Camino College currently offers eighty-one associate degrees. These degrees are supported by offerings from each of the eight academic divisions. Since the last self-evaluation in 2008, the college has begun implementation of Associate Degrees for Transfer (AA-T and AS-T) following the Transfer Model Curriculum from the State Chancellor's Office. Of the 32 finalized Transfer Model Curriculum degrees, the College has seventeen transfer degrees approved by the State Chancellor's office and another five submitted for approval. Two degrees are in the review process with the College Curriculum Committee.

8. Educational Programs

The majority of El Camino College's offerings are in programs that lead to an Associate in Arts or Associate in Science degree, as described in the college catalog. Educational programs are offered from the eight academic divisions and represent a diversity of offerings to meet the needs of students. The catalog clearly indicates whether or not the courses for each program are degree applicable and transferable to the UC and CSU. Each of these programs has identified appropriate learning outcomes, which are assessed on a regular cycle.

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. This information is available to the public in the College Catalog and the ECC and CEC websites. 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
Each program at El Camino College outlines and publishes the expected student learning outcomes for the program on the respective division web pages. The timeline for assessment and evaluation of achievement is also published on the web page. Assessments are completed for students at all locations, including online offerings. The results of assessments are collected and housed in each division office as well as the campus TracDat system.

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 websites. 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.

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. Comprehensive general education outcomes have been developed and encompass a breadth of knowledge offered in the general education course offerings.

12. Academic Freedom
El Camino College Board of Trustees approved Board Policy 4030 Academic Freedom at their August 21, 2006 meeting. The policy is published on the college website. Review of the policy was initiated by the Academic Senate in spring 2013 and the El Camino College Federation of Teachers is currently reviewing the suggested changes.

13. Faculty
El Camino College has 335 full-time instructors and 597 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 the New Faculty Orientation, available on the Professional Development Web page, in the Agreement between the El Camino College Federation of Teachers and the district and in the job description available on the Human Resources webpage.

The Compton Center employs 83 full-time faculty members. The El Camino College Catalog also lists Compton faculty member names, degrees, and year of hire. The faculty responsibilities of curriculum and assessment at Compton Center are in Article V, which specifically addresses faculty consultation and participation, which is related to development and curriculum review. 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 at all locations, and as much as possible to online students.

Located in ECC Compton 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, 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. 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 College 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 Library -Student Success Center at the Compton Center is open 61 hours per week, including Saturdays. A number of the library's resources are available off-campus through the internet. The Student Success Center provides an extensive media collection, open computer labs, computer-assisted instruction in reading and math, tutoring in a variety of subjects, access to online courses, math videotapes for overnight check-out, and study skills seminars.

ECC Compton Center students have access to the Library and Student Success Center services at the main campus and vice versa for main campus students wishing to use similar services at ECC Compton Center. Library catalogs are not commingled.

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 receives funds from two separate voter-approved bond measures. 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. The Compton Center also receives funding through apportionment according to the number of full-time equivalent students and the reserve for contingency exceeds the required five percent.

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 ECC Compton Center Chief Business Officer and the Vice President of Compton Center 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. At this time, FCMAT is doing an annual review of financial management, facilities management and governance/community relations. Both personnel management and

academic achievement are no longer under FCMAT review.

19. Institutional Planning and Evaluation

El Camino College has made considerable progress in this area since the 2008 accreditation team visit. The Planning and Budgeting Committee (PBC), a standing committee, is advisory to the President and meets every two weeks to review and endorse plans and the annual budget. The Compton Center PBC is modeled on the structure at the College.

El Camino College and the Compton Center utilize a software program called Plan Builder to develop and assess annual plans that serve to develop and revise the budget. By incorporating recommendations from program reviews, programs generate plans to address the strategic initiatives that will ultimately guide budget development.

Programs evaluate and prioritize their recommendations based on annual plans. Plans should incorporate the ECC Mission and at least one Strategic Initiative and/or CEO/VP Overarching Priorities. Annual plans should also include all highly prioritized Program Review recommendations. Units review, evaluate, and prioritize recommendations which are sent to the area vice presidents. The vice presidents review and evaluate recommendations based on college-wide priorities, health and safety considerations, and accreditation requirements. Prioritized recommendations are funded to the extent the budget allows.

Institutional Standing Committees, including PBC, develop funding recommendations and share them with the Consultative Council.

The CEO and VP of Compton Center review recommendations. Based on the annual budget, the CEO recommends to the Board of Trustees items for funding. The CEO informs the PBC, Consultative Council, and the deans. Deans then inform the Programs. The ECC President also reviews and approves all recommendations.

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 Public Relations & Marketing Department works closely with Academic Affairs for accuracy of Catalog info. The Director of Community Relations chairs a web task force that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission

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 College 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 College 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 College to reach this goal.

Commission Policies

Policy on Distance Education and Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

El Camino College ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the College's Administrative Procedure 4105 Distance Education. It is mandatory that each proposed or existing course offered by distance education at El Camino College is reviewed and approved separately, under the same conditions and criteria as all other courses.

The review and approval of new and existing distance education courses follows the curriculum approval procedures as outlined in Board Policy 4020, Program, Curriculum, and Course Development.

When approving distance education courses, the Curriculum Committee certifies the following:
1. The same standards of course quality, including Student Learning Outcomes (SLOs), are applied to the distance education courses as are applied to traditional classroom courses.
2. Determinations and judgments about the quality of the distance education course are made with the full involvement of the Curriculum Committee approval procedures.
3. Each section of the course that is delivered through distance education includes regular effective contact between the instructor and students.
4. All distance education courses approved under this procedure continue to be in effect unless there are substantive changes of the course outline.

El Camino College provides all student support services online to all students. Library and learning resource information is available online through the Library's Web page. This includes the online catalog, online databases, electronic books and Internet-based services such as E-res, an online reserve service, and Ask-A-Librarian, and online reference service. Library services are evaluated for improvement through an annual survey given to library patrons and distance education students. Additionally, online student services include: application to the college, orientation to the college, sample testing materials, virtual counseling, course registration and wait-listing, course availability, financial aid application and updates, debit cards for financial aid disbursements, classroom assignments, fee payment, textbook purchases, board policies, unofficial transcripts, transcript ordering and Distance Education (DE) Web page. All of these services allow students to avail themselves to support services without physically visiting the campus. Surveys are used to evaluate the effectiveness of virtual services such as application, registration, orientation, and financial aid.

The mission of the distance education program is to provide alternative delivery modes of instruction that increase student access to post-secondary educational programs. There are 181 courses approved for online instruction. A majority of these courses meet either AA or AS degree requirements. All online courses are also available in the face-to-face mode of instruction.

On October 1, 2010, El Camino College submitted a substantive change proposal for the approval of additional courses that constitute 50% or more of a program offered through a mode of distance electronic delivery. Through the substantive change, El Camino College students are able to complete thirteen (13) Certificate programs, ten (10) Associate of Arts degree programs, four (4) Associate of Science degree programs and the General Education program through courses offered by distance education.

These program majors have 50% or more courses approved as distance education offerings:

Certificate of Achievement Business – Accounting
Business – Bookkeeping
Business – Business Management
Business – Marketing
Business – Retail Management
Childhood Education – Early Childhood Education
Childhood Education – Early Intervention Assistant
Childhood Education – Special Education Assistant
Computer Information Science – Microcomputer Applications
Computer Information Science – Microcomputer Support and Network Management
Real Estate
Real Estate – Mortgage Loan Brokerage
Real Estate – Real Estate Appraisal

Associate of Arts Degree
Anthropology
Childhood Education
Economics English History
Liberal Studies (Elementary Teaching) Philosophy
Political Science Real Estate Sociology

Associate of Science Degree
Business – Accounting
Business – Business Management
Business – Marketing
Computer Information Science

Consistent with federal regulations pertaining to federal financial aid eligibility and the College's Administrative Procedure 4105, the El Camino Community College District authenticates and verifies that students who register in a distance education or correspondence education courses are the same students who participate in and complete the course or program and receives the academic credit. Student Authentication Guidelines were collegially developed and implemented in spring 2013. As per these guidelines, online instructors use the following procedures to authenticate a student's identity: secure credentialing/login password through Etudes, a student affirmation of academic integrity statement, plagiarism detection software and regular effective contact. Other technologies and practices that are effective in verifying student identification may be used in conjunction with these guidelines. El Camino College provides each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

Policy on Institutional Compliance with Title IV
Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptable low level and must also comply with program responsibilities defined by the U. S. Department of Education.

Board Policy 5130 ensures the College will adhere to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy also covers financial assistance outside of Title IV entitlements and includes state and local grants and scholarships.

El Camino College made the decision to withdraw its participation in the William D. Ford Federal Direct Loan Program effective the 2013-2014 Award Year because the 2-Year and 3-Year Official Cohort Default Rates (CDR) had risen significantly in recent years. According to U.S. Department of Education regulations, if the annual CDR exceeds 30% in any one year or exceeds 25% for a three-year period, the College district risks the ability to participate in the Title IV federal student aid program which includes Federal Work Study, Pell Grant, and Supplemental Educational Opportunity Grant. The CDR for ECC and ECC Compton Center had increase to nearly 20%. The recommendation to withdraw was made by the Dean of Enrollment Services in April 2013. El Camino College withdrew from the Federal student loan program in July 2013.

The Financial Aid Offices at both El Camino College and El Camino College Compton Center continue to monitor and communicate with previous student loan recipients to help manage our official CDR. The Chancellor's Office also recently established a partnership with Parker, Pierson and Associates to assist California community colleges with default prevention efforts. We reach out to students via e-mail, telephone, and U.S. postal service.

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

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

El Camino College places the primary emphasis of all advertising and marketing (including publications, promotional materials and recruitment activities) on the educational programs and services offered at the College. Directing the creation and dissemination of advertising and informational materials, ECC has a Public Relations & Marketing (PR&M) Department. The PR&M Department researches, writes, designs, produces, and delivers professional communications to a diverse student population, ECC employees, communities across the world via the Web and social media), potential students, media and elected and community leaders. The department also produces and shares the news of all the outstanding accomplishments, events and activities happening at the college.

Demonstrating the College's dedication to excellence in education, the PR&M Department provides numerous services to support the academic, athletic, artistic, and extra-curricular endeavors of students, faculty, and staff, including: news releases, government, media and community relations, advertising, photography, graphic design, digital communications (social media and Website), and promotions. The *President's Newsletter, ECC Matters*, and Compton Center *Messenger* are distributed regularly to internal audiences to provide college information. The *ECC Community* and Compton Center newsletters are mailed twice per year, each, to all residents of the El Camino CCD and Compton CCD, respectively. Request forms for publicizing events, activities, and accomplishments are available via the college's Website.

The most comprehensive institutional advertising tools are the college catalog and schedule of classes. These texts are available in hard copy format in the college bookstore as well as online on the college website at www.elcamino.edu. The college catalog clearly describes basic information pertaining to the institution's location and website and facilities available to staff and students. It also provides an in-depth description of the institutional mission, purposes of the college, degree and certificate programs, courses available, transferability of courses, tuition costs and fees, financial aid options and requirements, and refund procedures and policies. Furthermore, the statement of nondiscrimination, academic freedom, rules of student conduct, as well as a full listing of faculty and governing board members can be found in the annual El Camino College catalog.

The Office of Outreach and School Relations is committed to serving prospective students from a wide array of locations, education levels, socioeconomic strata, ethnicities, races, experiences, and beliefs. Through this office, knowledgeable Student Ambassadors conduct campus tours, highlight student services, and perform visits with prospective students, school sites, and the community. Outreach services include information tables, information sessions, application workshops, and assessment/testing. Community groups, schools, and individuals who would like an informed tour of the El Camino College campus can fill out a tour request form. For schools and community groups who would like to request El Camino College outreach services, they can complete the outreach services request form on the college website.

El Camino College assures employment to verified individuals only. Grants and scholarships are offered to students based on specific criteria related to merit or financial need and are not used as false advertisement in the recruitment process. Additionally, misrepresentation of job placement or employment opportunities, program costs, or program requirements are not made in recruiting potential El Camino College students.

Institutional board polices and administrative procedures for El Camino College may be found on the Board of Trustees web page on college website. In accordance with Board Policy 3200 Accreditation, The Superintendent/President of El Camino College ensures the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation. The Superintendent/President also keeps the Board informed of approved accrediting organizations and the status of accreditations, as well as ensuring that the Board is involved in any accreditation process in which Board participation is required. Additionally, the Superintendent/President provides the Board with a summary of any accreditation report and any actions take or to be taken in response to recommendations in an accreditation report.

Commission Policies

El Camino College states accurately its accreditation status on page five of the college catalog:

"El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949-6175, 415-506-0234, www.accjc.org, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The University of California, the California State University and other colleges and universities give full credit for appropriate courses completed at El Camino College. El Camino College is approved for veterans by the Office of Post Secondary Education, California State Department of Education"

The College makes its accreditation status and correspondence with the ACCJC available to the public on the college Accreditation Web page.

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60-semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

The College adheres to Title 5, Section 55002.5, which establishes the minimum expected time that is necessary to award one unit of credit. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class, as defined in the Curriculum Handbook and supported in Administrative Procedure 4025.

El Camino College awards units of credit based on a student's achievement of the learning objectives that are noted in the approved Course Outline of Record (COR). Course student learning objectives cover the primary components leading to student achievement of the course's intent. The COR is developed by faculty and goes through a review and systematic approval process incorporating the articulation officer, curriculum advisor, curriculum institutional officer, and faculty who serve on division and the College Curriculum Committees. This process assures that degrees and credits meet the expected levels appropriate for rigor, content, breadth and length.

In order to receive a degree or certificate, students will demonstrate competency by meeting the conditions stated in the College Catalog which include completing sixty degree applicable units with a minimum GPA of 2.0 in coursework.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with student, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.

El Camino College strives to act with integrity and honesty in its interactions with students, staff, the community and the accrediting agency. The College's board policies demonstrate a comprehensive effort to act with integrity and honesty. The El Camino College Board of Trustees has adopted policies and procedures on academic freedom, student's rights and responsibilities, and student academic honesty and standards of conduct. Additionally, there are policies concerning probation, dismissal and readmission, grade change, course repetition, limitation to remedial coursework, academic renewal, program, curriculum and course development and philosophy for associate degree and general education. These policies are available on the college website and in the current college catalog.

El Camino College takes violations of academic honesty very seriously for both students and faculty. Disciplinary issues regarding academic dishonesty reached a high in 2010 with 103 actions taken. The numbers have diminished over the last four years through the education of students regarding what constitutes plagiarism and the use of the plagiarism detecting website Turnitin.com. The College has adopted the website as an official resource for faculty and provides tutorials and instructions on how to use it on the Staff Development Web page. Faculty members at both El Camino College and ECC Compton Center have been disciplined for violations of academic honesty. An ethics training session was held during fall

2012 for faculty at the Compton Center in response to a serious breach of ethics in which three faculty members were dismissed for submitting grades for students who never attended their classes.

Board policies also guide the decision-making processes and the behavior of the trustees. Board Policy 2715 Code of Ethics/Standards of Practice clearly defines acceptable behavior and the process used by the Board to investigate any charge or complaint of Trustee misconduct. Other Board Policies dictate that trustees be involved in the accreditation process. The College's accreditation webpage further evidences its involvement and transparency in the accreditation process.

El Camino strives to be open and honest with its community as well. Job descriptions and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources. Hiring policies are established in Board Policy 7120. Other information such as the mission statement, educational programs, admissions requirements, student services, tuition, transcripts and other academic information is available on the website. El Camino College provides clear, accurate, and consistent information through print, electronic format, the College's websites, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

The College holds no contracts that apply to this policy.

Standard I:
Institutional Mission and Effectiveness

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 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.

Standard I.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.

Descriptive Summary
The El Camino College mission was developed from an assessment of the community's educational needs, as well as regional workforce considerations. As a college serving the large and diverse population of the South Bay areas for more than 67 years and the Compton area since 2006, El Camino College commits to providing varied educational pathways and services for students from any background, to achieve their educational goals. The College's Mission Statement reflects this long-standing commitment:

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. (BP 1200, updated June 21, 2010)

The College has a tradition of offering comprehensive educational programs, including career technical education and other degree- or certificate-granting programs; transfer programs; community education; and workforce training. The breadth of programs and services is appropriate for serving the area's vibrant economy, and large and established population. In addition, the College provides a broad set of academic and student support programs for both college-ready students and students in need of remedial work. The College mission also adheres to the California community college 1960 California Master Plan.

Self-Evaluation
The College meets the standard. The mission is being reviewed and discussed in depth during 2014, following a comprehensive external and internal review to ensure that the mission and goals of the College satisfy community needs and remain achievable in light of current and future budget realities.

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

Descriptive Summary
El Camino College offers a certificate and degree programs in more than 60 areas. Programs and services are offered both online and on campus. Comprehensive community and workforce training programs are also offered. The College provides innovative support programs, including interdisciplinary and accelerated learning communities, courses for succeeding at college counseling, transfer and career center services, Special Resource Center, EOPS/CARE, CalWORKs, and financial aid. Academic success and student services centers include the Learning Resource Center, Writing Center, Reading Success Center, Basic Skills Center, Tutoring Center and Math Study Center.

The College mission is broad, focused on educational success. Through the Strategic Initiatives, or institutional commitments to quality improvement, it guides college priorities. The initiatives are based on the mission, reviewed on a five-year cycle, and assessed regularly for relevance. Strategic initiatives focus the College toward the mission of "[enhancing] teaching to support student learning" (Strategic Initiative A), with a focus on student learning.

Key constituents frequently discuss student learning in college committee meetings, such as College Council, the Academic Senate, the Curriculum Committee, the Academic and Student Services Program Review Committees, the Student Success Advisory Committee, the Compton Center Student Success Committee, the Assessment of Learning Committee, and the Board of Trustees. Discussions include access, class size, school calendar, pedagogy, registration, cancelation/addition of courses, class schedules, online courses, matriculation, retention, graduation, and transfer. Ongoing discussions relative to discipline-specific aspects of student learning occur in advisory committees, such as the Basic Skills Advisory Group and the Distance

Education Advisory Committee, as well as in <u>Division Councils</u>, <u>division curriculum committees</u>, division SLO committees, and departmental meetings. The Faculty Development Committee creates and oversees professional development activities to help ensure ongoing improvement in the quality of instruction. Committee discussions focus on maintaining quality, comprehensive, educational programs and services that ensures the educational success of students.

The College ensures that current student needs are met through a systematic and regular process of data gathering such as enrollment analysis, educational needs assessments and student surveys. Student surveys include satisfaction surveys, student engagement surveys, and campus climate surveys. Feedback from students via surveys is sought about once per year on a variety of topics related to the mission. The primary data collection method for the college mission is the <u>Campus Climate Survey</u> which gathers opinions about the mission from student and employees every three years. Results are disaggregated by various demographic and employment groups and discussed broadly. Students maintain representation on the Board of Trustees and all consultation committees.

The College and Center also regularly conduct regional environmental scans, community surveys, occupational outlooks, and focus groups to ensure that the mission remains appropriate for the community. The <u>regional scan</u> is conducted every five years to provide updated descriptions of the population, participation rates, K-12 enrollment trends, and college-going trends. <u>Community surveys</u> are conducted every three to five years to determine the needs of the community and ascertain the level to which the College maintains a reputation of excellence across the district. Regional data is reviewed during the corresponding annual planning summit (e.g., 2010, 2014) and through the comprehensive master planning process. The College-wide <u>planning summit</u> and <u>master planning process</u> affords opportunities for deep analysis of community needs and the relevance of the mission. The planning summit also provides an opportunity for college representatives to refresh their commitment to student learning and the mission of the College. Regional and community survey data, and focus group results are also periodically reviewed in venues such as <u>Board meetings</u>, College Council, the <u>Academic Senate</u> (pg 18), the Enrollment Management Committee, and Dean's Council. The goals contained in the Compton Center Master Plan reinforce the necessity to serve the community's needs, and the

College's <u>growing population</u> and the focus on <u>student achievement and goals</u>.

The College also ensures that Career Technical Education (CTE) program offerings remain relevant to community needs through external scans associated with annual planning and program review and community surveys. Central to this process are regular advisory meetings bringing together working professionals such as field experts; employers; suppliers; and craft and trades persons. Advisory meetings center on discussions with faculty members and industry representatives to maintain current curriculum and workforce training. Faculty members also attend trade shows and seminars to keep current with industry standards. Faculty members review job trends, as well as market and employment statistics for biyearly CTE program review. For example, the <u>2011 Construction Technology Program Review</u> included projections from the Joint Center for Housing Studies and the Los Angeles Housing Demographics Census to assess future growth needs of the program. Also through program review, faculty members conduct gap analysis between student performance, school and classroom capabilities, and industry needs before recommending improvements to bridge any gaps. The <u>2010 Air Conditioning and Refrigeration</u> Program Review utilized data from the National Employment Matrix which projected a 28 percent growth in employment.

Assessment and evaluation are major aspects of the <u>planning process</u> at the College and ECC Compton Center, they are used to verify and improve student learning and institutional effectiveness. Each program, unit and area creates an annual plan that undergoes twice-per-year (January and July) reviews and evaluations of the goals and objectives. The four-year program review cycle includes evaluation of program effectiveness. Imperative for student learning and instruction, and aligned with the program review cycle, <u>Student Learning Outcomes</u> are in place for every course and program offered at the College, SLO assessments are on-going. <u>Institutional Learning Outcomes</u> (ILOs) are global learning outcomes students are expected to achieve. These ILOs are evaluated on a yearly rotating basis through direct and indirect student assessment. The Assessment of Learning Committee (ALC) determines the methods and timelines for assessing ILOs while the entire college community is responsible for assessment. SLO assessment results may lead to recommendations at the proposal development stage of curriculum review. Resources are available to aid in the assessment and evaluation process, and to help the College maintain

sustainable continuous quality improvement. These resources are available through the Assessment of Learning, Program Review, and Planning Web pages, as well as the Institutional Effectiveness intranet.

A multitude of institutional effectiveness assessments have been developed to help ensure student learning programs and services address student needs. El Camino College's Institutional Research & Planning (IRP) Department supports educational and institutional effectiveness by providing information and analysis for use in assessment, planning, and decision-making. Information includes demographic profiles, student achievement rates and goal completion, survey services and interpretation of results, community profiles, and program-focused research. IRP also provides access to comparative studies and accountability reports to identify areas in need of improvement. IRP reports and presentations help ensure that the campus community has access to meaningful and actionable data.

Self-Evaluation
The College meets the standard. The College's continuous process of educational data analysis, needs assessments, analyses of student achievement, and student feedback is evidence of the College providing a broad array of programs and services based on the needs of students. The College also conducts regular environmental scans, community surveys, focus groups and occupational outlooks to ensure the College's mission fulfills the needs of the community. These results are continuously reviewed by the institution through assessment and evaluation functions of the College's planning process and college committees.

Standard I.A.2. The Mission statement is approved by the governing board and published.

Descriptive Summary
The current mission statement was approved by the El Camino College Board of Trustees in June, 2007, as part of the College's 2007-10 Strategic Plan. The plan was developed in April, 2007 at the Planning Summit. Representatives from students, staff, faculty and management from both El Camino College and Compton Center participated. The plan is periodically reviewed and reaffirmed at annual Planning Summits, Planning and Budgeting Committee meetings and College Council meetings (April 23, 2007, April 28, 2008, April 27, 2009, May 3, 2010). College constituents are kept informed of review and changes via the *President's Newsletter*.

The Mission statement is published in the El Camino College catalog; on various Web pages including a mission statement page; planning documents; the Comprehensive Master Plan; the back of college business cards; posters displayed in offices at the College and Center; Board agendas; and various other marketing materials and informational announcements.

Self-Evaluation
The College meets the standard. The College's current mission statement was approved by the Board of Trustees in 2007. It is re-evaluated and reaffirmed on a consistent basis at the annual Planning Summit, College Council and the Planning and Budgeting Committee. The mission statement is also widely published in a variety of digital and print documents.

Standard I.A.3. Using the Institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises as necessary.

Descriptive Summary
At the annual planning summit, College constituents review and evaluate the mission and strategic initiatives and develop plans for the future. Attendees review supporting evidence, discuss factors affecting the mission, and modify or affirm the mission statement accordingly. Representatives at the planning summit take the information back to their constituents for review and discussion. For example, as a result of the mission statement review in the Enrollment Management Committee, fliers and posters were created and posted at both El Camino College and Compton Center to heighten awareness of the College's Mission Statement and Strategic Initiatives. An updated version of the flyer was created in 2012 with the revised Strategic Initiatives. Posters featuring the mission, strategic initiatives, and statement of values are displayed in every division office.

Every four to five years, the mission, vision and statement of values are reviewed more thoroughly in advance of the strategic planning process (2007, 2010, and 2014). This ensures the statements and their associated institutional commitments remain current with internal and external trends.

The effectiveness of the overall mission review process is assessed regularly in two ways: 1) through the consensus process of mission review during annual planning summits, and 2) through student and employee

assessment of the mission via the Campus Climate Survey, administered every three years.

The partnership with Compton District in August 2006 prompted a co-review and co-creation of the mission statement at the two-day planning summit in April 2007. This included administrators, faculty, staff and students representing both El Camino College and Compton Center. Participants reviewed the mission statement for relevance to all of the communities we now serve.

The April 18-19, 2007 Planning Summit included more than 50 participants representing students, staff, faculty and management attended from both El Camino College and Compton Center. All attendees actively participated in the creation of the College's current mission statement. During this day-long activity, attendees reviewed community data and discussed essential elements of the mission statement in small groups. The conclusion of the day resulted in one mission that was unanimously supported. Once the mission statement was created, College Council and the Board of Trustees approved it (page 16). Strategic initiatives to support the mission were also created. The Mission Statement shared by El Camino College and Compton Center appears on page 9 of the 2013-14 El Camino College catalog.

The Mission Statement has not changed since it was created in April 2007. It is periodically reviewed and reaffirmed at the annual Planning Summit and College Council. The mission was reviewed and reaffirmed at the 2013 Planning Summit, with a plan to more thoroughly review and revise the College's vision, mission, and strategic initiatives as the first step in the next comprehensive master planning process, which began in 2013-14.

Self-Evaluation
The College meets this standard. Continuous re-evaluation and reaffirmation of the Mission Statement takes place at the annual planning summit with representatives from students, staff, faculty, and management from both the College and the Center. Results from Student and Staff Campus Climate surveys indicating familiarity with the mission statement and how well the college provides quality educational opportunities to its diverse community is also assessed. From the 2010 Employee Campus Climate Survey, employees at both the College and the Center identified offering "quality educational opportunities" as the most important aspect of the El Camino College Mission

statement. Overall, El Camino College employees are familiar with the mission statement and feel the College is fulfilling its mission. Results were more favorable in the spring 2013 surveys. More than half of the College's students and the Center' students who participated in the 2010-11 Student Campus Climate Survey indicated they were familiar with ECC's mission statement and that the most important aspect was to provide "quality educational opportunities." Students highly agreed that ECC was fulfilling its mission.

Standard I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary
The ECC Mission Statement succinctly explains the core purpose of the College as providing a comprehensive and quality education to ensure the success of our diverse student body. It is the foundational statement that guides the College's planning process.

The mission infuses the Comprehensive Master Plan, the Institutional Learning Outcomes, and the Strategic Initiatives. As a component of the Master Plan, the Educational Master Plan demonstrates a comprehensive, broad offering of programs at ECC, including strong transfer, CTE, Community Advancement, and developmental programs. The success of the diverse student population is supported by programs such as First Year Experience, Puente and Project Success. The mission statement's focus on student success is reflected in the Institutional Learning Outcomes, which identify the abilities of successful students and provide the framework by which all SLOs and PLOs are organized. Assessment in courses and programs measures success in these areas. The results are used to enhance student success by improving instruction and curriculum and by guiding planning through program review. An example of the College's commitment to use planning to achieve the mission statement's emphasis on quality education is the expansion of the Institutional Research and Planning Department. IRP assists the College in assessing courses and programs and in measuring achievements of students and reporting measures of academic success. In addition, the purpose of the Student Success Advisory Committee is to oversee and initiate college wide efforts to improve student success. Serving a similar purpose at the Compton Center are the Compton Student Success Committee and the Student Success Plan.

While the mission serves as the general commitment of the College, it is enacted through the College's strategic initiatives. A review of the College's current mission statement as it relates to the Strategic Initiatives was conducted at the 2013 annual planning summit.

Woven through these initiatives is the mission statement's emphasis on quality, success, and service to the community. The seven strategic initiatives infuse ECC's planning and budgeting processes. Four-year program reviews and annual plans by administrative, academic, and student support services identify how program objectives and funding requests support the College's strategic initiatives. Program reviews are linked to planning by including program review recommendations in annual Program and Unit Plans . Budget requests and recommendations resulting from the Program Review and Annual Plan processes are linked to at least one strategic initiative. Recommendations in annual plans go through a prioritization process for funding and implementation every year. This cycle ensures that planning and resource allocation is directly linked to the strategic initiatives, fulfilling the mission of the College.

The Compton Center uses the El Camino College planning model for institutional effectiveness to ensure that Master Plans, Student Learning Outcomes, and other strategic plans are aligned with programs and the College Strategic Initiatives. The Educational Master Plan and the new planning processes are integrated and drive resource allocation and program planning decisions. ECC Compton Center also creates and updates annual program, unit and area plans to link funding requests to strategic initiatives. Requests undergo a systematic prioritization process and are presented to ECC Compton Center's Planning and Budgeting Committee in the development of the budget.

Self-Evaluation
The College meets the standard by ensuring that the Mission Statement is the central driver of institutional planning through its direct linkage of the strategic initiatives. Reviewing the mission statement and creating strategic initiatives occur concurrently during annual planning summits and, in greater depth, through the strategic planning process. The strategic initiatives, in turn, guide planning and budgeting decisions.

Evidence – Standard 1A Mission

Standard I.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.

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

Descriptive Summary
At El Camino College, students, staff, managers, faculty and administrators contribute their unique knowledge, ideas and concerns to dialogues about improving student learning and institutional processes. At times the conversations are part of the collegial consultation process and other times the dialogue occurs in different venues, such as flex activities, departmental and division meetings, and campus-wide summits and conferences.

Making Decisions at El Camino College defines the role of committees, administrators and the Board of Trustees in reaching decisions, and asserts the value of college-wide input, by stating: "our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement." The document clarifies collegial consultation processes. It was authored jointly by representatives from students, faculty, staff, administrators, and Compton Center members of College Council. Campus groups, including the Associated Students Organization, the Academic Senate, and the classified employees union also provided input. In order to ensure that committee members clearly understand their role in collegial dialogue and processes, committee chairs are directed to provide an orientation, review the committee's purpose, purview and goals, and conduct a committee self-evaluation annually.

Collegial consultation committees meet regularly to discuss a wide variety of operational, planning, budgeting, and educational issues. Representatives to consultative committees include students, staff, faculty, and administrators who seek feedback from and bring information to their constituent groups in a two-way flow of communication. Active consultation committees include the institution-wide College Council; the Academic Senate; and the Calendar, ECC Technology, Facilities Steering, and Planning and Budgeting Committees, and the Consultative Council at the Center. Unique to Compton is the Consultative Council comprising faculty and administrative representatives who receive information from the Institutional Effectiveness Committee, which in turn gathers information from all other committees. El Camino College has an Academic Senate , with representatives from Compton Center's Faculty Council, to discuss the academic and professional matters in its purview. These open, public meetings are also attended by students and administrators, who are given the opportunity to participate and/or provide presentations. In spring 2013, for instance, Associated Students Organization representatives attended regularly and presented the results of their textbook survey and their related recommendations (June 4, 2013). Discussion that ensued after a presentation on institution-set standards for student achievement led to the creation of a task force to refine the methodology used in the creation of the standards (March 19, April 2, 2013). In that same semester, a Senate distance education task force worked together with the Learning Resources Unit director, classified staff and other distance education faculty to develop college guidelines for authentication and faculty contact that allow courses to meet accreditation requirements in these areas while maintaining the flexibility to enhance student learning using the unique content and functionality of publisher websites (Jan 7, March 19, April 2, 2013) .

Collegial dialogue also occurs in Area and Division Councils. Area and Division Councils engage in a variety of consultative and operational functions, in addition to sharing announcements and information. Their memberships vary, but they generally include representation from classified staff, administration, faculty, and sometimes students. Each area Vice President leads his/her Area Council (Administrative Services, Student & Community Advancement, Academic Affairs and Human Resources) while Deans and Directors lead Division/Unit Councils. Division Councils routinely discuss SLO assessment and program review. Council meeting minutes are available online and searchable by division.

Finally, advisory committees provide venues for dialogue about improvement in specific aspects of institutional functions and student success. These are broad-based committees that include the Council of Deans (and Directors), Basic Skills Advisory Group, Career Technical Education Act Committee, Distance Education Advisory Committee, Emergency Planning, Student Success Advisory Committee, Insurance Benefits Committee, Parking and Traffic Advisory Council, and Police Advisory Council. Over the past several years, the Distance Education Advisory Committee has extensively discussed how to improve comparatively lower student retention and success rates in on-line courses. They worked to develop, implement and improve required on-line faculty training courses and student orientations to on-line learning. Flex training activities and best practices demonstrations were organized in conjunction with the Academic Technology Committee and the Faculty Development Committee. Major changes were made in consultation with the Academic Senate resulting in a new position of Senate Vice President of Academic Technology created in fall 2011. In fall 2012 DEAC sponsored a day-long distance education institute and in spring 2013 and spring 2014, Academic Technology Conferences showcased a variety of new technologies and best practices, including Student Authentication and Effective Contact Guidelines. Between 2007 and 2011 success rates in on-line courses improved from 49.4 percent to 59.0 percent. By fall 2012, the online rate of success as reported by the Chancellor's office had risen even further to 62.3 percent.

In addition to on-going communication in consultative and advisory committees, the College solicits feedback directly from college constituents in regularly-scheduled surveys. Campus-wide surveys are administered to all relevant constituent groups with response rates from a representative cross-section of the College. Results are presented and discussed using the consultation process during regular meetings, open forums, Flex Day workshops, or focus groups. Examples of campus-wide surveys that followed this process include the Community College Survey of Student Engagement (CCSSE), feedback on the future of Winter Intersession, Technology Surveys, and Campus Climate surveys. The Campus Climate Survey provides evidence of employee awareness of the College mission, suggestions for improvement that are discussed broadly in the

Academic Senate (Senate Minutes 5/7/13, 2/19/13, 9/7/10), College Council, Flex Day focus groups, and employee bargaining units. Other areas assessed include college relationships, work environment, climate and culture, student learning outcomes, and student service. Questions in most of these areas rated the College above average, while issues at or below average were the special focus of discussion in collegial consultation settings and focus groups. All campus-wide surveys are administered at both ECC and Compton Center. Student surveys are administered both in class and on-line, targeting both day and evening students.

Further collaborative dialogue about institutional processes and student learning occurs at the Annual Planning Summits that have been held since 2003. A cross section of representatives from El Camino College and Compton Center attend the summits. Topics for discussion include reviewing the mission statement, developing or discussing the strategic initiatives, analyzing student achievement data and developing related college standards, considering student and community demographics, and other issues facing ECC and the Compton Center. The Planning Summits are a venue for ongoing dialogue between the College and ECC Compton Center. In the 2013 annual summit, participants from ECC and CEC brainstormed about ways to measure achievement of the Strategic Initiatives and to set the institutional standards for student achievement. Subsequently, a new visual representation of the college planning process was developed. Results of the summits are shared with the campus community through the Presidents Newsletters (April 8, 2010, March 16, 2010)

The Assessment of Learning Committee (ALC) serves a campus-wide purpose in measuring how effectively El Camino College is fulfilling the mission to enhance student success and provide high quality services. Through program review and annual plans, the assessment results provide evidence to base curricular, planning, and budgetary decisions intended to improve student success. Administrators, faculty, and staff work together to support routine assessment of SLOs, PLOs and SAOs in all of the courses, academic programs, student services and administrative areas. Faculty and staff also assist in data collection to assess the ILOs using instruments developed or selected by the ALC and Institutional Research and Planning. This data is then reflected upon by ALC and by faculty in flex workshops and SLO fairs. The results of ILO assessment are disseminated and presented on the

web, in Academic Senate meetings, in newsletters, flex workshops, and emails to faculty and Deans.

Dialogue about the College's Board policies and procedures in academic areas occur in the Educational Policies Committee and the Academic Senate, which meet twice a month. These meetings allow for dialogue between faculty, administrator, and student representatives from the Associated Students Organization about policies and procedures and their adherence to Title 5 and Education Code. The ECCCD Board of Trustees works in mutual agreement with the Academic Senate on policies and procedures in academic and professional matters assigned to the Senate. Board policies and procedures are posted on the ECC website. Board Policy 4224 and the accompanying procedure for Course Repetition is an example of a Board policy and procedure developed through this consultative process. Development of this procedure ensured that our curriculum meets new repetition regulations. The significant academic changes emanating from this revised procedure and new repeatability regulations are being monitored by the Curriculum Committee, the Academic Senate, and the Vice President of Academic Affairs. The Curriculum Committee has reported related progress to the Board and the changes appear in the Board agenda.

The College regularly relies on quantitative and qualitative evidence as the foundation for discussions of student achievement and learning. The types of data that are presented and discussed include course completion, college persistence, course and program progression, and goal completion of graduation, transfer or employment. The College has also begun to track the *rate* at which students are meeting these goals based on educational research showing that faster progression is associated with higher rates of goal completion. As a standard practice, these measures also are disaggregated by course subject, student demographics and entering academic preparation, with any anomalies or achievement gaps discussed. This data is posted on the web and analyzed as a part of academic program review and student success planning.

The Math Division, Humanities Division and First Year Experience provide examples of how data are understood and used as a foundation for the improvement of student learning and achievement. Analysis of math progression disparities by entering academic level verified faculty suspicions and prompted development of experimental support modules and accelerated math

sequences for an elementary algebra to transfer-level pathway, as well as the development of an intermediate algebra course for a statistics course pathway. Data analysis was also conducted, interpreted and discussed to determine how well the accelerated model worked for students. Similarly, English faculty developed an accelerated Reading/Writing learning community experimental course that tracked directly into a transfer-level learning community. Existing cross-divisional collaboration as part of the FYE helped in the exchange and discussion of ideas and findings during the process of evaluating the new experimental courses.

Self-Evaluation
The College meets the standard. A broad committee structure and the use of professional development workshops, summits, and conferences provide opportunities for dialogue. Dialogue takes place at the institutional level for evaluative and assessment purposes toward improvements to student learning. The College will work to improve consultation by implementing the consultation philosophy, committee trainings and self-reflections explained in *Making Decisions at El Camino College*. In 2013-2014, actualizing the document is a goal of both College Council and the Academic Senate.

From May 2012 through June 2013 the College worked to improve decision-making processes in collegial consultation committees. In March 2012 the Academic Senate passed a Resolution of No Confidence in the Collegial Consultation Process at El Camino College, Torrance Campus. After extensive discussions in summer 2012 it was decided that a task force would prepare a draft of a written document that described and improved the consultation processes. *Making Decisions at El Camino College* was drafted and underwent eight months of discussion and revision in College Council during fall 2012 and spring 2013. An active culture of dialogue should continue to be cultivated to involve more participation and opportunities for communication among faculty and staff members on campus concerning student learning and institutionalized changes.

Standard I.B.2. The institution sets goals to improve its 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 ECC mission statement is the foundational criterion used to set goals for improvement. The statements of vision, philosophy and values also guide goal development. Premised on these criteria, the College sets specific institution wide goals and direction in three ways: strategic initiatives, institutional learning outcomes and student achievement goals.

Strategic initiatives are the broad goals for institutional improvement established to put the Mission into practice. The initiatives cover seven areas: instructional methods and services, educational and support services, collaboration and collegial consultation, workforce training and economic development needs, using assessment to improve planning and resource allocation, facility and technology improvement, sustainable environmental practices for the college. Programs are evaluated in part by strategic initiatives through program review. Strategic Initiatives serve as goals for annual planning. ECC strategic initiatives have been developed and revised at various planning summits since 2003 which are attended by faculty, student, classified staff, managers, and administrators.

Representatives from all college constituent groups participate in the annual planning summits at which the strategic initiatives are conceived, reviewed, reaffirmed and revised. A diverse group, including staff, managers, faculty, and students, provide feedback and suggestions from a variety of perspectives. As part of a campus-wide initiative to link planning to budgeting, the first planning summit in May 15-16, 2003 developed seven Strategic Goals for 2004-2007. The College concluded in its 2008 self-study that progress was made in the educational areas. The 2007 summit included the input of the Compton Center and created a second set of strategic initiatives. The introduction of Plan Builder as the College's budgeting and planning software allowed the College to require that plans be directly linked to the strategic initiatives. Plan Builder also allows the College to assess how many plan goals are linked to specific initiatives and the amount of spending on each initiative.

At a planning summit in March 2010 cross college constituent groups met again to develop the 2011-2014 Strategic Initiatives, under which the College currently operates. The mission statement was also reviewed and reaffirmed. The summit participants created seven new strategic initiatives, which were distributed to all ECC and Compton Center employees for comment and prioritization. The 2011-2014 strategic initiatives were more comprehensive, encompassing a fuller vision of the College and its direction, based on the broad mission. In addition, the Planning Summit determined that the strategic initiatives would continue to be used as goals in program, unit, and area plans. The Planning and Budgeting Committee would help inform the College community about how money was being spent and how decisions were reached. At the 2013 Planning Summit, a new planning model was conceptualized discussed widely and adopted in fall 2013. The strategic initiatives and mission statements are found in places accessible to the entire college community, including on posters throughout the College; on the Institutional Research and Planning Web page; in the College catalog; in the Master Plan; and in the Academic Program Review training materials. The Planning Model chart was approved by the Planning and Budgeting Committee at both the College and ECC Compton Center and appears in the Master Plan.

Strategic initiatives are integrated into the annual planning cycle by serving as the annual plan goals themselves. Program, unit, and area planners link specific objectives to appropriate strategic initiatives. These objectives are measurable and are typically, though not necessarily, associated with resource requests. Evaluations of objectives are conducted twice each year and serve as a way to measure initiatives indirectly.

To strengthen the strategic initiative measurement process, the College now is collecting data to measure the achievement of each strategic initiative more directly. The process began at the 2013 Planning Summit when attendees assessed progress made on each initiative. In fall 2013, a small Strategic Initiatives working group assembled to continue this process. After determining that the initiatives were good goals but lacked measurability, the working group made several recommendations including the addition of measurable objectives for each strategic initiative to assist in quantitatively measuring progress. In the meantime, the college would measure the initiatives indirectly by assembling a compendium of all work done by initiative since inception. Beginning in spring 2014, the College community will annually review and reflect on progress made on strategic initiatives and student achievement goals to determine where improvements need to be made in time for the next annual planning cycle. Review will begin at the annual planning summit and continue through a standard consultative process involving groups such as PBC, College Council, Academic Senate, and the Assessment of Learning Committee (I.B. Planning Budget Committee Meeting Minutes 082713).

The College shows commitment to achieving its institutional goals by weaving strategic initiatives through the planning and budgeting processes. Requests for funding in plans and program reviews are placed in Plan Builder and must be linked to a strategic initiative. Institutional commitment to the strategic initiatives and other college goals is also apparent with the allocation of funding for related software and training. The College invested in a new online planning system to strengthen the planning and budgeting process. It allows the College to systematically link these processes to the strategic initiatives and program review and to determine the number and amount of requests for each. In addition, stipends and extra funding were assigned for the development of modules for program review and SLO assessments in CurricUNET.

The College has funded related conference and training attendance and created an Associate Dean position in Academic Affairs to help administrate the SLO assessment and program review processes. Because of software problems with the SLO CurricUNET module that created recording inaccuracies, a task force selected TracDat as our new SLO software. All SLOs and assessments successfully migrated to TracDat in summer 2013. To ensure continuity, efficiency, and strong integration across process, the College is piloting the use of TracDat for program review and planning modules in fall 2014.

El Camino College evaluates its educational effectiveness through its Institutional Learning Outcomes (ILOs), the set of core competencies that the College expects students to achieve after significant involvement with the institution. The learning outcomes and competencies that are measured at the institutional level include content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. ILOs are assessed on a four-year cycle, with results

reviewed by the Assessment of Learning Committee (ALC) and by faculty, staff and leadership, at large. After each assessment, results are reviewed and discussed to determine where improvements may be needed, with instructional resources developed and published on the Institutional Effectiveness Portal for each ILO. The first cycle of assessment was completed in fall 2013, affording the opportunity to improve the assessment for the next round and begin tracking results longitudinally where possible. In 2013-14, the ALC conducted a thorough review of existing ILOs, evaluating each on whether it is appropriate, meaningful, and measurable (10/14/2014, 10/28/2014). As a result, the committee recommended a revised set of ILOs to be instituted for the next cycle.

In addition to conducting learning assessments, the College also conducts annual assessments of student achievement. For many years, the College has tracked measures of student achievement that include successful course completion, college persistence, academic progress, goal completion (degrees and certificates), and transfer to four-year institutions. These measures are published in the College's Annual *Fact Book* and on the Student Achievement page of the Institutional Research and Planning Web page. They are discussed College wide in a variety of venues such as Academic Senate (minutes, page 21), Enrollment Management Committee, and Deans Council. In response to a recent Federal mandate to set minimum student achievement standards, the College established such standards through a brief consultation process involving representatives from Academic Senate, Vice Presidents, Deans, and Institutional Research. In addition, the College set improvement targets for each student achievement measure with similar broad involvement. The goal-setting process began at the 2013 planning summit with recommendations made for targets for successful course completion, retention (term-to-term persistence), degrees, certificates and transfer. The recommendations were shared with the campus in the 2013 Planning Summit report. The Student Success Advisory Committee developed and recommended a set of minimum institutional standards and aspirational targets for a variety of student achievement measures. This body is charged with monitoring progress toward student achievement goals and guiding activities in support of these goals. Results of assessment of these student achievement measures also will be reported and discussed at the annual planning summit, among many other venues. Student achievement is also measured for many individual student services and academic programs through Program Review data sets and annual student services program metrics reported and discussed regularly.

Self-Evaluation
The College meets the standard. The College uses a collaborative process to develop priorities (strategic initiatives) that are stated in measurable terms. Those priorities are interwoven throughout the planning and budgeting process and are widely disseminated electronically and in printed materials. The work at the 2013 planning summit started the process of developing valid and meaningful assessments on a variety of measures, including strategic initiatives, student achievement, institutional learning outcomes, and student services metrics. Progress on each goal will be reviewed and discussed during each annual planning process. The College will use the objectives to systematically and comprehensively measure ECC's progress in achieving the strategic initiatives on an annual basis.

Actionable Improvement Plan
1. The College will develop measurable objectives to assess the attainment of the strategic initiatives.
2. The College will use the objectives to systematically and comprehensively measure achievement of the strategic initiatives annually.

Standard I.B.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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
El Camino College's cyclical planning and assessment processes are carefully linked to budgeting. The ECC planning process is guided by the College mission, the strategic initiatives, the Comprehensive Master Plan, and ongoing evaluation. As visualized in the Planning Model below, the process consists of cycles of program review, curriculum review, outcomes assessment, and annual planning. The planning process integrates master plans for education, technology, facilities, and staffing with the College's mission and strategic initiatives. The planning process is tied to budgeting through the systematic development and prioritization

of recommendations and goals in program reviews, program plans, unit plans and area plans. Those goals and recommendations are all linked to the strategic initiatives, which carry out the mission. The Planning and Budgeting Committee (PBC) provides oversight and conducts a yearly review of the process, instituting and recommending changes as needed. The PBC is also charged with implementing the Master Plan. There is college wide participation in the process as faculty, staff, managers, and administrators write the plans and send representatives to the PBC.

The Comprehensive Master Plan contains the Educational, Technology, Facilities and Staffing plans for both El Camino College and Compton Center. The Master Plan is reviewed on a 5-year cycle and discussed through collegial consultation processes at the College and ECC Compton Center. The Educational Plan is the foundation that informs the Technology, Facilities, and Staffing Plans. Its vision statement and enrollment projections provide direction and support for forecasting long-term enrollment and future planning. It also summarizes all the programs throughout the district and considers square footage requirements that will impact the development of the Facilities Master Plan. The College Technology Plan incorporates the trends, projections and forecasts in the Educational Plan to provide a technological vision for the College and principles to guide and prioritize the plan's recommendations. The College Facilities Master Plan provides a roadmap for future college development, including recommendations for renovation and replacement of facilities and explanations of how ECC will maximize state funding opportunities to serve changing needs in enrollment and weekly student contact hours. Finally the issue statements and recommendations in the College Staffing Plan take into consideration current staffing levels, staffing at comparable institutions, the staffing needs of the Educational and Technology Plans, and the economic realities of the state's finances. The next comprehensive master plan will include a Student Success Plan, containing measures of student achievement and an action plan to reach achievement goals. In addition to the Master Plan, planning occurs in the areas of curriculum, Student Learning Outcomes, and program review. All of these efforts are linked to budgeting.

ECC Planning Model

In the curriculum review cycle, all courses are reviewed by faculty in a six-year cycle with vocational courses being reviewed on a two-year cycle. The College uses CurricUNET, curriculum management software, for review and approval of courses, degrees and certificates. Curriculum review is conducted by discipline faculty with the support of Division Curriculum Committees, deans, and a Curriculum Advisor. The College Curriculum Committee creates curriculum policies and procedures and provides oversight to the review process. Curricular changes and reviews are discussed in academic program reviews. SLO assessment results may trigger or inform curriculum revision, including the creation of new courses, programs, or certificates.
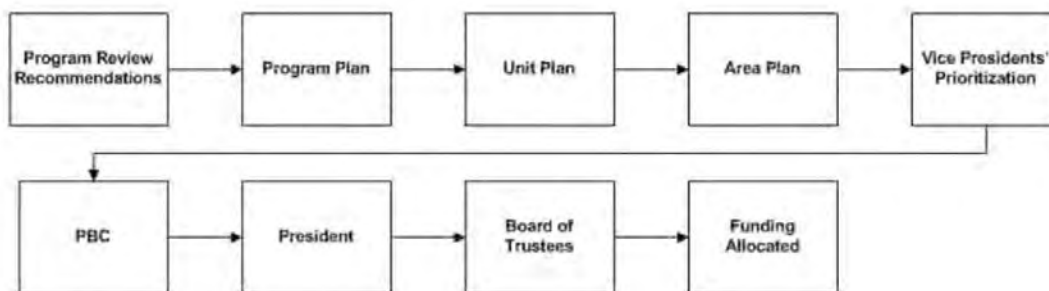
Every course has associated Student Learning Outcomes (SLOs) and every academic program has program-level outcomes (PLOs), each administrative and student service area has Service Area Outcomes (SAOs); and the College has overarching outcomes, Institutional Learning Outcome (ILOs), which have been in place since 2007. Outcomes and assessments are embedded within planning and budgeting through the process of program review and the submission of program, unit and area plans. The assessment of SLOs, PLOs, SAOs and ILOs are ongoing. The Office of Institutional Research and Planning has three SAO statements and assessments on its Web page. The most recent assessment, from spring 2013, is for SAO # 2, "Synthesize Institutional Research data with local information and professional experience to develop

a more complete picture." Unfortunately, the number of respondents was low and assessment was unable to provide any significant conclusions. The assessment results of SLOs and PLOs are used to improve student learning and teaching practices, to inform curricular and programmatic changes, and to provide evidence for funding requests in program review. For example, the Human Development assessment of PLO #4, "Students will become active learners who demonstrate personal responsibility and make wise choices in determining outcomes in college, careers and life" resulted in the recommendation that the department offer a 3-unit Career Development class that "will allow for comprehensive study of career planning and important related components such as self-awareness and goal-setting." SLOs and PLOs are on a four-year assessment cycle, in alignment with the program review cycle. The College Assessment of Learning Committee determines the methods and timelines for assessing. ILOs are also assessed on a four-year cycle. The first round of assessment of the six ILOs began in fall 2010 and was completed in fall 2013.

Program Review is conducted cyclically in academic programs, student services, administrative services and human resources. Academic programs conduct full program reviews on a four-year cycle. Career and Technical Education (CTE) programs answer supplemental questions during the full review every 4 years, and also submit answers to the CTE questions in the two-year intervening period. Compton Center program review cycles are aligned with the College's cycle. Program reviews include analysis of assessment results and an explanation of any related changes to curriculum, programs, degrees, or certificates. When applicable, assessments are also used to justify funding requests that emerge from program review. Reviews conclude with a listing of prioritized recommendations that are incorporated into subsequent annual plans and linked to strategic initiatives.

The College's cyclical planning and assessment processes are carefully linked to budgeting through program review and the strategic initiatives. Assessment results are incorporated into program review and provide evidence for some funding requests. The funding requests derived from program review are linked to the strategic initiatives and become objectives in the annual program plans that are entered into Plan Builder. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division or unit. The top requests are included in a unit plan. The Vice Presidents review the priorities in each of the unit plans with their managers and determine the top priorities in the area, resulting in an area plan. All five vice presidents have their area managers vote on prioritized recommendations. To be given final consideration, a resource request must minimally be founded on a program review recommendation and support a strategic initiative. The use of program review recommendations to support funding requests in annual plans has been inconsistent. Revision of the planning software to include these recommendations would improve compliance across campus. Other criteria include health and safety, accreditation and college-wide impact to determine the College's top priorities. These prioritized funding requests are then presented to the PBC, which reviews them to ensure they align with the college mission and strategic initiatives. Approved requests are incorporated into the college budget, which is further reviewed by PBC and sent to the Board for approval.

The broad collection of data and reports created by the expanded Institutional Research and Planning (IRP) office are easily accessible and available to the public. The IRP Web page provides a wide variety of descriptive and analytical reports, and faculty and staff may also submit requests for information. IRP staff works with individual programs, departments, and faculty members to discuss appropriate ways to ask questions and collect information. In addition to assisting with the development of collection instruments, IRP staff offer guidance in ways to understand and analyze data. Data sets are provided and explained to managers, faculty and staff for use in program review. Data is integrated at all levels of the planning process and throughout SLO, PLO, ILO and SAO assessment.

Along with the aforementioned procedures, Compton Community College District also uses a Fiscal and Crisis Management Assistance Team (FCMAT) to provide fiscal advice and management assistance to identify strengths and weaknesses associated with financial and management responsibilities of the Compton District. It serves in a dual role for the District and Center as a means of planning, setting priorities and development of overall student outcomes for the campus. During the last 6 years the FCMAT team has evaluated various department and divisions within the Compton District which have revised their planning processes to develop a sound fiscal budget. Human Resources and the Academic and Student Services Programs have sustained FCMAT standards and are no longer under review.

Self-Evaluation
The College meets the standard. Its cyclical, integrated planning process is well established and continually evaluated and improved. All constituencies contribute to the execution of this process, using quantitative and qualitative data to inform decisions. There is strong administrative oversight throughout the process. Measurements of student learning are incorporated into the process through program review and annual plans. The strategic initiatives provide a basis for funding decisions.

In its effort to continually improve processes, the College has identified and is taking action for improvement in several important areas. IRP reported that program review recommendations are not uniformly serving as the basis for objectives and funding requests in annual program plans. This issue is being addressed through additional communications with College representatives and planning software features that require the inclusion of recommendations, where applicable. In addition, the College should consider the new and ongoing development of student achievement goals and the improvement of institutional learning outcomes as future criteria in this process of planning and resource allocation.

Actionable Improvement Plans
1. Develop and implement consistent resource prioritization criteria to be used at all levels that evaluate requests by their support of mission, strategic initiatives, and student learning and achievement goals, among other criteria to be determined.
2. Develop a mechanism in the planning software to standardize these criteria. This will serve as both educational and accountability tools.
3. Report results of annual prioritizations at Area and College levels to the College community as part of an annual Implementation Plan based on established criteria or other rationales as appropriate.

I.B.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

Planning is a college-wide endeavor with many opportunities for involvement from all facets of the College and community. At the highest level are the Board meetings where the public and college community have an opportunity to weigh in on issues affecting the College during the designated public comment section of the agenda. Committee membership is another avenue for participation. Consultation committees, such as the Planning and Budgeting Committee and College Council, include representatives from classified staff, students, faculty, managers and administrators. Division and Area Councils also include members from these groups and engage in planning and budgeting. On a broad level, annual planning summits allow for further college input into the planning process and review of the mission statement and strategic initiatives (Folder IB: Summit Feedback 2011, Model Revision 2013). In 2013, seventy people attended the Planning Summit, which had four goals: 1) Evaluate, reaffirm the Mission and Strategic Initiatives; 2) Set goals for student achievement; 3) Develop ways to measure progress on our Strategic Initiatives; and 4) Create a new visual representation of our planning model.

Staff, faculty, and administrators have been trained and participate in the College's ongoing integrated planning processes. Trainings, handbooks, and websites provide instruction in writing and assessing SLOs and SAOs, writing program reviews, and creating program plans. The strategic initiatives that guide planning are created by cross-campus groups at the annual planning summit. In addition, the Planning and Budgeting Committee is a consultation committee comprised of students, faculty, classified staff, managers, and administrators who review and monitor the planning and budgeting process.

Program review across the College results in improvement to instruction, curriculum, programs, student services and administrative functions. For instance, a recommendation from the 2011 Program Review for Outreach and School Relations to fully fund the Student Ambassador program was approved at $25,000 per year for the past 3 years and saw an increase in funding for 2013-14 to $30,000 (folder IA).

The Student Ambassador program has been a huge success in improving services to students. At a time when budgets and staff were being cut, the Student Ambassador program put El Camino College in a position to maintain its relationships with community partners and even improve services to students at a time when many colleges were making cuts to outreach services. The 2011 Center for Applied Competitive Technologies (CACT) internal review recommended a new director position. The CACT's original purpose was to offer not-for-credit industry specific training for local industry. It had grown and was also offering training in the form of for-credit courses on the academic side of the college. The annual plan recommended that industry specialized training remain with the CACT and for-credit training shifting to a new program, Career Pathways. In 2012 the Career Pathways program was created and staffed.

For budgeting, every program, unit and area has an annual plan, located in Plan Builder, in which they lay out a description of their program, challenges, and both short and long term goals. The goals are one of the seven Strategic Initiatives, and associated objectives are concrete plans to progress in each Initiative. Objectives are based on program review recommendations or recent needs. Update on progress towards annual goals and objectives may be made throughout the year, typically at the mid-point and after the close of the fiscal year. Financial, technical, facilities, personnel and other resources needed for each objective are outlined in plans, as well as requests for additional resources. Many changes on campus have been made as a result this annual planning process.

As of the 2012-13 academic term the El Camino College Compton Center has committees that engage Institutional Effectiveness, planning and budgeting matters, enrollment management, facilities, program review, safety, technology and participation in curriculum matters at El Camino College. The Compton Center committees are coordinated and responsible to the College's Consultative Council, which comprises all constituency groups, managers, union representatives, and Compton District's Chief Executive Officer. Through the work of the Compton Center committees, a comprehensive Educational Master Plan has been developed that includes the El Camino College Educational Master Plan. Additionally, there are comprehensive Master Plans for facilities and technology, as well as a 5-year budgetary revenue and expenses forecast. Each of the aforementioned

has been accomplished with the collegial input of all Compton Center constituency groups and substantiated through minutes and requisite documentation. The Compton Center Planning and Budget Committee (PBC) operates on the same planning and budget calendar timeline as that of El Camino College. The PBC is assisted by the Compton Community College District Chief Business Officer in its work by receiving constant California Community College System Office information updates and other economic statewide trends that have significant impact on community college budgets – which in turn affect college wide planning. The 2012-2013 academic terms has produced invigorated Program Review efforts on the part of the Institutional Effectiveness Committee, which assures a significant increase in the number of Compton Center programs reviewed by June 2013. Divisions evaluate and prioritize plans, and then forward them to area vice-presidents and the Compton Center PBC for final review before the CEO makes funding recommendations to the Special Trustee. Unit plans must be coordinated with strategic plans, the most recent program review, and relevant accreditation planning.

Alternative funding sources are also sought through grants. The Grants Office lists funding sources on its Web page and provides materials that assist in proposal development. For instance, in an effort to improve completion rates the College sought and received a $3.24 million Title V grant (locally named the Graduation Initiative) to improve student readiness for college level course work, and support and improve instruction in critical gateway courses, such as reading, writing, and math, and support student goal completion. Other sample grants include the National Endowment for the Humanities and American Library Association grant for Bridging Cultures Bookshelf: Muslim Journeys, the Citibank grant for the Small Business Development Center, and the National Science Foundation grant for the Advanced Aerospace Manufacturing Education Project.

The Grants Office facilitates a number of grants from the California Community Colleges Chancellor's Office that focus on workforce development. These include such diverse programs as ECC Compton Center for International Trade and Development to help foster trade relationships between local companies and overseas markets, the CTE Teacher Pipeline to help students and community members become teachers in trades areas, and the Industry Responsive Training Fund for Incumbent Workers (RTF) to help workforce needs for specific industries from Hospitality to Advanced Manufacturing. From the Chancellor's Office the College was also awarded the Sector Navigator award for Advanced Manufacturing positioning El Camino as the resource for all community colleges in California in the area of Manufacturing.

At the federal level we have grants from six different government departments from the U.S. Department of Education (USDOE) to the U.S. Department of Labor. From the USDOE alone we have six different grants, including a grant to increase graduation and transfer (Graduation Initiative) and a STEM grant that aims to increase the number of students pursuing and succeeding in STEM disciplines at the college, transferring in STEM majors to four-year universities, or entering the related workforce. We also receive funding from private businesses like Citibank for our Small Business Development Center and foundations including the National Science Foundation.

These grants have directly contributed to improvement in institutional processes, expansion of targeted support services, and major gains in student achievement.

Self-Evaluation
The College meets the standard. The College provides multiple mechanisms for people from all constituencies of the College to participate in planning. The link between program planning and resource allocations is emphasized throughout the planning cycle. Many examples exist of planned and funded projects leading to institutional improvement. The linkage between resource allocation and institutional effectiveness needs to be more consistently and clearly reported to the College community.

Actionable Improvement Plans
Generate a report annually of how allocated resources are linked to institutional improvement, based on evaluations of funded plans. The report also needs to be more widely distributed across campus.

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

Descriptive Summary

The College supports the collection, interpretation, and wide distribution of a comprehensive set of institutional assessment results. These assessments are conducted at the course, program, unit, and College levels to evaluate student learning, student achievement, service areas, goal completion, and mission fulfillment.

Assessment of student performance begins upon entry, with a report of academic preparation of students from local high schools created annually, discussed college-wide, and shared with principals and guidance counselors of feeder high schools. Individual high school data is compared to the overall high school average to demonstrate how well students are doing with respect to entering academic preparation, educational goals, course success, persistence, and goal completion. Feedback is discussed in the President's Cabinet as well as other venues including Counseling Division meetings and the Student Success Advisory Committee, with specific changes made based on suggestions from high schools. The information is also shared with the Board of Trustees and the community via the College website.

At Compton Center, similar performance data is regularly shared with principals and guidance counselors, both during personal visits by college leadership and annual high school counselor luncheons within the Compton Community College District. Information is also shared within the Compton Commitment Partnership (a partnership that is derived of Compton Unified School District, ECC Compton Center and Cal State Dominguez Hills). Both Compton Commitment Partnership meetings as well as Counselor luncheons are also an opportunity to collect qualitative feedback from feeder high schools to determine how well the college is meeting the needs of their students.

Another set of college-wide assessments involve the Institutional Learning Outcomes (ILOs), formerly known as the Core Competencies which the College expects students to achieve after a course of study at the institution. The ILOs were developed by the Assessment of Learning Committee. They were later reviewed and refined with an assessment schedule planned. ILOs were ratified by the Academic Senate in 2007 and again in 2010 when an information and technology literacy outcome was added.

The College's ILOs state that students completing a course of study at El Camino College will achieve learning outcomes in content knowledge, critical, creative and analytical thinking, communication and comprehension, professional and personal growth, community and collaboration, information and technology literacy. ILOs are assessed on a four-year schedule, with one or two assessed each year.

The College regularly administers satisfaction surveys to random samples of students college-wide as well as for special groups on campus (e.g., Distance Education students). Results from satisfaction surveys are discussed with faculty, leadership, and staff, and are made available to the College community via its public website. Major bodies that discuss student satisfaction results include Academic Senate, Enrollment Management, College Council, Student & Community Advancement area leaders, and Council of Deans & Directors.

Finally, the College utilizes peer group comparisons and longitudinal tracking to assess its effectiveness in terms of student achievement and goal completion. First, Institutional Research & Planning assembles an Academic Performance Profile annually, comparing the College to local institutions in its peer group, for both the College and the Center. Measures in the report include successful course completion, college persistence, and goal completion (degrees, certificates, transfers, 4-year degrees conferred). Similarly, the President's Cabinet annually reviews the *IPEDS Data Feedback Report*, a Federal peer group report with similar content based on national data sets. Finally, the College utilizes the California Community College Chancellor's Office annual Student Success Scorecard, which tracks cohorts of El Camino College and Compton Center students through a variety of achievement measures and includes five-year trend data. This report receives wide exposure, with annual results presented and discussed with the Board of Trustees and in a variety of consultation and advisory groups such as the Academic Senate, Enrollment Management, College Council, and Council of Deans & Directors. In addition to the Scorecard, the College also utilizes information from the Chancellor's Office such as the Transfer Velocity Report, which tracks the College's rate of transfer against other institutions.

For most measures of student achievement, the College now commits to a minimum institutional standard of performance and sets goals for higher achievement in the future. These standards and goals are set through

a combination of statistical analysis and College- wide dialogue conducted by the Student Success Advisory Committee (Nov. 14, 2013, Jan. 30, 2014, and during the annual planning summits. The Institutional Student Achievement Standards were reviewed and discussed by the Academic Senate (pg 21-25) as part of the process to set the standards.

The College assesses itself systematically on the program and unit levels through a standardized Program Review (PR) process, which is repeated on a four-year cycle. Academic PR is based partly on longitudinal enrollment, student achievement data, and SLO assessments as foundations for program evaluation and future planning. In addition, academic program interventions, such as reading/writing/tutoring centers, active learning methods, learning communities, and accelerated course models, are also evaluated on the student services program review timeline.

Student Services programs are assessed through the PR process to determine how effectively they contribute to student achievement and goal completion. Program participants are compared with similar students who are non-participants to determine the degree to which each program is associated with comparatively higher achievement in areas such as successful course completion, persistence, milestone achievement, and goal completion, such as graduation or transfer, where appropriate. Examples of programs undergoing such assessments include First Year Experience, Orientation, Puente, Project Success, Supplemental Instruction, and Study Abroad, among others. The College also evaluates its institutional quality in terms of student learning and quality of services through Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs) for Student Services and Administrative Services programs.

The College maintains a policy of openness with respect to assessment data and analysis, making a regular practice of posting all achievement data on its website, in addition to its regular practice of distribution through consultative groups and leadership. The Research & Planning Web page is organized by major types of data: demographics, success and retention, student achievement, survey findings, regional data, and special-subject research reports. Institutional Research and Planning (IRP) hosts a Twitter feed and produces its own *Research & Planning Blog*, summarizing new releases of data, recent educational research, and other information valuable to the community. Research also is discussed on a regular basis in the *President's Newsletter* and Compton Center's *CEO*

Newsletter/Messenger which are both distributed to each location's entire workforce and posted to the respective websites. In addition to public postings, assessment data are regularly presented and discussed at flex day presentations and workshops, Academic Senate meetings, and at Division and other meetings, where appropriate.

The College conducts periodic assessments to determine if the modes of communication are appropriate and to what degree messages of institutional quality are reaching the college community and College service area. One example of community assessment is community surveys which measure familiarity with and confidence in the quality of the College. El Camino College consistently rates highly in the community, revealing a strong reputation that is maintained across repeated surveys. In a 2012 survey, El Camino College had 99 percent positive recognition by those surveyed in the community. In addition, the College assesses effectiveness internally via the Campus Climate Survey, repeated regularly over time. Institutional Research & Planning also measures how well recipients of research understand and utilize institutional research data through a standard follow-up survey for each completed project. A spring 2009 program review survey revealed high interest, comprehension and usage of IR data, but some confusion regarding where to find research information on the web. This prompted a reorganization of the IRP Web pages to improve identification of and access to relevant data.

Self-Evaluation
The College meets the standard. Assessments of student learning outcomes, student achievement, and institutional effectiveness are distributed widely and available to the public through College Web pages and publications, group presentations and direct emails.

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

Descriptive Summary
The College systematically reviews its guiding planning principles and its planning and budgeting process with the intention to improve and to incorporate regulation changes and recent local, state and national developments. The mission and the strategic initiatives are updated or reaffirmed on a five-year cycle and

reviewed yearly at the annual planning summit. The Comprehensive Master Plan, which includes plans specific to Education, Technology, Facilities and Staffing, is also updated every five years. Program plans are revised at least once a year. Academic program review is informed by curriculum review, which is on a six year cycle for academic programs and two year cycle for Career and Technical Education programs. Both curriculum review and Student Learning Outcomes (SLO) for academic programs and Service Area Outcomes (SAO) for student services inform program review. SLOs and SAOs are systematically revised and assessed. Annual planning summits provide a time for representatives from throughout the campus community to provide holistic reflection on the planning and budgeting process. For instance, the campus was given a Planning Feedback survey prior to the 2011 Planning Summit. The survey covered technical questions, understanding and use of linkages between mission, strategic initiatives, program review, student learning outcomes and resource allocation. It also provided feedback on the Planning & Budgeting Committee (PBC) as well as the planning process in general. During the Summit, participants reviewed the results of the survey and recommended changes as needed. They also created metrics to measure the 2011-2014 strategic initiatives. Results from the Feedback Survey were also reviewed by PBC to determine areas needing improvement, establishing action steps and goals for future years. The PBC analyzed feedback from the survey and established an action plan to improve the planning process as a result.

ECC uses many processes to effectively review and modify all parts of the planning cycle, including institutional and other research efforts. The Planning & Budgeting Committee conducts an annual review of its performance and reflects upon the planning and budgeting process yearly (PBC minutes 1/21/2010, 2/4/2010, 3/18/2010, 4/18/2013, 5/4/2013). The Assessment of Learning Committee has developed, enhanced and refined the assessment process in order to improve the quality and quantity of assessments. As a result, resources are available on the SLO Web page to assist faculty with crafting quality SLO and PLO statements and training materials and templates for submitting assessment results and the use of those results to improve student learning. The Curriculum Committee assesses its needs and additional reassigned time is granted when necessary. For instance, a faculty leader was given additional reassigned time in fall 2012 to work with faculty revising curriculum and programs

to meet new repeatability regulations based on the Repeatable Course Usage report.

The academic program review process has undergone a continual process of improvement over the past four years. A template was introduced in 2010/11 to standardize reviews and to provide relevant assessment and data evidence to support recommendations for change and funding requests. Institutional Research and Planning developed standardized data sets for each program. A formalized training session for faculty writing reviews was also introduced. The Academic Program Review Committee (APRC) began to meet with each author and Dean to provide suggested improvements to their drafts. The formalized training, data sets, and APRC reviews are now permanent components of our academic program review process. In 2011/12 the training and APRC reviews of drafts continued, and the template was further refined. During that year, we worked with the CurricUNET company to create a program review module that would operate alongside the existing curriculum and SLO modules in the same system to create one inter-relational database. The following year, 2012/13, the CurricUNET program review module was used by faculty to compose and submit their program reviews. Technical and quality control issues caused the College to discontinue the use of CurricUNET. The College has returned to a paper template for program review.

The template has yielded more careful data analysis and deeper reflection on the program and its future direction. In 2013/14, a program review materials packet was created to assist faculty in the process and further improve the quality of review. In addition, the template was refined to strengthen the language used in the questions about assessments. In addition, programs are now asked to reflect on their performance in relation to institutional student achievement standards and to create a student success standard for their program and a goal for certificates/ degrees/licensure exam pass rates, if applicable. IRP now includes a proposed success rate standard in the data set. In spring 2014, a student satisfaction survey and related analysis were added to the template as part of the ongoing effort to fine tune the process.

Self-Evaluation
The College meets the standard. The College continuously and systematically improves its planning processes leading to institutional effectiveness. The program review process has been strengthened by

including SLO and SAO assessments. The ties to resource allocation have also been strengthened by emphasizing the connection between program review recommendations and the annual plan recommendations, both of which are coupled with at least one Strategic Initiative. The academic Program Review cycle has also been adjusted to allow program review recommendations to influence budget allocations more immediately. Documenting changes to the processes is an area where improvement is needed. To ensure full communication, outcomes of funding requests should be made available to the campus.

Actionable Improvement Plans
The College will document and justify changes to planning and resource allocation. The implementation of a new institutional effectiveness group page on the internal portal will serve as a repository for this information.

Standard I.B.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.

The College uses a number of different mechanisms to help determine its effectiveness and the extent to which it fulfills the mission and Strategic Initiatives. Standardized mechanisms include the cyclical processes of planning, program review, curriculum review, and learning outcomes assessments, which consists of student, program, and institutional learning outcomes. The planning process begins with a five-year comprehensive master plan, which informs (and is informed by) four-year program reviews, six-year curriculum reviews, learning outcomes assessment results, and the annual planning cycle. All of these processes are reviewed on a periodic basis for their effectiveness. Evaluation of the planning process has led to changes in planning tools, planning calendars, and training to ensure that annual plans were thoughtful and of high quality.

Program review processes and templates have been evaluated several times, with each successive review producing a more meaningful and effective process and reports that more fully integrated planning, learning outcomes and statistical evidence. Program Review relies on a template to guide program evaluators through the stages of a comprehensive review. This template has undergone several iterations over the past 10 years

based on continuous dialogue within and across areas of the College. Some changes improved alignment with external standards and best practices, while others developed through self-reflection and participant feedback processes. The most recent changes occurred in 2014 to include the use of student satisfaction surveys. Each cycle of review has led to improvements in the quality and effectiveness of program review reports. In addition to the template review, Program Review committees self-assess their own effectiveness through user surveys and an annual evaluation process. This process affirmed areas of quality and suggested areas where the committees could improve.

Learning outcomes and their assessment tools are frequently discussed and improved through the mechanism of the Assessment of Learning Committee. Through this College-wide committee, faculty members discuss assessment results and exchange best practices. A recent discussion of institutional learning outcomes led to a new process of direct assessment of exiting student core competencies (ILOs) so that specific changes could be incorporated at the course and service levels to improve outcomes. From this same discussion grew the idea of developing faculty resource files on the MyECC portal to assist instructors with incorporating skill-building activities into their curriculum. These changes were put into practice in spring 2013.

The College also establishes measurable objectives associated with the Strategic Initiatives and a host of student achievement measures. Goals are set and evaluated one year later at the annual planning summit, among other venues.

Consultation, advisory, and division/area committees are also responsible for monitoring and guiding institutional improvement. Some committees, such as the Planning and Budgeting Committee and College Council, regularly participate in self-evaluation processes to ensure the continuous institutional improvement. They conduct evaluations annually, assessing their performance against the college mission, Strategic Initiatives, committee purpose, and annual goals.

Faculty also assess themselves through the regularly-scheduled Self-Evaluation Report (Faculty Contract, Appendix J). Aspects of the self-evaluation include objectives for the continued improvement of instruction and participation in SLO assessment, reflection on student evaluation results, professional growth, and college participation. Success and retention rates are

also published on the Institutional Research & Planning Web page by term, division, department, instructor, and instructional method along with average rates. The purpose of these reports is to support instructor self-evaluation and faculty dialogue on student success. The Mathematics Division, for example, uses a customized version of these reports to discuss grading trends over time by course.

Self-Evaluation

The College meets the standard. The College assesses its evaluation processes, such as with planning process assessments, and the evaluation work conducted by the Assessment of Learning Committee. However, these processes are not yet regularly scheduled and formalized, nor is the process of evaluation of these mechanisms recorded in a formal way, such as through summary reports or meeting minutes.

Actionable Improvement Plans

1. Establish and publish a process evaluation calendar for program review, planning, and learning outcomes assessment similar to other review calendars (e.g., program review, curriculum).
2. The College will conduct and document process assessments on a regular schedule to ensure that processes are comprehensive, meaningful, and contribute to institutional improvement.
3. Train committee chairs to conduct annual review of their committee's goals and performance. Conduct the committee reviews and post the results and dialogue on the web in meeting minutes.

Evidence - Standard IB: Improving Institutional Effectiveness

Standard II:
Student Learning Programs and Services

EL CAMINO COLLEGE

Standard II: Student Learning Programs and Services

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

Standard II.A. Instructional Programs

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

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

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

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If a course is to be taught online, the online delivery method must be approved by the College Curriculum Committee. All instructors must undergo a one-year training program and be certified in using Etudes, the College's official learning management system and complete a course on how to teach online. The course review process requires information regarding methods of regular effective contact between instructor and student, student authentication, instructor-generated content, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

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

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

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

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

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

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

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

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

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

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

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

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

Descriptive Summary

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

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

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

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

Assessment of Learning Committee

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

Status of Student Learning Outcomes and Assessments

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

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

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

SLO assessment reports have been refined to garner more explicit and meaningful data, analysis, and planned actions. Prompts in the following areas were added to the assessment report template prompting faculty to provide specific information about changes needed to improve student learning.
1. **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.
2. **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
3. **Program/College**: Anything the Program or College should do to support any of these changes.
4. **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

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

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

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

1. To help students better describe resource allocation and price determination, the Economics program established a plan to use a greater variety of teaching methods, to include more reinforcement of material during class sessions, and to provide students with more opportunities to apply economic concepts.

2. To improve the identification of sewing techniques, the Fashion program proposed the creation of PowerPoint presentations to feature more sketches and photos for student reference and associated group work to analyze examples

3. To assist students in passing a certification test, the Auto Collision Repair/Painting program designed a method where certification-specific information would be designated as such during lessons and follow-up hands-on activities would provide reinforcement.

4. After meeting its target for success, the Journalism program significantly raised its target and established interventions to improve student performance in its lowest performing class.

5. To improve assessment reporting, the Earth Sciences program created a simplified rubric and established standard methods for instructors to administer assessments.

6. To respond to the needs of English as a Second Language (ESL) student, the Childhood Education program analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance.

7. To address a concern regarding students' self-awareness about achieving career goals, the Human Development program faculty approved and advanced to the division curriculum committee a proposal for a three-unit Career Development course.

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

1. Math Division - "Student learning objectives (SLOs) are at the core of any successful academic program and, as such, it is of vital importance that I continue to refine my instructional model to optimize my students' comprehension of established course SLOs. Consequently, I plan to include a sizable group project into the Statistics course….I think Statistics is a perfect place to introduce a large comprehensive project that incorporates several course SLOs….This project will improve student learning with respect to several course SLOs, but in particular to the first and the sixth….It is my hope that this group project will provide my students with a creative outlet that allows them to untie the course material with subjects that they are really passionate about, thus resulting in a great learning experience".

2. Fine Arts Division - "Since my last evaluation…I have revised and fine-tuned my syllabi in conjunction with class handouts and presentations in order to clarify the relationship among course objectives, grading criteria, and student learning outcomes. I also researched SLO handbooks and studied various sources of 'good practices' related to writing, grading, and assessing student learning outcomes as well as methods for integrating assessment data into the instructional process."

3. Natural Sciences Division - "The analysis and assessment of the current Student Learning Outcomes (SLOs) demonstrated that the majority of students were successful and acquired a firm knowledge of the subject material. However, a substantial number of students with low scores indicate a need for improvement in specific areas of each SLO…. Providing extra microscope laboratory exercises will allow students extra practice time to acquire the skills required for proper use of the microscope. A post-test will also enhance student knowledge and success…Additionally, purchasing new slides…and microscopes….will significantly increase student success."

4. Natural Sciences Division - "My objectives to contribute to the department's development and assessment of the student learning outcomes would be to continue to personally create new SLOs and help develop further SLOs with the other…faculty. I will continue to be involved with various 'brown bag' SLO meetings, help create various assignment rubrics and also facilitate the interpretation and evaluation of data for both programs and course level SLOs."

Campus Assessment Dialogue

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

SLO Software Program

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

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation

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

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

Actionable Improvement Plan

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

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

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The advisory committees contribute input to these decisions in various ways, such as by suggesting skill levels needed for entry level positions in their industries. For example, at the 2013 advisory committee meeting for Computer Information Systems, the board suggested that keyboarding skills be a pre-requisite for the department's proposed Help Desk Certificate, as the committee finds that skill seriously lacking. The 2012 Horticulture Advisory Committee suggested courses be added to the program to provide certifications in Landscape Construction, Pesticide Application and Certified Arborist.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. To increase mathematical understanding among prospective elementary teachers, the Math program utilized assessment data in conjunction with program review findings to restructure the class hours for three courses so that student contact hours were increased. PLO assessment had indicated that the increased contact hours resulted in improved student ability to solve a mathematical problem, analyze the solution, and identify errors.

7. The Astronomy program correlated usage of a new lecture-tutorial textbook alongside active learning techniques with a 17 percent increase in assessment scores. The program found that the practice of in-class activities stimulated critical thinking and enhanced comprehension among students.

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

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

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

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

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

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

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

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

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

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

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

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

Program Review is one of many ways that the College evaluates its programs and courses. The college also uses course and program level performance data posted on the ECC website to reflect on ways to improve student success, curriculum and student pathways to degrees and certificates. Course and program level performance data are evaluated every term through the review of successful <u>course completion and retention data</u> published on the ECC website. Academic deans and faculty make regular use of these rates to identify performance trends and outliers. Analysis of ECC website hits reveals that the Institutional Research & Planning (IRP) Success and Retention Web page is one of its most frequently accessed pages. The Success and Retention page had more than 700 hits in 2011-2012 while other IRP Web pages had half of that number.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Descriptive Summary
In 2002, the College Board of Trustee adopted Board Policy 4025, Philosophy for Associate Degree and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

improved their knowledge and have increased social interaction.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation
The College meets the standard. El Camino College ensures students earning vocational and occupational degrees and certificates will demonstrate the necessary skills and competencies to meet the requirements of the labor market in their respective field of study. The pass rates from the external licensure and certification bodies indicate that students are prepared for the fields they are entering.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation
The College meets the standard. El Camino College provides clear, accurate, and consistent information through print, electronic format, the College's websites, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

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

Descriptive Summary

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

Self-Evaluation

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

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

Descriptive Summary

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

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

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

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

Self-Evaluation

The College meets the standard.

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

Descriptive Summary

El Camino College's academic honesty expectations are published in Board Policy 5500 Academic Honesty and Standards of Conduct. Consequences for academic dishonesty can be found in Administrative Procedure 5520 Student Discipline and Due Process Procedure. Regarding the expectation of academic honesty, BP 5500 states that the College "insists upon academic honesty" and "all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an education environment of the highest standards characterized by a spirit of academic honesty." Furthermore, BP 5500 discusses the responsibility of the academic community and students in particular to promote a fair and honest educational environment. The Authentication Guidelines for Distance Education classes meet the requirements of the Higher Education Opportunity Act to ensure that the student who registers in a distance education course is the same student who takes the course and receives credit. Finally, consequences for academic dishonesty are found in AP 5520 which include assigning a failing grade for the assignment, suspension from class, and a creation of a student disciplinary file. Students seeking to appeal a disciplinary action resulting from an accusation of academic dishonesty may do so by following the Due Process Disciplinary Procedures found in AP5520. BP 5500 and AP 5520 are available on the college website and in the 2013-2014 College catalog (pages 31-34). Additionally, excerpts from BP 5500 and AP 5520 regarding academic dishonesty are included in the class schedules (pages 7-8).

Self-Evaluation

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

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

Descriptive Summary

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

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

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

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

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

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

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

Evidence – Standard II.A: Instructional Programs

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

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

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

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

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

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

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

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

The <u>Puente Project</u> and <u>Project Success</u> are academic and student support service programs designed to support transfer of underrepresented students that are considered at-risk, low income and/or first-generation college students. They are designed to increase the retention rate and to improve the academic performance of Latino and African-American students, respectively. Students additionally are matched with a mentor from the community to gain additional support.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard II.B.2.a. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General Information
- **Official Name, Address(es), Telephone Number(s), and Website**
- **Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

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

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

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

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

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

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

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

Standard II.B.2.b. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: Requirements
  • **Admissions**
  • **Student Fees and Other Financial Obligations**
  • **Degree, Certificates, Graduation and Transfer**

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

Self-Evaluation
The College meets the standard.

Standard II.B.2.c. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: Major Policies Affecting Students
  • **Academic regulations, including academic honesty**
  • **Nondiscrimination**
  • **Acceptance of transfer credits**
  • **Grievance and Complaint procedures**
  • **Sexual Harassment**
  • **Refund of Fees**

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

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

Self-Evaluation
The College meets the standard.

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

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

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

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

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

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

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

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

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

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

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

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In May 2012, student leaders and representatives across instructional and student service programs collaborated to plan and host a symposium to increase awareness of mental health, stigma, and social inclusion.
In addition, the "College Hour" held during 1:00 p.m.-2:00 p.m. on Tuesday and Thursday in the regular terms is reserved for student activities such as club meetings, guest-speakers, playing live or recorded music, and other intellectual, civic-minded, and collective activities. The annual Student Art Show held each spring, showcases the current student body's work. The works are selected by instructors and show a variety of the best student work in a wide range of media.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Admissions and Records Office adopted new security measures in 2013. The office now has security transcript paper which will no longer have to go through a validator due to the inclusion of the Director of Admissions and Records signature on each sheet. To ensure that security is not compromised and the paper is not accessible to anyone, only Admissions and Records staff is allowed in the vault, including student workers, faculty, and staff from other departments.

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

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

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

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

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

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

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

Self-Evaluation

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

Authentic SAO assessment by the Student Services programs is leading to improvements in student participation in student services programs, academic standing, and program effectiveness. For example, the Scholarship Office's examination of student progress through the centralized online scholarship application led to refinements of the online application and their practices to increase student completion and participation in applying for scholarships. Financial Aid Office SAO assessment results promoted changes in the content discussed and materials disseminated during Satisfactory Academic Progress workshops to help students improve their academic progress. An SAO assessment at ECC Compton Center's Admissions & Records Office examined student awareness and utilization of the online registration system (MyECC). Assessment results led to efforts to increase student awareness of other features within the application, by training staff to promote awareness and having students attend a mandatory orientation.

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

Evidence – Standard II.B. Student Support Services

Standard II: Student Learning Programs and Services

Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation

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

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

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

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

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to resources owned by the libraries and via online subscriptions, the Library provides two paths to obtain outside resources: reciprocal borrowing agreements with other institutions and the Inter Library Loan (ILL) service (II.C.1.e. Reciprocal Borrowing Agreement). El Camino College has reciprocal borrowing agreements with two local university libraries: California State University Dominguez Hills and California State University Long Beach. ILL is a supplemental service providing access to materials not available in the libraries; it is available upon request.
The libraries provide sustainable quality services to the campus community in part by maintaining continuous operational services for resources management and for technology updates and maintenance. The Libraries maintain the following operational services contracts: 1) Innovative Interface Inc., for the Millennium integrated library system; 2) Baker & Taylor and Midwest Title sources for book selection and ordering process; 3) Online Computer Library Center (OCLC) bibliographic utility for retrieving/downloading records of purchased materials in MARC format into the Millennium system, making them available and searchable in Online Public Access; 4) EBSCO serial subscriptions for retrieving/downloading print periodical records into the Millennium system to be searchable via OPAC; 5) Electronic Reserve System that serves as a depository source where students can search and electronically retrieve their class's reserved materials.

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

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

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

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

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

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

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

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

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

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

The service area outcomes used by the Library and the LRC provide a mechanism for assessing the services of the department. An annual Student Satisfaction Survey distributed to students, staff, and faculty provides data about use and satisfaction levels on issues like ambiance, safety, equipment, and service. In order to validate that they can extract the information needed for their assessment, all LRU Program SAO teams contribute to developing the survey. The comments and results, as compiled by Institutional Research, are circulated to all unit members and discussed in detail by the individual SAO teams and the unit council. A recent change resulting from the survey was the increase of staff presence in study areas identified in the survey comments as having noise issues.

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

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

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

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

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

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

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

In November 2012, library users were surveyed to determine their use of the Library, as well as their opinions of the Library facilities. Surveys were available at the circulation desk, distributed to Library patrons studying in the Library, and handed out in orientation sessions. Library users completed and returned108 surveys. The survey provided information on Library usage, computer access, and satisfaction with facilities, purpose and duration of visits, and needs assessment. (II.C.2. ECC and Compton Center Library Survey) According to the Library SAO, students will demonstrate knowledge of the various services available that the Library offers. The results of the survey do indicate that students are using the Library and are generally satisfied with the level of services provided.

The ECC Compton Center's Library-Student Success Center conducts a semester by semester faculty and student survey; some of the items measured relate to tutoring services, quality of tutors, accessibility to services, fostering independent learning and areas in which the Library-Student Success Center can improve. These surveys are instrumental to measuring Student Learning Outcomes and for addressing the concerns and needs of the Compton Center faculty and student population.

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

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

**Standard III:
Resources**

Standard III: Resources

The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Standard III.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.

The College employs qualified personnel to support student learning programs, regardless of the means of delivery. The hiring process ensures that applicants and new hires meet the required qualifications and are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. The institution ensures its commitment to the educational role of persons of diverse backgrounds through the Office of Staff and Student Diversity. Campus employees are trained as Equal Employment Opportunity representatives, and these employees volunteer to serve on hiring panels for all full-time permanent employees. The Human Resources department also screens applicant pools to ensure a diversity of applicants to permanent positions. The Human Resources Office participates in the annual planning process through the development and submission of program and units plans. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development.

Standard III.A.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.

Under the auspice of the Human Resource (HR) department, the College hiring process ensures that applicants meet the required qualifications and new hires are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. Additionally, Human Resources staff and individuals serving on screening committees (staff, faculty and administrators) undergo training to ensure that hiring procedures are consistently applied in the acquisition of new qualified employees.

The institution assures the integrity and quality of program through adherence to strict hiring guidelines outlined in the staffing plan, found in the Comprehensive Master Plan, page 117. Equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring are under the purview of the Human Resources Department. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President's Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees' hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Education, training and experience of potential faculty members are of utmost importance in faculty hiring. Minimum qualifications and equivalency procedures for faculty members are established through mutual

agreement between the Academic Senate and the Board of Trustees as needed. Local minimum qualifications for faculty were revised to incorporate recent changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

Self-Evaluation
The College meets the standard.

Standard III.A.1.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 plays 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 only if equivalence has been established.

Descriptive Summary
El Camino College has a well-defined process for the selection of faculty, administrators, and classified positions. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list. This list was updated in 2008. Defined hiring procedures mutually agreed upon exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates (See Appendix M-1 and M-2 in Federation Contract, ECC Tenure-Track Faculty Hiring Procedures). The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty and an Equal Employment Opportunity Representative, ensures discipline expertise. The final selection committee, comprised of the administration and discipline representation, examines an applicant's potential to contribute to the college and to implement the institutional mission and goals.

ECC Compton Center's process mirrors the College's with the exception that the Special Trustee assumes the powers of the Board of Trustees and the Personnel

Commission. All personnel activities require the final approval of the Special Trustee. The final decision to create new positions and to hire new full-time employees is made by senior management which includes: El Camino College Superintendent/President, Vice Presidents, the CCCD Special Trustee, and CEO. If action is approved, CCCD hiring procedures commence.

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the College (Appendix M-1 Federation Contract; (ECCE Contract). Job announcements delineate the job requirements. Transcripts verify candidates meet educational minimum qualifications prior to hiring. Teaching demonstrations allow faculty members to evaluate effective teaching of the candidates. 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.

Faculty candidates are assessed on overall scholarship and potential to contribute to the College beginning with the initial minimum qualification screening process, followed by the Faculty Hiring and Screening Committee process, including a teaching demonstration prior to final assessment and selection to evaluate effective teaching practices. Classified screening committees are comprised of at least one member appointed by the El Camino Classified Employees (ECCE) and an Equal Employment Opportunity Representative. Respective vice presidents are responsible for overseeing the recruitment process for administrators in his or her area. The screening committee is comprised of administrators, faculty and classified staff. Management positions are announced for a minimum of 40 working days to draw the widest potential pool of qualified candidates.

Job descriptions and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources through the iGreentree system. Announcements are also sent to common hiring websites such as the CCC Registry and Higher Ed Jobs. Faculty positions are announced for a minimum of 40 working days. ECC faculty position descriptions are included in Appendix A of the Faculty Agreement with the district. These descriptions designate 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. 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. Where needed, due to changing technologies and/or job requirements, job descriptions are reviewed, researched and updated accordingly. Per the classified agreement, Human Resources announces and posts classified positions for a minimum of 10 working days. For classified openings, the Human Resources department announces the vacancy in local publications and online postings unless a broader circulation is requested.

Faculty and Administrator qualifications go through a dual review to verify the qualifications are met. As part of the application process, candidates are required to submit copies of pertinent transcripts and HR reviews the 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 then reviews the individual's qualification prior to board approval. The second and final equivalency review is conducted by the Vice President of Academic Affairs, Vice President of Human Resources, discipline faculty, and the President of the Academic Senate prior to Board approval to ensure that necessary background and support is present to document the equivalency.

To identify faculty expertise in DE/CE instruction, proper certifications from accredited institutions or organizations are verified by Human Resources. A teaching demonstration and presentation of a course shell with syllabus, assignments, and module lectures are evaluated by a committee. To gain expertise teaching online, faculty undergo two training sessions at El Camino College. Deans can also evaluate DE courses by inspecting course websites and online learning platforms. The DE office also has a checklist of course requirements that must be met for any online course offerings.

Self-Evaluation
The College meets the standard. Job descriptions are publicly available on the Human Resources Web page. Applicants are screened for appropriate credentials and job requirements by screening committees consisting of administrators, classified employees and faculty members.

Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluation of all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel, including performance and assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvements. Actions taken following evaluations are formal, timely and documented.

Descriptive Summary
El Camino College bargaining agreements and board policies ensure that all employees receive an evaluation in a timely manner to assess that they are meeting the performance standards for their assigned duties (Federation Agreement, Article 20; Classified Agreement, Article 10). The procedures and timelines are defined in the employees' respective bargaining agreements and/or board policy. The bargaining agreements and the job descriptions state appropriate institutional responsibilities.

Classified staff, police officers and confidential employees receive an annual evaluation. New hires receive at least two evaluations during their one-year probationary period and then annually thereafter. Classified employee evaluations are due by the end of the employees' anniversary month.

The Office of the Vice President of Academic Affairs maintains the records for all full-time and part-time faculty members evaluated each semester. The lists of faculty due for evaluations are sent over by the academic divisions every semester. Each division is responsible for also maintaining their own records of faculty due dates and evaluations.

Following recent negotiations, the 2012-2015 faculty agreement also contains a change to include the evaluation of Student Learning Outcomes (SLOs) in the faculty self-evaluation form (Federation Agreement Appendix J). In addition, tenure track probationary faculty evaluations occur during the first, second, third, fifth and seventh semesters (Article 20, Section 1). For faculty members first hired in the spring semester, this evaluation schedule will commence in the fall of that same year. Included in the evaluation process are the self-evaluation, peer evaluation and student evaluation, which are then followed up by a conference with the evaluation panel comprised of the Dean and the peer evaluators for review.

Regular tenured instructors are evaluated every three years utilizing the same evaluation components and process (self-evaluation, peer and student evaluations and conference) as probationary tenure-track faculty.

A similar process is used by the college to evaluate part-time faculty. They are evaluated their first semester and at least once during the next three semesters from their hire date. Thereafter, they are evaluated at least once every three years, or on an as-needed basis, as long as there is no break in service exceeding one year.

Performance evaluations of administrators and supervisors are completed once a year for new hires for the first two years of service. After the initial evaluation they are completed once every three years or on an as-needed basis. The evaluation process also includes a self-evaluation, peer/faculty/staff surveys, immediate supervisor's evaluation and a conference. Multiple measures make certain that personnel are effective in performing their duties. The evaluation criteria to measure the effectiveness of classified personnel in performing job duties include an assessment of the quality and quantity of their work. Faculty members are evaluated for effectiveness by way of student retention, success rates, and student evaluations.

All personnel evaluations provide the opportunity for improvement of overall job performance. Specific areas for enhancement may be documented in an evaluation. An overall assessment suggesting that improvement is needed results in an established improvement plan (Federation Agreement, Article 20, and Appendix J; Classified Agreement, Article 10, Section 1). Personnel evaluations and improvement plans are connected to institutional effectiveness in that they endeavor to enhance the quality and efficiency of the institution's instruction and student services.

The College continues to take steps towards improving the evaluation process. These include the incorporation of SLOs into the faculty self-evaluation, updating the classified evaluation due dates, providing training workshops at the monthly management meetings and online consortium training in conjunction with the legal firm Liebert, Cassidy and Whitmore.

Self-Evaluation
The College meets the standard. Human Resources Department sends frequent alerts to managers and supervisors of classified personnel to remind them that evaluations must occur within 60 days of the notice. A list of overdue performance evaluations is also provided

to the Superintendent/President and the four vice presidents every month. The Vice President of Human Resources monitors administrative and supervisory evaluations. Human Resources has started to see a slight increase in the completion rates of personnel evaluations, which if continued, should help to exceed the prior 2008 timely completion rate of 82%.

Standard III.A.1.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
The roles of faculty, tutors, and others in producing Student Learning Outcomes (SLOs) are significant and on-going. Faculty and tutors take direction about SLOs from SLO Facilitators and the SLO Coordinators. Under the guidance of the SLO Coordinators, departments develop student learning outcomes and assessment instruments for courses and programs. Full-time faculty have the primary responsibility of developing course and program SLOs and assessment rubrics. Part-time faculty may be included for subject matter expertise and assessment. Faculty are also required to include approved SLOs in their course syllabi and participate in the assessment of course and program SLOs during the designated assessment timeline.

The Faculty Agreement contains a section including the evaluation of SLOs in the faculty's self-evaluation form (Federation Agreement, Appendix J). 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.

The current faculty self-evaluation report also includes a requirement to identify objectives for the continued improvement of instruction and SLOs. As part of the evaluation process, evaluators examine faculty members' adherence to the course outline and course objectives.

As a result of continuous SLO assessment and regular evaluation, faculty members make necessary changes in their teaching methodologies to improve student learning. Discussions with colleagues concerning how

faculty members can improve their teaching strategies are made during the evaluations process. The current bargaining agreement requires all faculty members, as part of their evaluation, to include a self-evaluation (Federation Agreement, Article 10.2). Evidence of changes in teaching methodologies can be found in the self-assessment portion of the faculty evaluation. In an effort to evaluate effectiveness in producing SLOs, SLO Facilitator and Coordinator positions have been created to organize SLOs assessed and those to be assessed in upcoming semesters. Facilitators meet with faculty to distribute assessment materials and collect completed assessments, who report to the campus Coordinator. This method has been shown to yield meaningful and useful results, with nearly 100% SLO compliance. In addition, DE/CE courses are assessed with the same rigor as face-to-face instructional formats. However, DE/CE courses still need to be addressed in terms of recently updated ADA compliance.

Furthermore, periodic changes in course content have been made to ECC classes from the analysis of how well students master course content in both face-to-face and DE/CE classes. The changes were initiated when individual departments evaluated their SLOs, collecting data, analyzing the results to define effective and ineffective practices, and then making recommendations for course content changes. ECC uses the recommendations made to improve student learning outcomes by updating curriculum content. Subsequent analysis of the new course information is assessed in future SLO assessment cycles. The methods utilized for SLO evaluation yield meaningful and useful data, establishing the groundwork for improvements in student learning.

In accordance with faculty contracts and evaluations, ECC Compton Center faculty members make use of SLO assessment results to improve SLOs as well. Faculty members maintain design classroom lectures and discussions, create day-to-day assignments and activities, as well as collect evidence of student improvements all targeted around SLO improvement. Faculty department meetings often include time to discuss best practices to further improve SLOs. Through faculty and professional development, Flex Day meetings include breakout sessions focusing on improving or incorporating different teaching skills. ECC Compton Center faculty members work closely with El Camino faculty members during division meetings to review SLO data.

Professional Development is highly supportive of faculty in the development of new theories regarding SLO assessment and improvement through a series of workshops as well as a Faculty Inquiry Partnership (FIPP) program that are geared toward both face-to-face and DE/CE instructional models. Regular trainings are provided during the semester and on Flex Days concerning the use of SLO information tracking software, CurricuNet, and more recently, TracDat. El Camino College requires all DE/CE instructors to become certified to use the online learning platform, Etudes. Moreover, DE/CE instructors may participate in virtual professional development activities such as webinars and interactive conferences regarding teaching methodologies and technology. ECC Compton Center faculty members are encouraged, through the Professional Development Committee, to attend workshops and conferences. The committee also provides a funding stipend on a first-come, first-serve basis to faculty members who attend and present at conferences.

Self-Evaluation
The College meets the standard. Faculty members and other college personnel contribute to student progress toward reaching SLO outcomes by evaluating their effectiveness and then changing course content as needed for improved student learning. Furthermore, completed SLO assessments are at an all-time high, with ample data available for faculty members to utilize when developing course syllabi, assignments, and future assessments in face-to-face courses. Professional development is available for all instructors, including DE/CE, to enhance their teaching skill set.

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
El Camino College's mission is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. In accordance with the mission, the College upholds a vision statement that requires employees to "work together to create an environment that emphasizes people, respect, integrity, diversity and excellence."

The highest value in the institution is placed on students and their educational goals. The faculty and staff of El Camino College and the Compton Center are the

College's stability, its source of strength and its driving force. Baring this in mind, the five core values that reflect the ethics of the institution are:

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.

To further uphold professional ethical standards, currently, Board Policy 2715 Code of Ethics and Standards of Practice, which was updated November 13, 2012, is in place. All deliberations and activities observe the following tenets:

- Acting as a Whole
- Managing Conflicts of Interest
- Monitoring Board Compensation and Expenses
- Handling Special Interest Groups
- Using Appropriate Channels
- Maintaining Appropriate Conduct at Board Meetings
- Maintaining Confidentiality of Closed Sessions
- Exercising Authority as Trustees
- Handling of Administrative Matters
- Giving Priority to the District and its Strategic Partner

The College fosters ethical behavior in its employees in many ways. The Academic Senate has adopted the American Association of University Professor's code of professional ethics. In the Faculty Agreement (Appendix A), position descriptions identify a faculty member's responsibility to maintain professional conduct and ethics. Additionally, at ECC Compton Center, a faculty ethics training session was held in fall 2012 to address ethical standards for grade submittal and other ethical policies of the institution.

Self-Evaluation
The College meets the standard. ECC has a written code of ethics and standards of practice for the Board of Trustees, through Board Policy 2715. The College also fosters ethical conduct through appropriate personnel trainings and professional development activities.

Actionable Improvement Plan
The College will develop a Code of Ethics for all employees.

Standard III.A.2. The Institution maintains a sufficient number of qualified faculty with full-time and 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 purpose.

Descriptive Summary
The College continues to maintain an adequate number of staff despite budget restrictions. Since 2008, ECC has hired a total of 222 new employees consisting of 77 full-time faculty, 17 full-time non-instructional faculty, 26 administrators, 88 classified employees, 10 police officers and four supervisors. As of the end of fall 2013, the College employs 292 full-time faculty and 536 part-time faculty for the instructional programs and 43 full-time and 61 part-time non-instructional faculty which includes counselors, librarians, health center personnel and faculty coordinators. To support and oversee the programs and services at ECC, there are 58 administrators, 20 supervisors, 370 classified/confidential employees and 20 police officers.

The current College Staffing Plan is included in the 2012-2017 Comprehensive Master Plan. The plan addresses various staffing issues the College will potentially face within the next five to 10 years. Topics range from age of the work force, organizational structure, staff development and staffing management issues. There are planning agenda items which include assessing potential retirement dates for the aging work force, recruiting and training new EEO representatives for anticipated recruitments and ongoing assessments of training needs of the College by supporting the Professional Development Office.

The institution continues to use established faculty hiring procedures and fill all open full-time faculty vacancies. The office of the Vice President of Academic Affairs meets with the division deans to review the faculty identification form that must be filled out in order to determine if a position meets the key factors, which include growth potential, productivity and program review. Division deans and faculty form a committee to review and prioritize a list, which is then sent to the Superintendent/President as a recommendation of positions to hire. Cabinet meets to establish a number of faculty positions that will be filled for the upcoming year as part of the planning and budgeting activities. The College strives toward achieving the goal that 75% of all instruction be taught by full-time faculty and to continue to meet the state-set faculty obligation number.

As part of program reviews, identified staffing needs are based on current and changing class demand. This information is incorporated into the annual planning tool. Requests for new positions or filling vacant positions are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position for approval to Cabinet. After approval is granted, the hiring manager completes a staffing requisition. The Human Resources department begins the recruitment procedures to fill the vacancy.

Through the use of the staff planning and review process, the College is able to pro-actively project, plan, and recruit accordingly to ensure a sufficient number of qualified staff are in place to support programs, service requirements, and student population. Human Resources utilizes organizational charts of appropriate Vice President areas to determine the organization of administrative and support staffing. To determine if the number and organization of personnel is adequate, an evaluation of effectiveness is generated and notated in annual plans.

Self-Evaluation
The College meets the standard. Systems such as the Comprehensive Master Plan, annual planning, and other review processes allow the institution to maintain a sufficient number of faculty to meet institutional missions and purposes.

Standard III.A.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
The College continues to review and update 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. As the policies are updated, related procedures are also developed to assist in the administration of the policy. All policies related to personnel are reviewed by administrators and College Council prior to board approval. Once approved, new and/or updated policies are posted on the College website. 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.

The Superintendent/President's office serves as a repository for all board polices. At ECC Compton Center, the CEO's office serves as a repository for all board polices. Human Resources has updated and revised more than 90% of all personnel management board policies and administrative regulations.

The Dean of Human Resources at ECC Compton Center is responsible for ensuring that all policies and procedures are equitable and consistently administered. ECC Compton Center takes continuous measures that model the Community College League of California at regularly-scheduled intervals. ECC Compton Center has been working to update the Employee's Policies and Procedures Handbook to align with current policies, procedures and contracts. To ensure that these measures are being met, regular updates are made to the handbook. These policies and procedures result in fair treatment of personnel.

Self-Evaluation
The College meets the standard.

As evidenced in the November 2012 FCMAT Comprehensive Assessment, ECC Compton Center earned a score of eight, or "Fully – Substantially" implemented. Current measures are being taken to improve the recommendations of the Recovery Plan, including that management staff and other key personnel are informed of policy changes, procedures, and practices to ensure compliance.

Manuals and employee reference materials are routinely revised to reflect recent changes in policy, procedure, or union contract. Employees are made aware of these changes via email, mail, and/or announcements at meetings.

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Written policies and procedures have been established at El Camino College to ensure fair hiring practices. Bargaining agreements have written guidelines pertaining to hiring and participation of all faculty and staff vacancies being filled. Since the 2008 self-evaluation, the following policies remain in place to address the following:

7100 – Commitment to Diversity
7120 – Recruitment and Selection

The board policies pertaining to nepotism and non-discrimination have been updated since the 2008 self-evaluation; 7310 – Nepotism (5/16/11), 3410 – Non-Discrimination (1/21/14). All board policies are available for viewing on the Board of Trustee Web page.

All hiring managers are provided with a checklist developed to help follow the hiring procedures ensuring fair and consistent hiring practices. Human Resources staff assists hiring managers throughout the recruitment and selection process to provide clarification and guidance as needed and to ensure all steps are followed properly. All hiring committee members are given a set of written procedures to follow as well as a Statement of Confidentiality to read and acknowledge.

Self-Evaluation

The College meets the standard. Established board policies and hiring procedures guide and provide for fairness in all employment procedures.

ECC Compton Center has made great strides in this area as well. As stated in the November 2012 FCMAT Comprehensive Report, ECC Compton Center has "clearly defined and clarifies roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees." The HR department is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. ECC Compton Center earned a fully or substantially sufficient score meaning that these criteria for the standard are met.

Standard III.A.3.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

All personnel files are maintained and located in the Human Resources Department in a secure and confidential manner. During business hours records are available for trained District Human Resource staff access and maintenance. In accordance with the bargaining agreements, employees are allowed to review their personnel file in the presence of Human Resources staff during normal working hours by filling out and submitting a request. Employee records are confidential and are allowed to be reviewed only by authorized personnel such as Human Resources representatives, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, authorized background investigations or other mandated state or federal requirements.

Self-Evaluation

The College meets the standard. El Camino College and ECC Compton Center follow the provisions of state and federal law, the bargaining agreements, and board policies in relation to personnel records.

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The College is fully compliant with the legal posting requirements of Title IX and observes Board Policy 7100: Commitment to Diversity and Board Policy 3410: Non-Discrimination. El Camino College is committed to recruiting, employing, classifying, training, and compensating qualified administrators, faculty, and staff members dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding, respect, and provides suitable role models for all students. The Board also is committed to hiring and professional development that supports the goals of equal opportunity, diversity, and provides equal consideration for all qualified candidates.

Policies and procedures at the College promote an understanding of diversity and equality. To ensure they are effective, ECC conducts a climate survey every two to three years. In the most recent survey conducted in spring of 2013, 83.1% of the faculty and staff felt the College climate is respectful of religious, ethnic and other differences. More than 75% of the staff and faculty at the College agree that they are satisfied with the campus experience/environment regarding diversity.

The Human Resources department has a grievance process in place for all personnel (Federation Agreement, Article 22; Classified Agreement) who feel their personal rights have been violated.

Self-Evaluation
The College meets the standard. El Camino College has established policies and practices that promote understanding of issues relating to equity and diversity. Recent data reveals that College personnel are satisfied in regard to diversity and equal treatment on campus.

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
The campus appreciates and embraces diversity and has sponsored a series of initiatives to celebrate staff, faculty, and students from various ethnic groups. The Director of Staff and Student Diversity is responsible for coordinating a series of programs and trainings that cover a wide variety of topics such as cross-cultural communication, sexual harassment seminars, diversity training and many others. Programs and training are provided to staff year round.

The College determines what type of support the staff, faculty and administrators need through Campus Climate surveys, technology surveys and other institutional questionnaires. Data gathered is analyzed by Institutional Research and Planning and recommendations are made to the respective departments. Additionally, survey data helps provide insight into the design of programs and services offered to the range of diverse personnel on campus. One such suggestion made from data collected includes a series of multicultural conferences across campus. The last one took place in mid-October (2012) titled "Diversity Conference-Strategies for Change" presented by the

First Year Experience Program in Partnership with the Faculty Association of California Community Colleges and the Title V Graduation Initiative on campus. The topics for the conference included "Teaching Latina Students to Advance", "The Student Success Act & How It Will Impact Diversity Among California Community College Campuses", "Changing Campus Climate for LGBTQ Students and Staff," "Cultural Competencies in CTE Programs," and "Responding to the Needs of Our Returning Veterans." More than 85 El Camino College employees attended the conference and faculty rated the conference as having been beneficial to their teaching and learning.

In addition to providing programs that promote diversity, El Camino College faculty members have also been recognized for their contributions to diversity. In 2010, El Camino College's Project Success program coordinator, Elaine Moore, was named the recipient of the John W. Rice Diversity Award by the California Community Colleges Board of Governors for her outstanding contributions to diversity on campus. The John W. Rice Diversity Award was established in 2001 and honors a staff member, program, or college each year that has made significant contribution towards faculty, staff diversity, or student equity issues. Both Elaine Moore and Dr. Regina Smith, dean of counseling, traveled to Sacramento to accept the award. The College continues to host a series of events to promote tolerance, respect, and education of diverse groups on campus.

In addition to diversity activities, El Camino College personnel have ample opportunities to participate in programs and in-service trainings to promote diversity and equity on campus. The Professional Development Office and individual departments provide team building trainings on Classified Professional Development Days and faculty members can participate in the FIPP (Faculty Inquiry Partnership Program) program to sharpen their student services and instructional skills concerning equality and diversity.

All programs, practices, services and cultural events are evaluated immediately following the activities. Faculty, staff and other personnel can comment on the activity's relevance and whether they would like to have more or the same event repeated in the future. This data helps the Professional Development Office to design the most applicable and beneficial calendar of events in which El Camino College personnel may participate to support cultural understanding.

Self-Evaluation

The College meets the standard. Programs coordinated by the Office of Staff and Student Diversity and workshops conducted by individual faculty and sponsored by the Professional Development Office foster an appreciation of diversity. Staff surveys indicate that College cares about equity and diversity issues and that employees feel that they work in a respectful climate. The College is fully compliant with the legal posting requirements of Title IX and observes Board Policy 7100: Commitment to Diversity and Board Policy 3410: Non-Discrimination.

Standard III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The El Camino Community College District continues its commitment to support non-discrimination and provide equal opportunity to all throughout all stages of the hiring process. The District actively advertises and promotes its commitment to equal employment opportunity for all. Each hiring committee is represented by a diverse group of members including an Equal Employment Opportunity Representative to ensure that all qualified applicants selected for interview are treated fairly and that consistency is maintained throughout the process.

The College tracks and analyzes its employment record by issuing voluntary and confidential information surveys to all job applicants. The surveys allow the District to gather statistical data based on ethnicity, age, sex, veteran status, and the source from which they learned about the position. The collected data is monitored by Human Resources and the Director of Student and Staff Diversity through all three stages of the recruitment process: the initial applicant pool, applicants meeting the minimum qualifications for the position, and candidates selected for interview. The survey summaries are also reviewed by the Superintendent/President for each full-time faculty and management position. The data is used to assist in tracking and defining where advertising funds are being put to best use in obtaining qualified candidates.

The chart below notes the demographics of the College.

	2006		2013		% Change	
	% Racial/Ethnic Diversity	*% Female*	*Racial/ Ethnic Minority*	*% Female*	*% Racial/Ethnic Diversity*	*Female*
Educational Administrators	40.00%	45.00%	62.96%	62.96%	22.96%	17.96%
Full-Time Faculty	24.93%	52.50%	30.91%	54.85%	5.98%	2.35%
Part-Time Faculty	35.18%	50.00%	38.43%	53.92%	3.25%	3.92%
Classified Managers	47.37%	36.80%	45.16%	51.61%	-2.21%	14.81%
Classified Professionals	60.00%	81.80%	74.19%	79.03%	14.19%	-2.77%
Classified Support	59.02%	56.90%	65.27%	56.02%	6.25%	-0.88%

Note: This Chart was created from a Fall 2013 CCCO MIS Database Ethnicity Gender report.

Self-Evaluation

The College meets the standard. Human Resources is responsible for reviewing applications for completion and conducting a preliminary review of each applicant's possession of the applicable minimum qualifications as identified by the selection committee and job description. In addition, the process for recruitment requires the selection of a diverse search committee, which includes one EEO representative to ensure a fair process to maintain ethnic diversity in all hiring practices. Significant increases in both ethnic and gender diversity demographics continue to spread across all levels of the employee population.

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

El Camino College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students by its established policies and procedures on non-discrimination. The goal of the institution is to offer a learning environment that is void of discrimination and sexual harassment.

There are a number of policies and procedures in place at the College that directly address fair and equable treatment of personnel. These board policies and administrative procedures include:

Board Policy 1200 – ECC Mission, Philosophy, Values and Guiding Principles
Board Policy 3410 – Non-Discrimination
Board Policy 3430 – Prohibition of Sexual and Other Forms of Harassment
Board Policy 5200 – Student Equity
Board Policy 5506 – ECC Student Rights and Responsibilities
Board Policy 7100 – Commitment to Diversity
Board Policy 1600 – Full Inclusion of People with Disabilities
Administrative Procedure 3410 – Non-Discrimination

The College ensures personnel and students are treated fairly by providing information pertaining to the board policies and administrative procedures via the College website, the College catalog and the schedule of classes. Additionally, the Human Resources department provides new personnel information outlining institutional policies. Personnel who wish to partake in the grievance process may do so if they feel unfairly treated by following their respective contractual processes (Federation Agreement, Article 22; Classified Agreement).

Self-Evaluation

The College meets the standard and complies with Title IX requirements to post complaint procedures so that they are available to employees and students. The procedure is easy to read and offers a clear, concise explanation of the process and rights available to employees and students.

Standard III.A.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.

Descriptive Summary

Annually, the Professional Development program at ECC oversees between 350 and 400 activities. Some of these activities include fall and spring Flex Days, department brown bags, technology training classes, and various professional development programs offered throughout the year. Additionally, there is a Professional Development Committee, which is made up of representatives from different departments and includes both faculty and staff members. The committee encourages professional development at both El Camino College and ECC Compton Center. Faculty and staff are eligible for monetary reimbursement for attending and presenting at conferences. Participation in programs such as FIPP training is encouraged at both ECC and ECC Compton Center. Human Resources and Professional Development representatives meet regularly to discuss opportunities to improve and address topics of interest and concern for employees.

Self-Evaluation

The College meets the standard by providing all personnel with ample opportunities for professional development, which are consistent with the College's mission and geared toward recognized teaching, student services, and learning requirements.

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
The Professional Development Program at El Camino College (ECC) is a comprehensive program designed for all employees, faculty, management and staff at the El Camino Campus and ECC Compton Center. ECC participates in the Flexible Calendar Program (Flex) and faculty members are required to report 24 hours of professional development in lieu of instruction each academic year.

Beginning in 2009, Classified Professional Development Day was expanded to include an entire week. There are a variety of workshops and team building exercises for classified staff throughout the week. Other professional development opportunities for staff are offered throughout the year through Staff Development, the office of Safety and Health, the Classified Professional Development Funds and the Tuition Reimbursement Program.

Professional development for administrators is achieved through attendance at conferences and training offered by various job specific organizations. Management Forums are held monthly and address current topics of interest to managers and supervisors. During the 2010 year, online training from Rapid Learning was offered for managers and supervisors. In the fall of 2011, Conversations with Colleagues developed as an extension of the Rapid Learning Online training. A group of 12-15 managers and supervisors met twice a month to discuss various topics and in the spring of 2012 read and discussed a book titled "Strength Based Leadership." And in spring 2013 the group met regularly to read and discuss "Confessions of a Community College Administrator."

Self-Evaluation
The College meets the standard. Periodic comprehensive needs assessments are conducted; however, the more usable standard for planning programs arises from institutional needs and the evaluations that are conducted following the various programs. The Professional Development Coordinator works with both the Classified Professional Development Committee and the Faculty Development Committee to assess the needs for faculty in the classroom and staff for job performance.

Standard III.A.5.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
The institution offers a variety of professional development programs for faculty, staff, and administrators. The professional development programs originate from periodic needs assessments conducted by the Professional Development Office and professional development committees. Various surveys conducted through Institutional Research and Planning such as the Climate Survey and Technology Survey provide information for programs and training needs. The last comprehensive needs assessment for staff (Climate Survey) was conducted in the spring 2013 term. Professional Growth funds are contractually available to classified and police bargaining unit members for professional development opportunities. These funds are used for off-campus workshops and training and are administered on a first-come, first-served basis.

The majority of professional development for faculty is offered during the fall and spring Flex Days. Departments continue to offer "Brown Bags" on an ongoing basis that provide training opportunities focused on the particular teaching and learning needs of the departments. Emphasis over the past two years has been on SLO assessments, CurricuNet, and TracDat trainings.

Several faculty members in the math and English departments have been involved in professional development programs through the Title V Grant. In English, "Learning Teams" are trained each semester to identify specific concepts that students are having difficulty learning and working together to create new lesson plans for presenting the information. A continuous improvement cycle is used to validate the learning.

The College utilizes several methods to identify teaching and learning needs of its faculty and personnel. One such method is the New Faculty Learning Academy, which is held annually during the fall semester. The faculty members meet four times a semester for two hours. The focus of the Academy is to assist new faculty with the administrative functions of their job and assimilation into the ECC culture. One of the meetings focuses on student learning and classroom issues. A faculty handbook is available online, providing numerous resources for faculty.

In order to further identify faculty needs, the annual program review process allows each department the opportunity to assess technological, resource, facility and professional development activities necessary to keep the department up-to-date and functioning with excellence. Budgeting and planning determines what requests within the program review will be granted for each department.

Areas of institutional focus during the past three years have been on program review, SLOs and assessment for all areas and planning, which has helped to drive the creation of opportunities for faculty and staff. This process ensures that professional development opportunities are created to address the specified needs of the institution. For instance, many of the administrative functions for faculty members at the College have been automated and much of the technology training has focused on using various technologies to enhance student learning, such as Grade Reporter, Etudes (distance education course management system), Team-sites (using the Portal), Teaching Online instruction, Turnitin, Read/Write/Gold. New versions of Microsoft Office require training for staff and managers. To keep Web pages for departments up-to-date with current information OU Campus (software for managing web content) is utilized by designated department staff. Similar software, OU Educate, is used by faculty for managing their Web pages.

Professional Development opportunities are advertised throughout the year through campus email to the various Listservs and on the Professional Development Webpage. In the spring of 2012, Professional Development implemented new software – Professional Development Reporter. Along with an online registration feature, the program tracks professional development attendance for all employees. Enhancements to the software will include a name change to Professional Development Reporter to make it more inclusive and part-time faculty and staff now have a record of their professional development.

Besides the many technology classes conducted, the Professional Development Web page offers a variety of tutorials and videos to assist faculty and staff in utilizing these technologies.

The College ensures meaningful evaluation of professional development events by soliciting feedback from attendees immediately following each activity. The participants' evaluations ensure that their learning needs were met. The evaluation information is also shared with the presenters. Beginning in the spring of 2013, Professional Development started using electronic evaluations through Survey Monkey. Once attendance at a program is reconciled, attendees are sent an email with a link to the evaluation survey, asked to rate the value of the activity, and whether the materials learned will assist them in the classroom (faculty) or on the job (staff).

In the spring of 2011 a Professional Development Evaluation and Needs Assessment survey was distributed to faculty at El Camino College and ECC Compton Center. The results were used to assist in planning of programs for faculty. In the spring of 2012 a Program Review Survey was distributed to all employees at El Camino College and ECC Compton Center. Results were used to improve programs and services.

Individual Program Evaluations – Attendees ranked the value of the activity on a scale of 1-5 (5 being the highest) and the usefulness of the program to their job with a "yes" or "no."

Year	Attendance (duplicate count)	Value of Activity (1 low - 5 high) Percentage for	Useful for Job (Yes/No)
2007-08	1962	94%	96%
2008-09	1987	98%	90%
2009-10	1901	96%	89%
2010-11	2244	97%	90%
2011-12	1636	96%	84%
2012-13	839	90%	85%
2013-14	868	84%	73%

In the fall of 2012, a new process using electronic evaluations for individual programs was instituted. As anticipated, the number of responses decreased in many instances. However, the data collected still remains useful for program improvements and planning new programs.

Below is the summary attendance data (duplicate count) for all programs coordinated through the Professional Development program for 2012-2013. Attendance includes both ECC and ECC Compton Center. (III.A.5.b 2012-2013 Program Summary, III.A.5.b 2013-2014 Program Summary)

Brown Bag/Department Meeting	190
Fall Flex Day	1823
Spring Flex Day	1182
Technology Workshops	676
Other (including CPDW)	1514
	5385

Between 2010 and 2012, 24-28 faculty members were trained each year in the use of Etudes. Until July 2012, Etudes training was only available to faculty who were planning to teach online. Since July 2012, workshops on how to use Etudes in the traditional instruction classroom are being offered. Projections estimate a 25% increase in faculty use of Etudes.

Professional Development Office evaluation information is used to more effectively plan future programs and activities. Additionally, the data shows that professional development activities positively affect teaching practices, which consequently improves learning at the College. Evaluations of these improvements can be seen in SLO reports and program review reports per department.

Self- Evaluation
The College meets the standard. Professional development programs are systematically evaluated and the results become the basis of improvement. The Professional Development Office and the Professional Development Committee seek accurate and thoughtful feedback from program attendees. Websites such as Survey Monkey offer an opportunity for Professional Development to solicit information to improve instruction and services.

Standard III.A.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 is a collaborative effort across various levels throughout the College. The College continually evaluates the policies, needs, and effectiveness of its human resources. Management is responsible for evaluating their current staffing levels, future demands and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the College's goals.

The College's Staffing Plan is 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.

The Faculty Hiring Prioritization Committee is the final step to ensure human resource decisions are developed from program review results, institutional needs, and plans for improvement. Recommendations for new hiring are based on program reviews.

Examining staffing levels is a component of program review. If new staff members are needed, that request becomes part of the list of prioritized recommendations submitted to the Vice President of Academic Affairs. This request culminates in a request for more personnel on the Faculty Hiring Prioritization Committee, which convenes each fall. The Vice President of Academic Affairs and the President of the Academic Senate hear deans' analysis of the need for new faculty members in their respective divisions during the yearly meeting. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President. The cycle then repeats in the next program review. The continuous program review process helps determine that human resource needs in program and service areas are met effectively.

Self-Evaluation
The College meets the standard. The College constantly reviews its human resources planning through the process of program review to ensure effective use of personnel to improve services.

Evidence – Standard III.A. Human Resources

Standard IIIB. 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.

Standard III.B.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 facilities consist of El Camino College, El Camino College Compton Center and off-campus sites within the district'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 more than 1.2 million gross square feet in size, 10 parking lots that provide more than 5,000 parking spaces, outdoor athletic facilities, horticulture gardens and a green house, a construction technology lab, vehicular roads and pedestrian walkways.

ECC Compton Center is located on 88 acres in the City of Compton. Located at ECC Compton Center are 29 buildings totaling more than 261,324 assignable square feet. In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy. ECC Compton 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. There is one building with a fire training tower and one additional building which includes a classroom and two offices. The facility is used by the ECC firefighting program.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs contract with a number of area hospitals to use their facilities for on-site practice.

2011	ECC	CEC
Lecture	149%	93%
Laboratory	122%	82%
Office	109%	99%
Library	117%	77%
Instructional Media	71%	37%

The Business Training Center is located in the Hawthorne; this facility provides a base for a number of contract education services.

As stated in the El Camino Community College District's 2012-2017 Comprehensive Master Plan (see pages 112 & 236) the district capacity load ratios (State's standard for square footage allowed for level of WSCH) are shown above.

The chart above provides percentages of space needed to meet the needs of the educational master plan. The educational master plan identifies estimated growth rates and WSCH for the College and ECC Compton Center. This in turn drives the facilities master plans. These capacity load ratios are used to direct future facilities master plans. The 2020 plan should cover insufficiencies.

The 2012 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 (See pages 109-115) were used to create the Facilities Plan of the Comprehensive Master Plan.

To ensure the safety of the facilities and the staff, faculty and students on campus, the Office of Safety and Health and the College police department strive to maintain a secure working and learning atmosphere. Emergency preparedness training, as well as health and safety resources are available to students, staff, and faculty. In addition, an enactment of Active Shooter Training was conducted at ECC.

Annual fire and safety inspections are conducted by local agencies. Safety and property self-inspections of all District division facilities are ongoing. An annual and comprehensive Statewide Association of Community Colleges (SWACC) Property and Liability Inspection is conducted by a Loss Control Representative with our third party administrator, Keenan and Associates. The purpose of this inspection is to assist the District in its Property and Liability Loss Assessment Program.

Self-Evaluation
The College meets the standard. The College exceeds the state recommended capacity for classroom and laboratory standards (see page 87). ECC Compton Center needs to improve its capacity ratios for instructional media and laboratories. The facilities master plans for both ECC and CEC for 2020 should address these issues and will adjust Assigned Square Footage to comply with state building guidelines. An overall requirement is that at least 65% of the gross square footage within a building be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, approximately 50% of the ECC's and ECC Compton Center's buildings meet this state guideline.

Actionable Improvement Plan
1. Update the Facilities Master Plans based on the Educational Master Plan.
2. Improve Media/ATV capacity at ECC Compton Center.
3. Improve the laboratory capacity at ECC Compton Center.

Standard III.B.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 2012 Facilities Master Plans for the College (See pages 2.2-2.3) and ECC Compton Center (See page 2.6-2.20) build upon the recommendations of previous master plans and describe how the campus will be improved to meet the educational mission of the College, serve its changing needs, and address its projected enrollment (see 2012 Facilities Master Plan, pages 4.2 and the Five-Year Capital Construction Plan, pages 1-73).

The effectiveness of the El Camino Community 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 is scheduled to meet each quarter and more frequently if needed. The Facilities Master Plan was presented to the group in the spring of 2012. An example of the effectiveness of the group was their ability to discuss and recommended positive changes to the plan, allowing campus community a voice in the decision-making process.

The design process for new buildings and building renovations includes the participation of user groups that will occupy and utilize the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about the most efficient way to equip their classrooms and workspace. The group is also provided with information regarding the newest furniture designs and provides their input on area preferences.

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. Departments and divisions input their facilities and equipment needs into their annual unit and program plans in the online planning tool. The planning tool includes a mechanism to tag these facilities and equipment requests. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The College has developed a comprehensive set of design standards and material specifications based on current industry standards and design needs. These design standards are used by the architects when building or modifying facilities. Designers are required to follow the standards unless given specific permission to deviate. The College's Capital Construction Plan contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%.

Facilities are maintained at the level of original construction and building code. In the 12-month period of July 2011 through June 2012, the Facilities Planning and Services Division received 6,085 work requests and completed 6,287, representing a 103% completion rate.

The College supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which currently has 88 funded positions. Services provided include:
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

Self-Evaluation
The College meets the standard. The institution plans, builds, maintains, and upgrades its physical resources to ensure effective utilization and quality necessary to support its programs and services. 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.

While a process exists to identify facilities and equipment needs at the division and department level in Plan Builder, this process is not consistently utilized.

Further training and modifications to the online planning tool, Plan Builder, will improve the identification of facility needs.

Actionable Improvement Plan
Modify the online planning tool, Plan Builder, to ensure that plan objectives involve facilities or equipment needs are appropriately identified.

Standard III.B.1.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
Construction, campus grounds maintenance, and planning are the responsibility of two divisions: Facilities and Planning Services (FPS) at ECC and Facilities Planning and Operations (FPO) at ECC Compton Center. Management of all on- and off-campus construction, contractor and sub-contractor management, consultation and management, site supervision construction projects are coordinated through FPS and FPO. Prior to major building or renovation projects, the College schedules a pre-job conference to ensure the District's policies and procedures are followed as it relates to job safety.

The recycling of green waste, removal of hazardous waste, and hazardous material abatement removal during renovations is closely monitored.

The College addresses accessibility issues to buildings, classrooms, and student laboratories to meet the Americans with Disabilities Act (ADA) requirements. Communications between the Special Resource Center, FPS, and the Safety and Risk Management departments is addressed to ensure the College meets ADA and the Division of State Architects' (DSA) Access Compliance Reference Manual requirements and increase access where needed.

All new construction and renovations projects include discussion and planning for ADA compliance. At the College, all new and renovated buildings are approved by the DSA. The College met its previous plan to renovate 32 restrooms in 16 buildings into full ADA compliance. In October of 2013, ECC Compton Center completed a major infrastructure project (see page 3.14) funded by the state and Bond Measure CC

funds. This will ultimately provide a state-of-the-art instructional facility, which includes replacing many original structures, such as the row buildings, which no longer meet seismic safety standards.

The College is proactive in providing a safe and healthful environment for students, staff, and guests. Additional written safety training materials is provided in staff workshops, manager training, and Internet videos have been made available for employees and students. Monthly safety meeting topics and materials are located in the Office of Safety and Health.

In August 1997, Administrative Procedure 1003.11 Workplace Security Plan was developed, located in the El Camino College Injury and Illness Prevention Program. Due to recent national shooting tragedies, the College has implemented an Active Shooter Awareness Training Program. Training is presented by the ECC Chief of Police. Training of managers, supervisors, faculty, and staff has taken place in 2013. Since 2008, the Active Shooter training has been one of the most recent safety changes implemented. Rosters are available in the Office of Safety and Health. An emergency notification system, Nixle, is offered through the campus Police Department and provides emergency notifications via text message. The **A**ssessment, **I**ntervention, and **M**anagement of **S**afety (AIMS) team is a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. AIMS strives to assist the campus in intervening before behaviors reach a critical level

In recent years, Keenan and Associates has developed Keenan Safe Colleges, which is an online training resource for safety training. In 2011, the District experienced a 100% completion rate for the training of managers and supervisors, in the "Supervisor's Role in Safety" online course. SafeColleges Training Assignment Compliance records are available in the Office of Safety and Health.

The College is also prepared for natural disasters. The ECC Emergency Preparedness Procedure video is presented in all New Hire Orientations in Human Resources in groups and individually. Additionally, a hard copy Emergency Preparedness Procedure Manual is located in each Division Office for referencing in the event of a building evacuation. Each building has been assigned a captain, who has specialized emergency

training and can communicate via walkie-talkies with the Campus Control Center. Up to 25,000 students, staff, and faculty can be evacuated from a building in an emergency situation, such as an earthquake. Since October of 2008, ECC has participated in Earthquake Preparedness Day. Every office and classroom is required to participate and practice emergency evacuations.

ECC is authorized pursuant to Education Code 72330 to maintain a professional police department and staff. ECC Police officers are peace officers anywhere in the State of California (California Penal Code 830.32). The ECC Police Department was established to enforce laws and regulations in and around the College. ECC established a Police Officer Standards Training approved department on May 7, 1981. In May of 2008, an agreement was approved by El Camino Community College Board of Trustees and the Compton Community College District Special Trustee, to merge the Compton College Police Department with the El Camino Police Department. The El Camino College Police Department provides an array of safety services (see pages 74-75) at the Compton Center. 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. The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Patrol Services continue to provide community-based policing and crime prevention throughout the campuses and surrounding neighborhoods to assure a safe and secure learning and working environment for students and staff. Beyond assisting campus police officers patrol and enforcing parking, Cadet Services assist in directing guests during events, conferences, regional meetings for traffic control, and monitoring reserved parking areas.

Officers are required by the state of California to complete a minimum of 24 hours of Continuous Professional Training every two years, and Perishable Skills Training for 16 hours every two years. An additional eight hour in-house Active Shooter officer training is now mandatory as well. In 2011, the police dispatcher received 10,622 calls and in 2012, calls totaled 11,619. This data can be found in the Campus Police Database.

During the last year, a Behavioral Assessment Team has been implemented to provide proactive efforts to resolve behavioral issues before a campus crisis develops; a Web page is currently under construction. Additionally, a Police Advisory and Parking Committee meet on a regular basis to discuss parking concerns and issues.

There are additional plans to improve safety and security by leveraging technology to include proximity reader cards that will unlock buildings and offices. To date, 137 campus cameras have been installed throughout campus. By the year 2020, an estimated total of 220 cameras will be installed once the entire renovation projects are completed.

The ECCPD will continue to institute new technologies as needed to ensure a safe learning and working environment.

Self-Evaluation
The College meets this standard. The Office of Safety and Health and the College Police Department work to maintain a safe, secure, and healthful working and learning environment. With the implementation of continued emergency preparedness training, additional health and safety materials accessible to students, staff, and faculty, as well as, the most recent implementation of Active Shooter Training, the College maintains a proactive stance.

With regards to ADA requirements, deliberate planning and implementation of access has been incorporated into the planning and construction of new/renovated buildings. The purchase of Assistive Listening Devices was added to new and future building plans. Furniture selection to accommodate students with physical limitations has improved.

There has been a concerted effort to collaborate with the various departments such as FPS Department, ECCPD, Health and Safety, ITS, as well as Academic Affairs, and Student & Community Advancement to ensure ECC is proactive and working collegially to provide an accessible and safe campus. Several recommendations were made by the Special Resource Center (SRC) regarding a possible bi-annual steering committee meeting with Health and Safety, FPS, and ITS to address changing statues and accessibility issues as they arise on campus. An additional suggestion included having an FPS staff person with expertise in ADA facility needs and access.

Standard III.B.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.
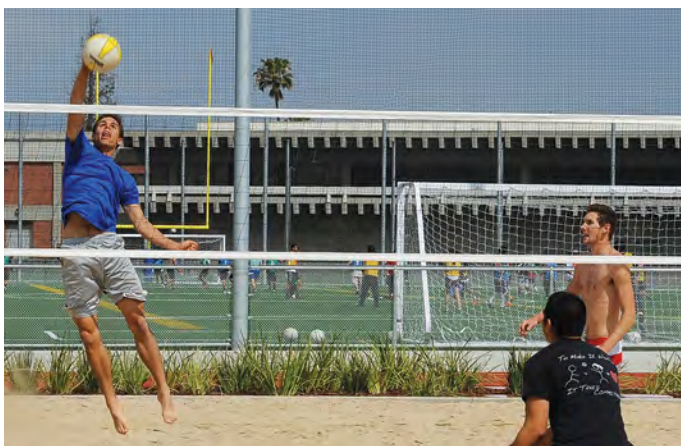
Descriptive Summary

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. The information is collected and maintained on a state-wide community college system called FUSION, which was designed for facilities assessment, planning, project management and evaluation. FUSION provides a quick, simple and accurate method for inventorying, estimating, and tracking facility deficiencies. This facilities database system incorporates data on space, utilization, square footage, and FTES to prioritize needs and develop funding strategies. Additionally, it provides clear, understandable information that can help justify requests for funding and become the foundation for a capital renewal program. The FUSION database is security encrypted, password protected, and does not allow access for research or informational purposes.

Self-Evaluation

The College meets the standard.

Standard III.B.2.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

The College conducts regular facilities planning and makes institutional improvements to support the mission and carry out Strategic Initiative F, "Support facility and technology improvements to meet the needs students, employees, and the community." The College accomplishes this task by the creation and implementation of its Facilities Master Plan.

In 2012, the District adopted a Revised Facilities Master Plan 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 is highly participatory, involving all constituencies of the campus. Facilities planners worked closely with the Facilities Steering Committee 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 were identified in 2012 by the Facilities Steering Committee:

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-findings by adding new building signs.
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 such as sculptures and banners.

ECC Compton Center's recommendations present an overall picture of the future developed campus and include recommendations for renovation and replacement of facilities and campus-wide site improvements. The following is a summary of these recommendations (see page 2.6):

1. Aged and non-functional facilities are eliminated from the campus.
2. New facilities are constructed and designed to address programmatic needs.
3. The campus is "right-sized" to align with state standards.
4. Student Services functions are centralized at a newly developed front door to the campus.
5. Aged physical education facilities are reconstructed on the southern edge of the campus, adjacent to the stadium and practice fields.
6. Entries, edges and drives are improved to create welcoming gateways to the campus.
7. A series of quads and outdoor spaces are developed to create a park-like setting.
8. The atmosphere of the campus is enhanced to encourage use by the surrounding community.
9. Access to parking is increased with improved surface lots and a new parking structure on the south side of the campus.
10. Key elements of the existing site are enhanced in order to preserve the integrity of the campus (flagpole drop-off, r garden, etc.).

The Facilities Master Plan provides a thoughtful guide for the future, while appreciating the rich history of the past. It is a "living document" which will undoubtedly be modified in response to changing needs and new College directions. When considering the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases, the elements considered are initial costs, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs.

Self-Evaluation
The College meets the standard. Since the adoption of the 2010 through the 2012 Facilities Master Plan, the College has completed facilities projects that address the institutional goals. Examples include the campus police substation, Humanities Building, Social Science Building modernization, Parking Structure Southside (located on Redondo Beach Boulevard), Tennis Courts Project, Softball Field Project, Restroom Renovation Project: Phase 1 and Phase 2; Infrastructure Project: Phase 1, Phase 2 and Phase 3, the construction of a new Math, Business and Allied Health Building and Phase 1 of the Athletics Field. ECC Compton Center completed Phase 1 of the MIS Server Upgrade in November 2012.

Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution system- partially assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
At El Camino College, physical resource planning is integrated with institutional planning through the use of program review and annual planning cycles. The College uses the process of program review to assess how well its physical resources support programs and services. As each program is systematically reviewed, the facilities and equipment being used are evaluated and areas of improvement identified. Areas of improvement 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. 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.

The 2012 Facilities Master Plan for the El Camino Community College District and the Compton Community College District (page 1.1) are both part of the El Camino College Comprehensive Master Plan and a direct extension of the 2012 Educational Master Plan prepared by the College. The Facilities Master Plan Recommendations present an overall picture of the

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future campus and address the project goals that were identified at the start of the planning process (page 2.4).

The Five-Year Capital Construction Plan expresses the district's needs to the system office and serves as a mechanism for funding allocation. It provides a complete summary of the capital improvement needs and construction projects for the two districts. The five-year construction plan actually spans a total of seven years including 2013, 2014 and 2015-2019. The plan is based on the comprehensive Facilities Master Plan.

The projects outlined in the five-year construction plan are needed to update infrastructure, instructional methods and equipment, as well as to address safety and environmental requirements (see pages 1-73 in The Five Year Capital Construction Plan).

The plan includes:
1. Master Plan, Energy Plan and Facility Plan Summary
2. List of projects in order of priority
3. Cumulative capacities and loads for the five types of space
4. The capacity of existing on-campus facilities
5. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs), as required, for each undertaking, as well as descriptions and space changes affected by each proposal.

The Facilities Master Plan contains those projects judged to have the highest likelihood of receiving state funding from the system office based on the analysis provided by FUSION. Since the last accreditation, some major projects completed or in construction at the College are:
1. Humanities Complex
2. Math-Business-Allied Health Building
3. Social Science Building Modernization
4. Infrastructure Projects II & III
5. Athletic Complex Phase I
6. Bookstore Renovation
7. Electrical & Data Conversion
8. Parking Lot H & Sports Complex
9. Restroom Renovation Phase I & II
10. Industry & Technology renovation
11. Shops Building
12. Learning Resources Center
13. Central Plant
14. Food Plaza

Some of the ECC Compton Center's major projects that have been partially completed or are in construction are the MIS Server Upgrade, the Utility Infrastructure (Phase 1 and 2, which includes the new Central Plant) and the Library and Learning Resource Center.

El Camino College's scheduled maintenance plan is filed annually with the California Community College Chancellor's Office. This plan is required by the state and is input from the College on the FUSION data system annually. The plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

In November of 2012, El Camino Community College District secured a publicly supported general obligation bond, Measure E. 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. The campus forums of 2011 addressed these surveys. Beginning in February 2012, 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 2012 Facilities Master Plan. In July of 2012, President Fallo presented the proposals which were recommended by the Facilities Steering Committee and at campus forums in 2011. The proposed facilities master plan projects needs through the year 2020. The Facilities Master Plan projected a total cost of $350,000,000 for various projects. A total of $350,000,000 in bond money was approved by voters in November 2012. Previous bond obligations totaling $394,129,661 were approved in 2002. El Camino College also received $5,451,047 in refunding income from the bond in 2006, and as of June 30, 2012, has a balance of funds from Measure E from 2002 in the amount of $203,729,736, so the total budget for bond projects is currently $553,729,736.

In February 2002, the bond projects were grouped into the following categories with the following budgeted amounts (see page 40).

Categories	Amounts $
Additional Classrooms and Modernization (ACM)	204,630,902
Campus Site Improvements (CSI)	28,435,148
Energy Efficiency Improvements (EEI)	16,819,098
Health and Safety Improvements (HSI)	84,007,276
Information Technology and Equipment (ITE)	58,674,739
Physical Education Facilities Improvements (PEFI)	1,949,301

Self-Evaluation

The College meets the standard. The Facilities Master Plan is integrated with institutional planning through program reviews and annual planning cycles. With the successful passage of the Measure E bond in November 2012, the College has prevented a shortfall of monies needed to successfully complete the planned projects, renovations, modernizations, infrastructure, technology, safety, and landscaping renovations recommended by the Board of Trustees and Facilities Steering Committee. El Camino College is funding the various projects outlined in the 2012-2017 Comprehensive Master Plan with Measure E and state monies. ECC has made more aggressive use of state bond funding that was complemented by Measure E to raise sufficient funding to complete the Facilities Master Plan that was developed in July 2012.

The total estimated cost to build-out the 2012 Compton Community College District Master Plan is approximately $370,000,000. The District has a small amount of the 100 million Measure CC bond funds left that are used to fund the districts matching requirements for the Utility Infrastructure, the Library-Student Success Center (formerly known as the LRC), and Music Building Renovation Projects. Any remaining Bond funds may be sold in the near future to fund projects. The District is currently exploring another facilities bond measure for November 2014.

Evidence – Standard III.B. Physical Resources

Standard III.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.

The College uses its technology resources to support its infrastructure, academic programs, and institutional effectiveness. The College relies on technology committees to assess its resources. The work of the technology committees helps maintain the College's equipment and plan for its future needs, whether that is updating computers or the construction of new buildings. The College's Information and Technology Services department and Institutional Research and Planning collaborate on data gathering and analysis to aid the College in planning for its future technological needs. These processes assure that the College's current and future infrastructure can support its academic programs.

The College has extensive support for its online endeavors. The Distance Education department and the Staff Development Office offer faculty training in how to use technology ranging from Microsoft Word to faculty Web pages. The Distance Education department also offers support for faculty and students for the College's online courses.

Self-Evaluation
The College meets the standard.

Standard III.C.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 two standing technology committees to identify its technology needs. The El Camino College Technology Committee is one of eight standing college committees with campus wide responsibilities. The Academic Technology committee is a subcommittee of the Technology Committee. The membership of both committees consists of faculty, staff, administrators and students. The Technology Committee exercises overall direction, but the subcommittee has considerable autonomy to raise issues, conduct studies and make recommendations. The Technology Committee looks at how the College uses technology to meet the institution's needs and goals. The Academic Technology Committee looks at how students and faculty use technology in the instructional process. The Academic Technology Committee sends its recommendations to the Technology Committee for discussion. The Technology Committees prepare an annual update of the technology plan that integrates with the educational master plans and the facilities plans. (III.C.1. ECC and Compton Tech updates)

In addition to the technology committees, the individual academic and administrative divisions identify their technology needs during their program review cycles and annual plans. Divisions in each of the four administrative units meet annually to view and to rank the technology and other requests in the program reviews and annual plans. The Vice Presidents bring the top-ranked requests to cabinet for discussion and final ranking. (III.C.1. Spending Priorities)

The bond building construction and renovation projects have included the acquisition of major new and upgraded technologies. During the pre-construction planning ITS and Media Services staff work with facilities, the College's large project consultants, and the faculty, staff and administrators scheduled to occupy the new facilities. The planning is collegial and tied to continuous evaluation leading to improvements that ensure the technology is effective. All parties review technology needs and align these needs with current technology trends. These planning efforts have produced consensus decisions about the technology that went into the renovated Social Science building and the new Math, Business, and Allied Health building.

In the process the College was able to standardize smart classroom control systems with ergonomic and transparent control surfaces that prevent technology from intruding into the teaching and learning process.

Information Technology Services (ITS) collaborates with Institutional Research (IR) to evaluate the effectiveness of the College in meeting its range of technology needs. 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 through information feedback directed both to ITS and IR and formal evaluation of ITS and IR services. (III.C.1.Admin Services Program Review Survey)

An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The College 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. Neither was the alternative DecisionCentric deployed in Spring 2007. In fall 2013, ITS migrated Colleague, its Enterprise Resource Planning (ERP), to Microsoft SQL. This greatly facilitated access to Colleague's data stores.

ITS monitors system performance. Critical network systems can auto fault detect, self-correct and call for help. Technical staff monitor these systems always via smart phones and at home network connections. Some applications cannot report their status. Staff scan these services early at the beginning of the work week so issues are addressed before the college opens. The department also maintains online helpdesk statistics that are searchable by data, group (staff, request type, and division) and request type (computer, A.V., phones, etc.). The helpdesk system tracks the staff assigned, status of job (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. (III.C.1. Help Desk Stats)

Self-Evaluation

The College meets the standard. The relationship among the technology committee and its academic subcommittee has matured and is productive. Both committees share information and create initiatives.

For example, they worked together to host El Camino College's first faculty technology summit. The event was held in late March, 2013. Surveys indicate a high degree of satisfaction among the 12 vendors and more than 100 attendees. To continue improvement, the College should draft concise statements that delineate the mission and relationship of the technology committee and its academic subcommittee.

ITS and IRP work closely to evaluate how effectively the College's technology needs are being met. The network infrastructure provides a great deal of information network activity, including but not limited to, logon statistics, the number of active devices, data storage capacity, and the number of transaction per second running across the ERP server. Information gathering and analysis needs to continue so that the College has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Actionable Improvement Plan
The College should clarify the mission and the relationship of the Technology Committee and the subcommittee, the Academic Technology Committee. Both committees should analyze the technology infrastructure's influence on instruction and student learning outcomes in annual reports. They should also review the reports and draft recommendations before reporting to the Planning and Budgeting Committee and become a regular aspect of the annual planning and budget process. The technology-funded projects will be monitored and their outcomes evaluated to determine the need for improvements.

Standard III.C.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 utilizes several collegial consultation groups to make decisions about its technology services in three interrelated processes. Academic divisions and administrative departments articulate their individual technology needs during their program review cycles and annual planning updates. Information Technology Services assists and monitors these efforts. The Technology Committee and the Academic Technology Committees take a campus-wide view of the College's technology needs and how they are being met. The

Technology Committee drafts the five-year plan and prioritizes annual plan activities (III.C.1.a. Tech requests). The plan and its annual update are posted on the Technology Committee portal for review and discussion (III.C.1.a. Minutes). The forms for both new PC requests and requests to upgrade PCs are available on the college website. Finally, Facilities involves ITS in planning and constructing new facilities and renovating existing structures. The College's technology standards evolve in this process and are adopted in the College's campus standards manual. The College requires architects and contractors to adhere to these standards. (III.C.1.a. Standards Handbook)

The College acts upon the need to keep its technology current and has used the general fund and bond funds to upgrade its technology infrastructure. In June 2010, the College funded the replacement of all faculty laptops purchased in January 2006. In spring 2014, the College funded the replacement of all PCs that could not be migrated from Window XP to Windows 7. ITS collected the inventory data that justified the decision. The Technology Committee reviewed and discussed the data (III.C.1.a. Technology Committee Minutes). ITS submitted the recommendation to the Vice Presidents for discussion and the President's final decision. Each year the divisions and departments submit their technology requests. These requests are reported from program reviews and the College's annual planning tool, which is currently PlanBuilder. The Vice Presidents reviewed the technology requests that the divisions had submitted in their Program Review/Plan Builder plans. The Vice Presidents gave ITS a list for review and purchase. ITS reviewed the list with the Technology Committee and approved the acquisition of all but a few of the requests (III.C.1.a. Vice President Priorities).

The College offers an extensive schedule of distance learning classes. In spring 2013, the College offered 62 sections as distance learning. The College has a site license contract with Etudes-NG that allows for an unlimited number of full and hybrid online course sections. Faculty teaching online are required to take an online training course to become certified in Etudes before their course shell is released to them. Faculty adding online sessions to their traditional courses are also required to take training that is geared to the hybrid experience and takes less time. The Staff Development office provides extensive support for faculty teaching online including additional training and assistance. The College also has extensive support for its students. The Distance Education Web page contains a student

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handbook and an application that students can download onto their mobile devices. Many online classes also require orientations on their first day's meeting. The College's technology effectively supports its curricular commitments.

The College has provisions for reliability and security. 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.

The College provides sufficient resources for faculty to teach and students to access its distance learning offerings. Faculty who teach courses at a distance have access to on-campus technology including high-speed Internet access via CENIC. Students enrolled in distance education courses have access to a full range of online student support services, including application and enrollment, and e-reference library services. The College provides facilities and open access computer labs for distance learning students wanting to work on campus. A recent student technology survey indicated that 94% of respondents have access to a home computer with high-speed Internet service. The Information Technology Services help desk hosts a live chat room to help students experiencing problems. Etudes helps faculty resolve higher level issues with their courses. The majority of student issues are failed logons and passwords.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, electronic resources, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations. The Library provides students with access to 27 computers in the Reference room and 30 computers in the Library Demonstration Classroom. The Learning Resources Unit also runs several computer labs including the open access Library Media Technology Center, Basic Skills Study Center, and the mixed-use Humanities / LRC Reading Lab with a combined total of 435 computers. The library computers have access to the Internet and library resources useful for student research. The LRC labs offer this access, plus access to other software programs essential for completing assignments. Finally, the Library subscribes to more than 40 online databases to meet the research needs of students and faculty.

Self-Evaluation
The College meets the standard. Consultation committees are in place to make decisions about technology services, facilities, hardware and software. The technology available supports curricular commitments for distance learning programs and courses. The distance education program is functioning at a level of sustainable continuous quality improvement.

Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Personnel technology training needs are assessed primarily through the Professional Development Office which is responsible for providing comprehensive technology training classes for all employees. When upgrades are imminent, training is scheduled and appropriate resource materials are posted on the Professional Development Web page. Periodically technology needs assessments are conducted. Workshop evaluations are conducted at the conclusion of the technology workshops. The results along with other factors such as software upgrades, new equipment, and programs drive the types of classes that are offered on an ongoing basis throughout the year. In 2012, Office 2010 was made available to all faculty and staff (III.C.1.b. Office 2010 Workshops). Training was required before the deployment. Technology workshops are announced at the beginning of every semester, summer or winter session and on a weekly basis to all faculty and staff. Employees can sign up for technology workshops via Flex Reporter which is a Web-based appointment, scheduling, and reporting tool.

The Professional Development Office provides technology training support for all interested faculty and staff. The office has a coordinator, support staff, and an instructional technology trainer. The Professional Development Web page links to a number of sites including current programs and training, Etudes (CMS) resource links, Innovation Center, OmniUpdate tutorials, professional development links, Teaching for Success, technology links, webinars, and workshop materials. The Web page includes the link to login to Flex Reporter, a database that Professional Development utilizes to track (flex hours) for faculty and staff as well. Flex Reporter also provides a means for all employees to enroll into Professional Development supported programs or technology trainings. All faculty and staff may either attend a scheduled technology training or

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division/department offices can request specialized technology training for their faculty/staff through the "Training on Demand" approach. The Innovation Center provides one-on-one technical help and training for all employees, which assists employees to perform their technical job duties.

The Professional Development Office conducted a Program Review survey in spring of 2012 and three of the questions addressed technology training specifically. Employees were asked the number of technology classes they had attended in the past year. More than half of the respondents had attended 1-3 classes. More than 60% indicated that the skills they learned were extremely or very helpful for performing their jobs. When asked to rate their overall satisfaction with the technology classes offered, 79% indicated they were very and extremely satisfied. For example, when ITS launched Office 2010, classified staff had to attend workshops before requesting the software. Approximately 95% of attendees from the Office 2010 workshops found that the skills learned in the workshop assisted them on their jobs (III.C.1.b. Office2010 TechEvalQ6). When ECC and ECC Compton Center added the ECC Gradebook and adopted Turnitin.com for faculty use, approximately 96 percent of workshop attendees found the skills they learned in this workshop assisted them on their job. Finally, 90% of the participants of the Omni Update campus trainings for building their own Web page reported having learned skills that would assist them on the job. (III.C.1.b OUCampus Summer-Fall2013; III.C.1.b.OU Campus WinterSpring2013; III.C.1.b. TurnitinGradebookSummer-Fall2013; III.C.1.b TurnitinWinter-Spring2013)

The Distance Education/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology (III.C.1.b. ECC logon chart). 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. Information Technology Services expanded its help desk to include a student chat room for students experiencing general technology issues.

Students also have access to training and technology assistance. As mentioned earlier, the Distance Education department offers many forms of support for its online offerings. The "Preparation Before Class" Web page gives students an indication of what online classes will be like before they make the decision to enroll. The College also provides online tutorials for students to learn about the Etudes course management system. The Special Resource Center works directly with students requiring adaptive services technology. The College operates writing, reading, and computer labs where students receive help on word processing for their coursework. Library faculty teach classes on the technology of the Internet and information retrieval throughout the semester. The library building houses the Learning Resources Center that helps students, faculty, and staff achieve their academic goals. The Library Media Technology Center (LMTC) is a computer commons that houses 146 computers. In this lab, user-support staff assists 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. Library faculty teach students Internet based information retrieval techniques. The LMTC's information commons provide students with open access to the Internet, Web browsing, and the software tools to do their academic assignments. Librarians and media/computer support staff provide student with on-demand assistance.

Self-Evaluation
The College meets the standard. There are many different online and in-person training opportunities that can easily be accessed and scheduled on the professional development Web page. Faculty and staff can select from various training opportunities. The Staff Development office publishes and archives monthly training bulletins and schedules. Regardless of their modality, all training sessions end with user feedback. Professional Development staff review and discuss the feedback. In 2013, the College assessed the technology skills and training preferences of both students and faculty. Both groups had an opportunity to complete an institutional "report card" on the quality and usefulness of the College's technology infrastructure and support systems.

Standard III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The College maintains, upgrades, and replaces 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 more than 1,600 connected devices. The College has deployed secure <u>wireless</u> service for students and staff at hot spots around the campus. The College deployed the core device for campus-wide service in spring 2013 when the MBA building went live. Service will be extended in all future construction and remodeling efforts. The College is prepared to upgrade all buildings with hot spots to full service.

The College has utilized Datatel (now Ellucian) Colleague as its Enterprise Resource Planning tool since 1999. The College continues to maintain and upgrade Colleague. In fall 2005, the College launched a student portal and deployed Datatel's Web Advisor student services module. In summer 2008, the College upgraded the portal to Datatel/Ellucian's SharePoint portal. In March 2014, the College upgraded its portal to SharePoint 10. Portal logon tracking software showed nearly 10,000,000 logons in the first two years of operation. For the last six years the College has tracked student logon activity in the 118 day period from the first day to register for fall classes to last day to add/drop courses. During the fall 2013 the system recorded over 2,000,000 logons. (<u>III.C.1.c. Login Chart</u>). Innovative Interfaces is El Camino College's integrated library system vendor. The company deployed Millennium, a Web-based browser, at the College in fall 2005. In spring 2014, the College migrated to Sierra Services Platform, Innovative's cloud based solution. All students, faculty, and staff have access to this technology. ExLibris Information Systems is ECC Compton Center's integrated library system vendor. The company deployed Voyager, a Web-based browser in 2004-2005. The ECC and ECC Compton Center library automation systems operate independently.

ITS ensures the College's data systems are secure virtually and physically and provides an appropriate system for reliability and emergency backup. 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 physically and virtually 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. APC brand environmental sensors notify ITS, facilities, and security personnel when internal temperatures rise. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptable 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 site that is located off the fault line.

The Director of ITS supports technology services at all locations. ECC Compton Center has retained its connection to the Internet via the Corporation for Education Network Initiatives in California (CENIC). ECC Compton Center installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the College and ECC Compton Center for Colleague users and one line provides secure point-of-sales transactions between College and ECC Compton Center bookstore operations. The College's Enterprise Resource Planning (ERP) system is the sole repository for student services, financial, and human resources data transactions that have occurred since the partnership began on August 22, 2006. ECC Compton Center remains responsible for all data accumulated prior to that date.

The College employs (33 at ECC and 5 at CEC) professional staff and administrators to maintain and operate its technology infrastructure. (<u>III.C.1.c. ITS Organization Chart</u>, <u>III.C.1.c. CEC Organization Chart</u>) The ECC information technology services department is divided into three units: application support, network services, and technical services. Separate password-protected email address groups for faculty, managers, staff, and numerous other groups exist in the email system for the College and ECC Compton Center.

The College provides appropriate core network systems that have appropriate reliability and redundancy to meet institutional needs. Servers and switches have auto-fault detection that identify problems, self-correct, and call out for help. Staff have smart phones and other remote computer equipment to monitor system performance and to perform diagnostic and repair tasks. There is 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 as many single points of failure as possible. VM technology also conserves energy by allowing multiple applications to run on individual physical servers.

In 2012, the College completed a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. ECC Compton Center is scheduled to complete a similar project in the first half of 2015. The data infrastructures consist of new fiber optic cable deployed in a ring around the outer edge of the campus. All buildings 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. The System Office (Community College Chancellor's Office) has established redundant connections between the community college campuses and CENIC, the system's state-funded Internet service provider.

Self-Evaluation
The College meets the standard. The College and ECC Compton Center have new data centers with state-of-the-art network switching, data storage, and application server equipment. There are no "single points of failure" in either center. Power and air conditionings system are redundant and auto-fault over. Both have card-key locking systems that record who is in the room. Video surveillance cameras scan the interior and exterior of both buildings. They are integrated with the campus surveillance system. The major data infrastructure upgrade project began in 2006 as part of a general retrenching of the college's electrical, water, and steam conduit systems is complete. The data infrastructure consists of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings have non-duplicated redundant connections to the backbone that allow for instantaneous data re-routing in the event that one of the main circuits is disrupted. The Community College Chancellor's Office has established redundant connections between the individual community colleges and CENIC, the system's state-funded Internet service

provider. The College has had recent discussions on creating an ongoing technology replacement plan. This plan would focus on maintaining current equipment so that new technology requests and proposals would go through the annual planning process.

Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The College utilizes several committees and administrative structures when making decisions about the use and distribution of its technology resources. The Technology and Academic Technology committees make decisions from the perspective of how the College is using technology to meet the institution's needs and goals. The academic and administrative divisions make decisions about technology during their program review processes. Technology recommendations flow from program review into unit and program annual plan databases. All units update their plans annually in coordination with the budget cycle. The College's planning tool has a reporting feature that enables administrators to view all technology related requests by unit and division. The data can be downloaded into Excel spreadsheets. Divisions in each of the four administrative units meet annually to view plan goals and objectives and to rank the technology requests according to priority. The Vice Presidents bring the top-ranked requests to cabinet for discussion and final ranking. The results are taken to the Planning and Budget Committee for discussion before submission to the president for final decision. Finally, all new and remodeling building projects include a technology component. Because technological change is so rapid and pervasive, the planning in this sector usually results in changes to technology campus standards. During the pre-construction planning ITS and library staff work with facilities, the College's large project consultants, as well as the faculty, staff and administrators scheduled to occupy the new facilities. All parties review technology needs and align these needs with current technology trends.

ITS maintains data about how technology resources are being used and what issues need to be addressed. ITS provides direct support to the technology committee and the planning and budget committee in their efforts to make decisions about the use and distribution of

technology resources. Unit administrators review help desk data and monitor key performance indicators, such as the 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 active directory whereby students must use their college-issued logon and password to gain access to lab computers. In fall 2011, ITS began using Microsoft Active Directory to accumulate student logons into a portal-based database. The system collects data about who, why, where, and for how long lab workstations stations are being used. 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. (III.C.1.d. Login Chart)

The College makes every effort to provide a robust and secure technical infrastructure providing maximum reliability for students and faculty. 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 Monday performance reports to the Director of ITS. 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 located away from the earthquake fault lines which have the potential to threaten the campus. ITS requires all Datatel/Ellucian 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 portal and VPN logon files.

The College has completed an underground trenching project for its electrical, steam, water, and data infrastructure. The college lit up the fiber-optic cable in 2012. The new data infrastructure provides for three independent data pathways to all building locations on campus, thereby enabling quick rerouting in the event that one pathway is disrupted.

To remain current with technology standards, ITS 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 MBs to the desktop. This standard applies to academic as well as administrative PCs. The ITS department negotiates 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 and to replace PCs the first year they are out of warranty.

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. ITS uses this feedback when considering system upgrades and expansion. The Facilities and Planning Department incorporates feedback from all these bodies into its campus planning, as well as building renovation and new building construction projects. ITS has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems (III.C.1.d. Handbook.a; III.C.1.d. Handbook.b). The department Web page contains the latest computer and printer recommendations as well as information about network performance, and computer security recommendations.

The institution gives deliberate and sufficient consideration to support its distance education programs. The Distance Education Advisory Committee (DEAC) meets regularly with the Learning Resources Director to identify issues that affect program quality. These issues are reviewed by the Division Deans, the Academic Senate and the Department of Information Technology Services for resolution.

ITS 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. In fall 2010, the College distributed new laptop computers to all interested full-time faculty. These computers were configured to connect to the campus data infrastructure both on and off campus.

Faculty use these laptops to access email, the Internet, and to run administrative and academic software. The College maintains a site license to make the Etudes course management tool available to faculty teaching online, hybrid, and face-to-face courses. The College has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. From 2012 to the present the College committed to deploy campus-wide wireless service. The Math Business Allied Health building specifications included the core switch for this new service. All new and remodeled buildings will have full coverage Wi-Fi. The URL for the wireless campus map is located at the bottom of an alphabetical list of student services on the student services homepage.

Faculty and staff have the capability of entering help desk work requests from the College web site Help Desk. 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. The Library Media Technology Center (LMTC) 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. Beginning in fall 2011, ITS deployed a student logon tool that records the date and time of the login-logoff, student ID, location, and subject matter being studies.

Self-Evaluation
The College meets the standard. The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. The College makes decisions about technology with the help of Plan Builder and Program Review. Equipment and infrastructure are maintained adequately and securely.

Standard III.C.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
The College has integrated technology planning with institutional planning. Decisions pertaining to institutional technology resources are developed in a variety of ways. Administrative services units use various techniques and instruments to identify institutional needs. Divisions engage in program review and annual planning updates. The institution's planning tool enables division planners to identify technology needs and tag them in a special area of the plan. ITS and other administrative officials pull this information out for analysis and discussion. Beginning in 2009-2010, for example, the institution scanned all of the annual plan submittals for that fiscal year paying particular attention to the requests for new technology, personnel, and facilities. They also asked ITS and the two technology committees to conduct a higher level institution-wide scan for non- division specific technology needs. All parties continue to participate in what has become an annual cycle of division level technology planning, review, and budget allocation. (III.C.2. Technology Committee 2-18; III.C.2. Technology requests)

The Comprehensive Master Plan includes a technology plan that is guided by the Educational Master Plan, and informed by the Facilities Master Plan. The annual Strategic Planning Summit enables students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The institution also determines technology needs are effectively met through faculty, staff, and management surveys that provide feedback on service issues and suggest improvements. Help desk work order reports and chart room activity provide additional information. Student computer lab usage reports show for which courses student are coming to the lab to study, seat counts and fill rates. (III.C.2. Surveys; III.C.2. Help desk requests: III.C.2. Library student logins)

This information helps the institution understand whether or not the facilities are functioning as intended. For example, in 2011 the College adopted Utelogy as the campus-wide standard for controlling smart classroom media systems. Utelogy reports track equipment use across the classrooms and the curriculum. This information helps the College make decisions about

what technology to deploy in future building projects. In fall 2005, the College committed to moving as many student services as possible to its new online portal. Student services included the initiative in their unit plans and the technology committee included it in the technology plan. When Datatel/Ellucian launched their SharePoint portal product in 2009 the institution became an early adopter. In July 2010 the upgraded version went live. Virtually all students are now online. For the last nine years the College has tracked student portal logons for the 118-day period from first day to add a fall semester class to the last day to drop a course. From a total of 326,786 logons in fall 2006 student logons increased to a total of 2,017,439 during the fall 2014 enrollment period. (III.C.2 Student Logons Fall 2014 Registration).

The College takes a collaborative approach when making decisions about technology purchases. Divisions include new technology needs in their program reviews and annual planning updates. The units within the divisions have a collaborative discussion after which they establish the priorities for that division. The Vice Presidents consider the cumulative priority requests for their area and carry them forward for a Vice President's level discussion. They present the consensus results to the Planning Budget committee for final review before being sent to the President. As a result, the first question posed in a discussion of new technology is, "Is it in the annual planning tool?" The College tries to fund as many requests as possible through the unrestricted general fund. State budget cuts have limited what could be funded.

Self-Evaluation
The College meets the standard. Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

Evidence – Standard III.C. Technology Resources

Standard III.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 solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in multi-college systems.

The institution continues to create and maintain a conservative budget that supports student learning. Our highest value is placed on our students and their educational goals. As a result, considerable effort is placed on academic, technological, facilities and staffing needs for the current and long-term. The institution has established seven Strategic Initiatives to accompany a strong mission, vision, values, goals and institutional learning outcomes in the continual effort to provide sufficient support of student success and long-term financial solvency.

Descriptive Summary
The institution consistently creates a final budget that reflects a minimum 5% reserve, while providing the funding necessary to support student programs and services. The College's resource allocation process provides a means for setting priorities for funding and prioritizing institutional improvements. Through the guidance of the Strategic Initiatives the institution has established a system, Plan Builder, to address prioritized needs from these programs. These prioritized recommendations provide needed resources for programs and services. To assure transparency, integrity, and stability, financial services creates short-term and long-term budgets. The annual Budget Book along with five year projections are discussed and recommended at the Planning and Budget Committee (PBC). The institution has been able to clearly integrate the planning processes and financial planning. Linking program plans and area plans to PBC has made planning and budgeting a collaborative effort to support the student learning programs and to improve institutional effectiveness.

Since the partnership with El Camino College (ECC), in August 2006, ECC Compton Center has adopted its mission and goals and follows a similar process for annual fiscal planning. Initially, ECC Compton Center followed the El Camino College Planning Model by rewriting the components of the Comprehensive Master Plan; i.e. the Student Success (Educational) Master Plan, Technology Master Plan, Facilities Master Plan and Staffing Plan to reflect the needs of ECC Compton Center through a five year review cycle. Significant attention was paid to developing an annual Enrollment Management Plan as well as introducing institutional planning software, called Plan Builder, tying all yearly department and unit plans to El Camino College Strategic Initiatives created jointly by ECC and ECC Compton Center. The first Program Reviews written after the partnership were collaborations between departments at both sites. These are completed every four years. Ongoing course and Program Learning Outcomes were initiated along with core competencies similarly shared and addressed for planning purposes.

Most recently, an ECC Compton Center Planning Process was adopted outlining how recommendations generated through the program evaluation process described above are then linked to a financial budgeting process. Overarching priorities, identified by the Chief Executive Officer (CEO) and Vice President, Compton Center were introduced. As Area Priorities are identified the Institutional Standing Committees, through the Planning and Budget Committee (PBC), develop funding recommendations which are then shared with the Consultative Council. Through this tiered model the CEO and VP review the recommendations. Based on the annual budget, and after discussion with the ECC President, the CEO recommends items for funding to the Board of Trustees. The CEO then informs the PBC, Consultative Council and deans of funding decision outcomes and they then inform their respective areas.

ECC Compton Center has implemented and adopted internal policies and procedures to ensure finances are managed with integrity, which also ensure financial stability and solvency. Over the past three years ECC Compton Center has managed to decrease its expenditures and at the same time has increased its reserves. Since 2010-2011, the Center has increased its ending fund balance from $3.079 million to $7.149 million and its reserves from 9.06% to 23.82% in 2012-2013, respectively as noted on page 4 of the Five-Year Budget Assumptions.

Self-Evaluation
The College meets the standard as evidenced by the implementation of internal policies and procedures to ensure financial integrity and financial solvency. Sufficient resources are available for current and future needs.

Standard III.D.1. The institution's mission and goals are the foundation for financial planning.

The mission, values, vision and strategic initiatives provide El Camino College its foundation for fiscal planning and resource allocation. The ECC Planning Model delineates the link between the College mission, vision and financial planning. Strategic Initiatives are College-wide goals developed to help implement the Mission and focus efforts toward student success and institutional effectiveness. Strategic Initiatives drive planning and resource allocation. Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
The mission, values, vision and strategic initiatives provide El Camino College (ECC) its foundation for fiscal planning and resource allocation. Multiple individuals and groups are essential to the development of campus planning. Area vice presidents match identified priorities with resources, which are presented to the PBC. The PBC reviews the recommendations assuring adherence to the mission and strategic initiatives of the institution. The institutional strategic initiatives, which carry out the College's mission, are embedded in the annual planning process. Every year, faculty and staff identify program and divisional needs. These priorities are placed in the Annual Plan after ensuring that they are aligned to the strategic initiatives and are supported by student learning outcome assessment and program review.

The Comprehensive Master Plan establishes priorities among the needs of the College and indicates the direction of future funding. The Master Plan provides a foundation for long-term financial allocation for the campus. Along with these established long-term priorities, the College provides avenues for short-term and emergency funding such as health and safety, equipment replacement and continued upgrade of campus technology. The Comprehensive Master Plan, developed in 2008 and revised in 2012, provides a framework for future funding of programs and construction through 2017.

The final budget is annually developed in consultation with recommendations from the PBC, College Council and other consultation committees as established by the Superintendent/President. They identify institutional goals for the budget cycle. While under development, the preliminary, tentative and final budget is discussed every spring in various consultation groups such as PBC and Academic Senate. The preliminary budget and final budget along with PBC minutes are posted on the President's Web page.

At ECC Compton Center, evidence that past fiscal expenditures have supported achievement of institutional plans is accomplished through the identification of overarching priorities. ECC Compton Center establishes priorities among competing funding requests and identify future funding needs, so they are clearly linked to short-term and long-range financial plans. Examples of past fiscal expenditures found in the budget that have supported achievement of institutional plans include one-time allocations as follows:
1. Community Survey ($35,000)
2. Enrollment Management Plan ($150,000)
3. One-Time Planning Allocations ($50,000)
4. Site Improvements ($100,000)
5. Student Success Plan ($25,000)
6. Technology Plan ($100,000)

As part of ECC Compton Center's goal to increase communication about the fiscal planning and identify institutional needs, ECC Compton Center established overarching priorities that were shared with Consultative Council and Planning and Budget Committee (PBC).

As part of ECC Compton Center's goal to identify institutional needs, the PBC at ECC Compton Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or funding requests that typically included factors related to support health and safety, student success or aligned with established priorities.

ECC Compton Center continually refines and seeks to improve its financial planning and strategic planning processes to address any identified weaknesses in the process in order to better serve the institution's priorities through communication with the Consultative Council and Planning and Budget Committee.
ECC Compton Center also provides the governing board, Planning and Budget Committee, and Consultative Council with documents regarding fiscal planning such as the five-year budget assumptions, budget information, budget development timeline, budget assumptions, and planning process. This is information is evident in the minutes of PBC meetings (5/28/13, 7/23/13, 8/13/13), and Consultative Council meetings.

Self-Evaluation
The College meets the standard. Greater emphasis has been placed on planning development based on assessment of student learning outcomes and program review.

Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Descriptive Summary
Individuals involved in institutional planning receive accurate information about the budget. The institution develops an annual budget that reflects many entities, such as projected revenues from the state and projected expenditures while allowing for changing area needs and emergency expenditures. Substantial evidence and statewide projections help drive short-term and long-term funding. Participants and stakeholders such as PBC members and the campus community receive accurate information about available funds and are continually advised of the budget development process and the institution's financial situation through various presentations. For instance, annual audits and comprehensive analysis of financial resources at a macro and micro level provide stability to the allocation of funds campus wide. Discussion and presentation of the changes in state funding are ongoing in the development of the annual budget and five-year budget.

While the program planning and review process identifies new and positive improvements and enhancements, to benefit the provision of educational services, it is equally important to tie these recommendations to strategic planning to guide what will be funded. The program review process also identifies gaps in the effectiveness, relevance, or need for services which, in turn, inform where adjustments or savings may be realized. As mentioned previously, the prioritization of goals and objectives take place in the spring. These broader Unit/Area Plans, for the following fiscal year, help narrow the focus for prioritization of funding decisions.

As outlined in the Compton Community College District/ECC Compton Center Planning and Budget Calendar, discussion of preliminary revenue estimates, assessment of key budget issues, and identification of budget development assumptions occur in January. This sharing of information with individuals involved in institutional planning is critical for the accurate and realistic estimation of ongoing and anticipated fiscal commitments.

The College continues to seek additional sources of funding in an effort to decrease reliance on the state budget and provide additional funding to support student success. The El Camino College Foundation has provided additional funds in support of needed equipment, staffing and scholarships. The foundation recently secured an endowment of $2 million for an endowed chair for the business department.

The College continues to strive to offer a comprehensive schedule of classes in conjunction with the institutional education goals. Reductions in state FTES funding during this economic downturn has resulted in a campus-wide reduction in available funding. While total number of courses has been reduced in the past few years, the College has implemented guidelines for course offerings in an effort to reduce the effect on student transfer. Student learning and success are given serious consideration throughout this process. Examples of student success-oriented priorities funded at ECC Compton Center include:
- Library-Student Success Center Instructional Specialist hired in spring 2012.
- Part-time counselor hired for Basic Skills/ESL for spring and fall 2012.
- Hiring of eight peer tutors to assist in basic level math for spring 2013.

Through the comprehensive master plan and the application of Measure E funds, the College has been able to construct a number of superior educational facilities. Measure E, which passed in 2002, has provided capital improvements totaling more than $2,000,000. The recent passing of the 2012 Measure E facilities bond will provide capital improvements of facilities over the next 10 years.

A Five-Year Budget plan of ECC Compton Center was developed in 2012 and is presented to the Budget and Planning Committee and the Board annually reflecting assumed growth rates, property tax revenues, salary and benefit increases. The Five-Year Plan also reflects funding for strategic planning and payment of the annual OPEB (Other Post-Employment Benefits) cost as defined by the Governmental Accounting and Standards Board. The Five-Year Plan assesses the longer-term effects of funding decisions and preparing for increases or reductions in expected revenue sources and expenditure planning. The plan was updated in 2014 and presented to the Special Trustee in June 2014.

PBC and the Board receive information about fiscal planning on a routine basis, including a Tentative Budget workshop in May (page 5), and a Final Budget workshop in September .

In an effort to identify institutional needs, the PBC at ECC Compton Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or funding requests that typically included factors related to support health and safety, student success or aligned with established priorities (See PBC Minutes from May, July, August of 2013).

Self-Evaluation
The College meets the standard. Appropriate constituents involved in the planning process receive accurate information about and participate in the budget process throughout the year. The institution establishes and accomplishes funding priorities based on its mission, goals and student learning.

Standard III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary
The institution places a high level of importance on long-range planning in an effort to continue to assure financial stability. The basis of long-range planning is formulated by the comprehensive master plan along with guidance from the strategic initiatives. A five-year budget is routinely developed and examined as part of budget development. The application and projection of long-term funding by the development of program plans and identifying future goals and objectives are in line with the strategic initiatives.

Several examples of long range financial planning at ECC Compton Center are in place to ensure fiscal stability. These include:

- <u>Five Percent Reserve</u> (page 7). At ECC Compton Center's September 3, 2013 <u>Board meeting</u>, Board Policy – BP 6200 Budget Preparation was revised to increase the minimum unrestricted general reserve from 3% to 5% as defined by the California Community Colleges Chancellor's Office.
- <u>GASB – 45.</u> In March 2013, ECC Compton Center finalized a funding plan for their other post-employment benefits (<u>OPEB</u>). The plan recommended the establishment of an Irrevocable Trust program. At ECC Compton Center's May 21, 2013<u>, Board</u> (page 4) meeting, a resolution of the Futuris Public Entity Investment Trust was approved which established an Irrevocable Trust program. As noted in the plan the amount to be contributed into the Trust is annually evaluated through the budget and planning process. As noted in the 2012-2013 Adopted Budget, the budget included funds for contribution
- <u>Facilities Master Plan.</u> Improving facilities continue to be a major focus point at ECC Compton Center. With the near completion of the Utility Infrastructure Project Phase 1 and Phase 2 at a cost of nearly $42 million, ECC Compton Center is able to build upon a sustainable infrastructure that will allow for additional capacity. The construction of the new Allied Health Building, Instructional Building 1, and Instructional Building will support student success for years to come.

While maintaining a strong foundation for the future, the institution continually reviews and prioritizes short-term plans through the planning process. The integration of planning at the program and unit level has helped to collaboratively identify student program needs that can be addressed both in the short and long term.

Additional efforts are in place to support the commitment to financial stability. The institution has recognized its obligation to fund the other post-employment benefits and allocates money appropriately. Measure E continues to provide funding for building construction and renovations.

The College has completed various educational facility improvements that were identified in the Comprehensive Master Plan. These improvements replaced many aging facilities in an effort to provide superior facilities for student learning that align with institutional goals. The Master Plan was revised in 2012 extending the long-term campus planning into 2020.

Self-Evaluation
The College meets the standard. Significant evidence is available representing a campus priority towards long-term planning and budgeting for the future. The annual plan and long-term planning supports the College's commitment toward financial stability and sustainable resources. Resources are annually funded using program plans and priorities in an effort to sustain student programs and services.

Standard III.D.1.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
The institution has a well-defined structure to provide for financial planning and budget development with appropriate participation from all constituent groups. Constituents can participate by joining any of the various groups that are part of the process of financial planning and budget development. For instance, the PBC, which meets twice monthly, consists of representatives from the college administration, management, classified staff, academic senate, faculty association and associated students. Various groups, such as administrative services and institutional research, routinely provide updates on planning, the Comprehensive Master Plan, financial updates, budget information and other requested items to the campus community. The PBC reviews its mission statement annually to continue to provide the needed review and recommendation of committee items.

The PBC annually reviews area plan priorities presented by the area vice presidents. These recommendations are considered after the prioritization of unit (division) and program plans are developed by division administrators, faculty and staff.

At ECC Compton Center, the CEO and Vice President, ECC Compton Center review all budget recommendations before moving them forward for review to the El Camino College President and ultimately to the Special Trustee for final consideration. The two documents outlining and guiding the processes for financial planning and budget development include the Annual Planning and Budget Calendar and Compton Community College District/ECC Compton Center Planning Process. While the planning and budgeting process occurs year round, the fall semester is predominantly focused on planning and budgeting occurs primarily during the spring semester.

Budget recommendations moving through the planning process start at the department level with Program Review and annual Program Plans and then are consolidated through the Unit then, Area Plans and Institutional Standing Committees. Ultimately the recommendations, agreed upon after discussion and revision among participating staff, faculty and managers, reach the Planning and Budget Committee. This committee is comprised of representatives from the Academic Senate, faculty union, classified union, management and the Associated Student Organization (ASO). The PBC representatives report back to their various campus constituencies on a regular basis. This committee has the ability to make recommendations to the CEO, via the Consultative Council, which supports and enhances the collegial consultative process between the constituent groups for further discussion and review.

Student representatives, through the ASO, are also encouraged to actively participate on all campus standing committees as well as attend these meetings on an ad hoc basis. A minimum of two student representatives are assigned to Institutional Standing Committees including the following: Technology, Facilities, Planning and Budget, Professional Development, Auxiliary Services, Consultative Council, Institutional Effectiveness, Health Benefits, Health & Safety, Enrollment Management and Student Success. Additionally, campus-wide budget forums have been held to solicit questions and feedback from personnel and students. These forums have been an important part of the transition process as ECC Compton Center moves toward transparency, expansion and ultimately accreditation.

ECC Compton Center's Institutional Effectiveness Committee has defined guidelines for budget planning and development. The committee implemented the Program Review Process and timeline for planning and reviewing program reviews. One of the goals of this committee is to ensure program reviews are done timely and are directly linked to the student learning outcomes and assessment process to the institution's system of planning and budgeting, in order to promote a more systematic and on-going improvement in educational programs and student learning.

Self-Evaluation
The College meets the standard as evidenced by the planning process and by the adoption of processes and timelines for reviewing Program Reviews which links Program Review with resource allocations.

Standard III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

The financial integrity and responsible use of financial resources are demonstrated as described in the annual independent audit reports and presentations to the Board of Trustees. The dissemination of information is provided to various campus committees and the *President's Newsletter* as well as the El Camino College website. Specific information is provided below.

Standard III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
The College assures the financial integrity of the institution and the responsible use of financial resources through the use of an internal control mechanism. The College organizes its financial documents into a Budget Book. This book presents a plan of financial operations of various funds for a given fiscal year. It consists of estimated revenues and expenditures within each educational category. The tentative budget is presented to the PBC in the spring and the final budget is reviewed, voted on, and adopted by the Board in September after being reviewed by the PBC in August.

Funds are allocated that will help achieve the institution's goals for student learning. The budget demonstrates its commitment to stated goals for student learning, as exhibited annually in its budget by the percentage of funds allocated to instruction and student services.

The institution systematically evaluates and makes public how well it budgets its financial resources. Pages 71-73 of the budget include the Budget Assumptions that guide the resource allocation process and in what ways it is accomplishing its purposes, including assessment of student learning outcomes, student achievement of educational goals, and student learning.

The thoroughness of the budgeting process provides an accurate reflection of institutional spending due to a continual review of the College's priorities and available funding/resources.

Conservative budget assumptions and controls, such as the Purchasing Department's zero variance allowance policy, helps ensure adherence to budget limitations. Open forums such as the PBC and public Board of Trustees meetings reflect the credibility of the budget and its process with constituents. Furthermore, consistent monitoring of spending versus budget allocations demonstrates the institution's commitment to financial stability.

The institution provides evidence of planning for improvement of institutional structures and processes as evidenced by its Master Plan, management responses to audit findings, and presentations to the Board.

The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as documented by PBC Meeting Minutes and its Board of Trustees Minutes.

Audit reports from 2009, 2010, 2012, and 2013 indicate that the College is in good financial standing. The annual 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. Consistently, the auditor's opinion states that El Camino College's basic financial statements are fairly

presented in all material respects. These findings are communicated to appropriate institutional leadership and constituents at various meetings such as the PBC and Board of Trustees meetings. (Financial Statement Findings and Management Response Section Page 73 of 11/12 Audit Report and 12-13 Audit Report).

The Board of Trustees and Special Trustee approve the selection of an independent auditing firm for a contracted period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, and Associated Students accounts and trust funds. The annual audit is presented to the Board of Trustees and Special Trustee. Audit findings, recommendations and responses to current and prior year audit findings are included in the annual audit. The Chief Business Officer summarizes the annual audit, highlighting the results of the audit including current and prior year audit findings. In addition, audits of the Bond Fund are performed annually in accordance with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIIIA, as referenced above. Audit findings from 2010 to 2012 are available on ECC Compton Center Web page.

The auditors issued an unqualified audit report which means the financial statements presented fairly, in all material respects, the financial position of ECC Compton Center in conformity with accounting principles generally accepted in the United States of America. In addition the report noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. In 2011 there were 10 material weaknesses noted, however in 2012, there were no material weaknesses. A material weakness is a deficiency, or a combination of deficiencies, an internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Compton Center developed a corrective action plan to ensure audit exceptions and FCMAT recommendations were implemented and/or being addressed in a timely manner to prevent repeat exceptions. As a result of this plan, the College was able to limit the number of audit finding in 2012. Below is a summary of the results:

1. The College has complied with the 50 Percent Law, which has not occurred since 2003.
2. The College audit is complete and will be filed on time to the State by the December 31, 2012 deadline.
3. The College reduced total audit findings from 26 audit findings in FY2011 to 13 audit findings in FY2012.
4. Of the 26 prior-year audit findings, 14 were noted as fully implemented. Eleven were noted as improved and are currently being addressed, and one was noted as not implemented.
5. Most importantly, the 10 audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses noted during FY2012.

ECC Compton Center continued to implement their corrective action plan and was able to cut total audit findings nearly in half in fiscal year 2013. Below is a summary of the results:

1. The College audit was complete and filed on time to the State by the December 31, 2013 deadline.
2. The College reduced total audit findings from thirteen audit findings in FY2012 to six audit findings in FY2013.
3. Of the thirteen prior-year audit findings, eight were noted as fully implemented. Five prior-year findings were noted as improved and are currently being addressed.
4. Most importantly, no material weaknesses and no federal award findings were reported during FY2013.

The College also implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability. Over the past three years ECC Compton Center has cut costs in its budget and at the same time allowing for adequate funding for student success and learning (PBC minutes for August 2013). Since 2010-2011, the Center has increased its ending fund balance from $3.079 million to $7.149 million and its reserves from 9.06% to 23.82% in 2012- 2013, respectively as noted on page 4 of the Five-Year Budget Assumptions.

Self-Evaluation
The College meets the standard. Audits performed on financial statements have consistently been issued unqualified opinions. This means that the College's budgeting and implementation processes are sufficiently conservative, but allow enough flexibility to lessen the impact that unexpected cuts may have on the institution's ability to provide relevant student curriculum and to fulfill the mission statement. The College and ECC Compton Center meet the standard as evidenced by the annual audits. Audit exceptions and FCMAT recommendations are reviewed at the conclusion of each audit and corrective actions are implemented. Information about the College's finances is communicated to appropriate leadership and constituents.

Standard III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
Title V requires an annual external audit of all funds, books and accounts. The superintendent/president shall assure that an annual external audit is completed. The superintendent/president shall recommend a certified public accountancy firm to the Board with which to contract for the annual audit (Ed. Code 84040 (b)).

Timely corrections, responses to audit exceptions and management advice are important in order to improve and maintain an institution's financial integrity. El Camino College has consistently recognized the significance of addressing audit findings. All audits since the previous accreditation period from FY 2008-2009 (p.68-95), 2009-2010 (p. 70-103) and 2011-2012 (p. 74-86) have issued an "unqualified opinion" statement.

Information from the annual audit reports are disseminated throughout the College to the Board of Trustees, the PBC, and all pertinent departments and areas. The information is sufficient in content and timing to support institutional, financial planning and financial management. An annual audit report is presented to the Board of Trustees (BOT) and the superintendent/president. Information about budget, fiscal conditions, and financial planning are disseminated to the campus through committees, scheduled meetings, and various documents as follows:

1. *President's Newsletter*
2. Flex Days, including a presentation 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 (e.g., PBC and Academic Senate)
7. Copies of the Annual budget book are available at the College website and in the Fiscal Services Office
8. College newspaper *Union*

This information is also communicated and/or discussed in forums such as the PBC, the Academic Senate, management meetings, and the President's Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and College budget projections. The staff has real-time access to budget and financial information through Colleague's Datatel, which is the College's financial management system. Users have the ability to review budget availability, purchase order transactions, and other financial activity.

The Fiscal Services Office develops the tentative and final budgets, which are presented to the BOT for adoption. The BOT holds public hearings regarding the annual budget in May/June to present and discuss the Tentative Budget for the next fiscal year and again in September to present/discuss/adopt the Final Budget for the current fiscal year. The trustees also review quarterly financial reports that are submitted to the California Community College State Chancellor's Office. The College's annual audit reports are completed on schedule and are widely distributed; the findings are also presented directly to the BOT in a public session.

Once the senior administration establishes funding priorities, according to the process described above, that information is provided to the College community. Department heads, faculty chairs and coordinators share this information with their departments. Budget status reports are distributed to all departments and programs regularly.

State fiscal conditions are available for review on the CCCCO website. The information provided by the Chancellor's office is discussed in various meetings such as PBC and the BOT.

At ECC Compton Center, audit results are reported to the following committees: Board of Trustees, Special Trustee, Planning and Budget Committee, Senior Management, and the Special Trustee Advisory Committee. The annual audit is posted on the website for public review along with the annually progress reviews conducted by FCMAT. ECC Compton Center develops a corrective action plan to ensure audit exceptions and FCMAT recommendations are being addressed in a timely manner to prevent repeat exceptions being reported. The correction action plan is ordered in sections of priority and length of time to complete. This process helps ensure all critical areas are addressed immediately and areas that will require an extended length of time to complete are being addressed. The corrected and/or implemented findings are supported with documentation which is provided to the external auditors for review. The goal is to eliminate all the findings starting with the material weakness findings and working down to the significant deficiencies. This order is critical due to the nature of a material weakness deficiency which is defined as a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. In 2013, the College implemented a plan to review the internal operations to be proactive in monitoring processes and internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas as defined by the Chief Business Officer. Additionally, to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

Self-Evaluation
The College meets the standard. The institution reviews the audit exceptions and management advice and makes a decision to either agree or challenge the exceptions. If in agreement with the finding, the College prepares an audit response and plans for corrective action. The plan is discussed with the auditors and the departments involved, and action is taken within the next fiscal year but before the time of interim audit fieldwork. The goal is to fully implement the recommendations by the next audit, which is an acceptable timeline by external audit firms. Some findings require longer periods of time to fully implement and are so noted in the external audit as partially implemented.

Standard III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary
As discussed in Standard III.D.2.b, information regarding budgeting and audits are disseminated throughout campus. The Board of Trustees, the PBC, and pertinent departments receive the information in a timely manner.

Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund in recognition of services provided by the campus. El Camino College provides sufficient reserve for contingencies and emergencies. The Fund Reserve is averaging about 19.8 percent of the total operating budget annually (p. 56).

ECC has access to Tax and Revenue Anticipation Notes (TRAN) to assist with short term cash flow needs. An example of the certificate of participation is attached along with the PBC meeting minutes discussing the subject. The College also receives funding ($4 million per year) from the state in relation to the College's partnership with the ECC Compton Center. Three million dollars of that funding is allocated to a Special Programs Fund (pages 12 and 76, 2012-2013 Budget Book) and used to backfill funding shortages, due to state budget reductions in programs such as DSP&S.

The PBC serves as the steering committee for college-wide planning and budgeting. The PBC reviews, discusses, and evaluates the College's planning and budgeting processes to assure they are interlinked. All plans must be developed using data from program review and be linked to the College's mission statement and strategic initiatives. PBC's meeting schedule is comprehensive and various agenda items are calendared in relation to budgetary deadlines

The ECC budget Web page is updated with budget information with insight provided from the State Chancellor's Office, the Community College League of California and other state organizations along with recent developments posted in news articles and various publications.

The Compton's Planning and Budget Calendar sets specific deadlines for budgeting, financial reporting, and performance of audits. The Chief Executive Officer and/or the Chief Business Officer present annual Campus-Wide Budget Forum. The Chief Business Officer presents preliminary, tentative, and final budget presentations to PBC, Board of Trustees, and Special Trustee; these documents are available as standalone documents and in the Board Agendas online. PBC meets monthly; members are kept informed on issues related to the state and College budget through periodic budget presentations, along with any other financial information.

Compton reduced total audit findings from 26 audit findings in FY2011 to 13 audit findings in FY2012. Of the 26 prior-year audit findings, 14 were noted as fully implemented. Eleven were noted as improved and are currently being addressed, and one was noted as not implemented. Most importantly, the 10 audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses noted during FY2012.

In 2013, ECC Compton Center implemented a plan to review internal operations as a means to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures. Along with the internal operations review, ECC Compton Center monitors internal control deficiencies reported in the Annual Audit Report. ECC Compton Center tracks all audit findings and actively reviews to ensure all audit findings have been implemented.

The College participates in self-insurance programs in order to keep the cost of insurance affordable and in the confines of Board Policy 6540. With ECC's membership in the Statewide Association of Community College (SWACC) Joint Powers Agency, we have sufficient reserves to handle financial emergencies. Appropriate limits of coverage for workers' compensation, property, and liability insurance have been maintained and a schedule of all insurance is provided in the 2012-13 Final Budget Book (page 57).

Self-Evaluation
The College meets the standard. Appropriate and timely financial information is provided throughout the College and the community. There are ample opportunities to obtain financial information and to participate in feedback sessions about fiscal integrity. Furthermore, the College's website has a portal that provides a wide variety of relevant information and Datatel has vast financial reporting capabilities.

Standard III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and certificates of participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary
The general oversight of the College's finances is the responsibility of the Vice President of Administrative Services, who reports to the College President/ Superintendent. Management and oversight of specific finances is distributed across multiple college offices. Periodic presentations regarding budgetary status are given to the PBC by the VP of Administrative Services. There are also quarterly reports given to the Board of Trustees (BOT) in connection with the 311 Quarterly and Final Reports submitted to the State Chancellor's Office.

In addition, Fiscal Services, in coordination with project administrators, prepares monthly, quarterly, and annual progress reports for review and/or for submission to funding authorities.

Annual external audits include financial program review and issuance of a report on compliance requirements regarding laws, regulations, contracts, and grants. Internal control systems are evaluated annually during the external audit. Management responds to audit recommendations with regard to internal control weaknesses or deficiencies as evidenced in the reports for 2009, 2010, 2012 and 2013.

The College's only long term debt repayment obligation is the General Obligation Bond. In accordance with Proposition 39, an annual performance and financial audit must be conducted by an independent external agency. Furthermore, the Citizen's Bond Oversight Committee meets regularly and reports to the BOT.

The BOT oversees institutional investments and three of the four auxiliary organizations (Foundation, Associated Students, and Trust and Agency accounts), with direct supervision of these areas by college employees. Each area is subjected to an independent annual audit.

The Bookstore's annual audit is overseen and supervised by the Director of Accounting. The audit was performed by Vavrinek, Trine, Day & Co., LLP. Similarly, the El Camino College Foundation, a 501c (3) auxiliary organization of the College, is subject to an annual audit and it was performed by Christy White Accountancy Corporation.

Other departments on campus that have their own separate budgets undergo the same auditing and scrutiny as the main budget. The El Camino College Foundation enhances the ability of the College to excel in providing educational opportunities to its diverse community and students by promoting the College, identifying and developing community resources, and building internal and external partnerships. The ECC Foundation provides nearly $1 million annually for scholarships, book vouchers, and funds that assist in faculty and staff's efforts to improve student learning. In an effort to reach the strategic goals of the College, the Foundation has increased and expanded fundraising activities like the Osher campaign to grow the amount of funds that can be advantageously distributed each year. Similarly, the Scholarship Office has recently awarded more than 400 scholarships totaling more than $450,000 to students attending El Camino College or transferring to a university. Lastly, the Grants Office provides coordination and oversight for all grant applications submitted by college faculty and staff, and all grant-funded projects awarded to the College. The Grants Office functions include: providing information on funding opportunities; proposal and budget development assistance; proposal review, sign-off, and transmission; grant negotiation and acceptance; grant start-up; post-award management assistance; grant close-out assistance; training in various aspects of grant stewardship (grant seeking, proposal writing, project management); and special projects.

Categorical programs are audited by the Chancellor's office. For example, the Small Business Development Center goes through two audits, a program audit and a financial audit. Other audits are performed for various programs. The Request for Applications includes the intent of the grant and the budget to carry out the activities. The budget is essentially a contract with the funding agency.

Another form of "checks and balances" is the program monitor's role. This person compares expenses submitted via quarterly and final reports against the proposal. Any significant material changes must be previously approved by the monitor to ensure that it still maintains the integrity of the original proposal.

ECC's fiscal department also carries out compliance duties by monitoring expenses and certifying that the reports submitted are accurate. The Fiscal Services office is responsible for the development of the College's budgets, forecasting, business management procedures, implementation of new financial systems and interfacing with public and private sector agencies. The Accounting department provides services in the areas of general accounting, grant accounting, ancillary accounting, financial reporting, vendor payments, enrollment and cashiering services, banking and investing, human resources position control and payroll generation and disbursement, student financial aid accounting and disbursement and other related duties.

The El Camino College Financial Aid Office assists students with the financial aid application process, including grants, work-study, scholarships and loans. Workshops, advising and financial aid counseling services are also provided.

In 2013, the College commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The actuarial accrued liability was found to be $22.2 million. The College currently has approximately $17 million set aside in an Irrevocable Trust for the purpose of funding OPEB (2013 Actuarial Report; see page 51 of 2013 Audit Report).

At ECC Compton Center, the Board of Trustees and Special Trustee approve the selection of an independent audit firm for period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, associated students accounts, trust funds, and short and long-term debt instruments. The annual audit examines the reporting compliance relating to the long-term debt obligations in accordance with debt covenants.

In addition, audits of the Bond Fund are performed annually in accordance with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIIIA, as referenced above.

The Compton Community College District also implemented and adopted internal policies and procedures to ensure finances are managed with integrity, which also ensures financial stability. Over the past three years, the Compton Community College District has cut costs in its budget and at the same time allowing for adequate funding for student success and learning. All audit findings are evaluated immediately to ensure adequate implementation. In fiscal year 2012 10 findings noted as material weaknesses in fiscal year 2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses were noted during fiscal year 2012. Additionally, an internal operations review plan was developed in order to review all areas acceptable to fraud, complexity and the susceptibility of misstatement to come up with a listing of priorities. In developing our assessment we focus on two risks, inherent risk and control risk.

As a result, in fiscal year 2013 financial statement audit findings were reduced to five compared to the reported ten findings in fiscal year 2012. State award audit findings were also reduced down to one from two findings reported in fiscal year 2012. Fiscal year 2013 noted no material weaknesses and no federal award audits findings.

Audit findings are addressed in a timely manner. Examples of audit findings and the College's responses are discussed in substandard 2b.

Self-Evaluation
The College meets the standard based on the issuance of an unqualified audit report, which means that the financial statements presented fairly, in all material respects, the financial position of the College in conformity with generally accepted accounting principles. In addition, the audit noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. There were no material weaknesses reported within the audits. Several external audits

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are performed on a regularly scheduled basis. The financial resources are used with integrity on allowable expenditures within each funding source. Consistent monitoring of budget versus actuals is held throughout the annual fiscal cycle. Maintaining sufficient cash flow serves the College's operational and administrative function. Planning for the College's future obligations while constantly seeking out new grant opportunities and funding sources shows the College's willingness to ensure fiscal stability.

Standard III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary
ECC shows its effectiveness and efficiency of operations, including the reliability of financial reporting as evidenced by its compliance with applicable laws and regulations as stated in an audit report (page 73). The auditors have consistently issued an unqualified audit report which means that regarding internal control over financial reporting there were no material weaknesses identified. In addition, there has been no evidence of material noncompliance within the financial statements.

ECC Board Policy 6300 establishes procedures to assure that financial management is in accordance with having adequate internal controls, budget management, proper financial reporting, and accountability pursuant to the CSAM (California Community Colleges Budget and Accounting Manual). The acquisition of materials and/or services totaling less than $5,000.00 (including sales tax), may be made by issuing a purchase order, following competitive negotiations with vendors and the California Public Contract Code. Written quotations are secured for: Equipment/Supplies/Services totaling $5,000.00 up to $62,400.00 and may increase annually.

Expenditures from special funds are audited on a yearly basis and the bond expenditures are viewed from a financial and performance perspective.

Another example of an internal control is Board Policy 6100 and 6150. The Board delegates to the superintendent/president the authority to supervise the general business procedures of the College to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual. No contract shall constitute an enforceable obligation against the College until it has been approved or ratified by the Board.

The superintendent/president shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the College (BP 2430). The Authority to sign orders and other transactions on behalf of the Board is delegated to the superintendent/president and other officers appointed by the superintendent/president. The authorized signatures shall be filed with the Los Angeles County Superintendent of Schools.

The College has established and implemented sound fiscal accountability, planning, and reporting processes that ensure its fiscal stability and integrity as confirmed by the yearly audits. Besides the annual audit report, there are other agencies that review special funds established by the College, such as the Bond Fund. Vicenti, Lloyd, Stutzman LLP in accordance with Government Auditing Standards performs tests of ECC's compliance with certain provisions of laws, regulations, contracts and grant agreements the results of which are presented in the performance audit. Bond expenditures are consistently monitored by the Citizen's Bond Oversight Committee, annual reports, the Measure E 2009, 2011 and 2012 Performance Audit, and the Measure E 2011 Financial Audit.

Student retention projects, library books, enrollment management plans, the auxiliary services fund, emergency equipment replacement/repair and the retiree health benefit allocation are included in the Special Programs Fund, which is part of the ECC annual audit. All of these program expenditures are carefully monitored as far as using funds for their intended purpose as addressed in the annual audit report. The Revenue Bond Construction Fund-Measure E is highly scrutinized as evidenced by the Proposition 39 Performance and Financial audits and the 2013-14 Budget (page 19-20).

Self-Evaluation
The College meets the standard. There are many effective and efficient internal controls that guide processes, procedures, and agreements within ECC and with outside agencies. Audits show no material weaknesses or non-compliance issues. The board

of trustees, the president, and the stakeholders play an active role in overseeing the fiscal integrity of the institution as a whole.

Standard III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Specific Board Policies and independent annual audits of the College's financial procedures ensure sound financial practices and assure financial stability. Below are specific references.

Standard III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
El Camino College (ECC) has consistently maintained a fiscal reserve greater than the 5% requirement, as per Board Policy 6200.

The fiscal reserve has averaged approximately 20% (calculated as a percentage of Total Unrestricted General Fund Expenses) for 2010/11, 2011/12 & 2012/13. El Camino also has Board Policy 6250 in place to address financial emergencies and unforeseen circumstances. As noted in Board Policy 6250, there are scheduled presentations of the Annual Budget at Board of Trustees meetings which are open to the public. In addition to the Annual Budget Agenda there are regularly scheduled presentations as demonstrated by the meeting items related to the budget under Administrative Services.

ECC Compton Center's revenue source is almost entirely provided by state apportionment funds. Due to the nature of ECC Compton Center's revenues sources and the financial difficulties the state has been facing over the past several years, ECC Compton Center supplements cash flow by the issuance of Tax Revenue Anticipation Notes (TRANS). A resolution is approved by the board and filed annually with the Los Angeles Office of Education (LACOE) to participate in the LACOE's short-term borrowing TRAN program from anticipated, state deferrals, and/or of state problems that will impact the College's cash flow.

The annual CCFS 311 report shows an unrestricted balance exceeding the required 5% reserve amount recommended by the Chancellor's Office.

The College participates in self-insurance programs in order to keep costs of insurance as low as possible. The College's property, liability and workers' compensation are covered under the Statewide Association of Community College (SWACC) Joint Powers Authority (JPA). The schedule of insurance lists policy limits, JPA SIR, deductibles and annual contributions. The College's Health and Safety Committee is charged with identifying and reducing risks and hazards through heightened awareness among faculty, staff, and students. The Director of Safety and Risk Management chairs this committee.

Self-Evaluation
The College meets the standard as evidenced by the adequate reserves, plan to ensure supplement cash flow when needed, and insurance policies. A conservative fiscal policies approach of maintaining an adequate General Operating Fund Reserve has afforded the college financial stability and the ability to have in place contingencies for emergencies despite years of economic downturn.

Standard III.D.3.b. 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
ECC regularly reviews and oversees the institution's finances. There are various venues which focus on financial concerns such as the Board of Trustees monthly meetings and the Planning and Budget Committee. The Planning Model demonstrates the relationships between Planning and Budgeting, Program Review, Curriculum Review, Student Learning Outcomes, Core Competencies, Annual Planning including the Plan Development and Evaluation Cycles, Enrollment Management Plan and Comprehensive Master Plan. The Program Review Status report illustrates the completion and/or timeline for completion of the various Divisions' Program Reviews and timelines for completion of others (see Program Review).

The Auxiliary Funds are also reviewed in regular committee meetings of the Auxiliary Services Board. The Auxiliary Services Board is comprised of Faculty, Staff, Administrators and Students whose purpose is to oversee and disseminate funds.

El Camino College Foundation is a 501(c) entity; its finances are held independently of the College and independent committees oversee the Foundation. The Foundation's financial statements are also subject to an independent, annual audit; the audits have consistently resulted in an unqualified opinion, refer to page one of the audit report. The Financial Aid area and grants, both Federal and State, are reviewed annually during the independent audit to determine, in part, compliance with Federal Reporting Guidelines. The grants also have regular reporting requirements and may be subject to audits in addition to the annual independent audit of El Camino College (pages 54-57, 2013 Audit).

The audits performed by independent parties, review of those audits by campus committees (i.e. Planning & Budget Committee) and the Board of Directors ensure that the evaluations/audit findings are addressed and ultimately used to improve existing policies/procedures.

ECC Compton Center's external audit firm tests fiscal and internal control processes and procedures as part of the annual audit. The audit includes audit findings and/or recommendations along with ECC Compton Center responses for prior years. Beginning in 2012-13 the College has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office.

In 2013, ECC Compton Center implemented a plan to review the internal operations to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

The Business Services department records and monitors all funds of ECC Compton Center. Managers approve and monitor expenses which include but are not limited to the unrestricted operating budgets,

categorical programs and grant awards. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted Center resources and practices.

Federal regulations require that federal program expenditures be monitored closely and reported accurately. ECC Compton Center uses the PeopleSoft system for awarding and disbursing funds and to reconcile expenditures monthly with the Business Services Office which retains account expenditure information for all federal programs. The Recordkeeping, Accounting, Disclosure, and Record Retention requirements are followed as outlined by Administrative Regulations.

Self-Evaluation
The College meets the standard. The College's effective financial oversight is demonstrated by the regular reviews of the operating fund and other funds, as well as the consistent positive unqualified opinions expressed by the external auditors.

Standard III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
ECC continues to diligently address the requirements of Government Accounting Standards Board (GASB) 43 and 45 regarding Other Post-Employment Benefits (OPEB) The OPEB consists exclusively of health care costs for retirees between the ages of 55 to 65. Specifically, the funding of the OPEB liability has been allocated annually as demonstrated per attached Annual Budget (see page 23). The funding as of June 30, 2013 is $16,483,771 of the $22,355,715 specified in the latest Actuarial Report, dated May 9, 2012 (see page 4).

ECC has begun the process of transferring the dedicated funding to an Irrevocable Trust in order to maximize the benefit/recognition prescribed by the GASB pronouncements, refer to page 61. The benefit is that the dedicated funding is only recognized in the Actuarial Calculation if the funding has been deposited in an Irrevocable Trust. Depositing the funds in an Irrevocable Trust also provides a healthier Balance Sheet which in accounting terms is reflected as a reduction of the liability; refer to page 61-Other Post-Employment Benefits and Page 65 – Inter-fund Transfers. Moreover, ECC continues to pay the OPEB from the General

Operating Fund in addition to allocating funds to the OPEB liability (page 5, Retiree Benefits).

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC in 2013 Audit (p. 19 and 25).

ECC Compton Center continues to address the requirements of Government Accounting Standards Board (GASB) 45 regarding Other Post-Employment Benefits (OPEB); the OPEB consists exclusively of health care costs for retirees between the ages of fifty five to sixty five years old. Specifically, the funding of ECC Compton Center's unfunded actuarial accrued liability has been recorded on ECC Compton Center's entity wide financial statements and is allocated annually as noted in the Final Adopted Budget.

ECC Compton Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund which amounts to $200,000 as noted in the 2013 Final Adopted Budget (page 4) in order to maximize the benefit prescribed by the GASB pronouncements. Also, ECC Compton Center continues to pay other post-employment benefits from the General Operating Fund in addition to allocating funds to the OPEB liability. ECC Compton Center is currently reviewing other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45. Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC Compton Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit ECC Compton Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrued once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

Self-Evaluation
The College meets the standard. The funding of Other Post-Employment Benefits has been addressed diligently as reflected by the significant portion of funds set aside in recognition of the long-term liability.

Standard III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
In accordance with GASB 43 and 45 pronouncements El Camino College has commissioned Actuarial Studies as recommended every two years. The most recent Actuarial report is dated November 18, 2013 (see 2013 Actuarial Report). The previous report was dated May 9, 2012 . In accordance with GASB 43 and 45 pronouncements ECC Compton Center has obtained updated Actuarial Studies as required every two years. The most recent Actuarial report is dated March 1, 2011 and ECC Compton Center has entered into contract to update the report as of June 30, 2013.

ECC Compton Center's current funding policy is based on pay-as-you-go which is in compliance with GASB 45. ECC Compton Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund in the amount to $200,000 annually as noted in ECC Compton Center's 2013 Final Adopted Budget. However, ECC Compton Center is currently reviewing other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45 in order to address ECC Compton Center's unfunded actuarial accrued liability.

Self-Evaluation
The College meets the standard. The biennial actuarial study/report required by General Accounting Standards Board pronouncement 43 has been produced and submitted in a timely manner. The Actuarial Study of Retiree Health Benefits and the OPEB Funding Plan also show the College prepares OPEB plans by accounting standards.

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Standard III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary
The only locally incurred debts which ECC's Operating Budget must accommodate are Tax Revenue Anticipation Notes (TRAN). A TRAN is issued by the county; the duration of those notes are not more than twelve months. The impact on the financial condition of the college is extremely minimal; the only expense is interest charges associated with the TRAN which for the Fiscal Year 2012/13 totaled $498,769 or 0.475% of the Unrestricted Funds total expenses of $104,967,659. However, the interest earned on the TRAN equaled $430,903.68 reducing the interest expense burden substantially.

Tax Revenue Anticipation Notes or TRAN were requested and received for Fiscal Years 2010 ($14,775,000), 2011 ($8,850,000), 2012 ($17,000,000 and $10,000,000) and 2013 ($10,000,000), refer to page 29 of the budget and page 37 of the Annual Financing Report.

The economic climate the last several years has resulted in cash flow concerns, caused in part to deferred payments from the State, but the TRANs were secured to insure meeting cash flow requirements. The financial impact regarding repaying the debt is minimal because the interest rate charged is very modest and is offset by interest earned on the TRAN funding while being used, (page 29, 2012-13 budget; page 37, Annual Audit).

General Obligation Bonds have been issued in the past several years and are recorded as Non-Current Long Term Liabilities, refer to page 6 "Non-Current Liabilities" and page 38 "Note 11 Long Term Obligations" of the budget. While the Bonds are reflected as a liability they do not have an adverse effect on ECC's financial stability as the interest and principal are paid via Property Taxes as approved by the local community in accordance with Proposition 39.

Approximately $498,769 was paid in interest charges for TRAN's in 2013 and $430,903.68 in interest was earned on those TRAN's resulting in a net interest cost/expense of $67,865.31 (or .065% of Operating Budget).

ECC Compton Center issued Tax Revenue Anticipation Notes (TRAN) for Fiscal Years 2010 ($2,155,000), 2011 ($3,500,000), 2012 ($1,500,000 and $4,000,000) and 2013 ($8,000,000). The economic climate of the state over the last several years has resulted in cash flow shortages, due in part to deferral payments from the State which have steadily increased over the same time period, As a result TRANs were secured to supplement cash flow requirements. The financial impact regarding repaying the debt is minimal compared to other financing instruments because the interest rate charged is modest. Over the past few fiscal years ECC Compton Center has implemented a conservative pending approach to help compensate for the cash shortages. However this alone is not sufficient to supplement cash flow shortages entirely. This conservative approach has increased reserve level slightly to more than the minimum 5% fund balance reserve.

General Obligation Bonds have been issued in the past several years and are recorded as Long Term Liabilities in the entity wide financial statements of ECC Compton Center. While the Bonds are reflected as a liability they do not have an adverse effect on ECC Compton Center's financial stability as a result of the passage of the Bond. Property owners or parcels are assessed within ECC Compton Center specifically for the repayment of the debt incurred in accordance with Proposition 39 which is repaid by the Los Angeles County Tax Assessors Office.

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC Compton Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit ECC Compton Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrue once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

Self-Evaluation
The College meets the standard. The Tax Revenue Anticipation Notes are essentially the only locally incurred debt instrument. The issuance and timely payment of those instruments has ensured that necessary cash flow requirements are met, but that has not adversely affected the financial condition of the College.

Standard III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary
The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report were 16.5% for fiscal year 2010, 12.7% for fiscal year 2009 and 12.8% for fiscal year 2008. Although ECC is well below the federal guideline rate of 30%, the College is taking proactive measures to reduce its default rate in the following ways:

- Educating borrowers by providing information in Loan Packets; requesting borrowers complete yearly entrance and exit counseling (this exceeds federal requirements);
- Requiring borrowers to complete a money management session;
- Requiring extra references on loan applications

Student loan default rates are monitored and assessed regularly. Although the 2 Year Official Rate (CDR) for 2011 was 12.6 %, ECC has elected to withdraw from the Federal Direct Loan Program effective as of the 2013/14 Fiscal Year. Exit Interviews were mailed on a monthly basis, delinquency letters and phone calls were completed monthly to help avert default. In addition, student loan applicants were required to attend an in-person loan entrance counseling session once per academic year.

Self-Evaluation
The College meets the standard. Maintaining a student loan default rate well below the federal guidelines along with the unqualified audit opinions reflect the effective monitoring and management of student loans.

Standard III.D.3.g. 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
The Director of Business Services maintains agreements with external entities. The Purchasing Department prepares the Board Agenda for contracts requiring advanced approval by the Board of Trustees, in accordance with general purchasing practices as directed in Board Policy 6330 and 6340. Board Policy 6631 is an example of ECC's commitment to diversity and affirmative action which are in keeping with the institution's goals.

Invoices related to services must be approved by the requesting administrator and submitted to Accounts Payable Department for payment processing. The contracts have a dollar limit formally established and payment requests/invoices are monitored by the financial software system (Datatel) and Accounts Payable personnel to safeguard against overpayments. The Purchasing model, as seen in the PO screenshot, of the Financial Reporting database has a 0% variance allowance in its calculation of payments versus the contract funding (or encumbered) amount.

The usage of the General Obligation Bond Fund is audited annually to assure compliance with restrictions associated with use of the Bond Monies. The Bond Fund is audited annually by an independent accounting firm in accordance with Proposition 39. The annual audits and the Bond Oversight Committee serve to oversee and ensure that funds are used in accordance with the requirements of Proposition 39. Furthermore, an independent annual Performance Report is prepared and submitted to the Board of Trustees.

The Purchasing and Business Services Departments are responsible for contracting on behalf of ECC Compton Center. The Chief Executive Officer and Chief Business Officer are the sole authorities for executing contract agreements for purchases of goods and services. Board policies define bidding requirements and conflict of interest procedures, and all contracts are submitted to the Board of Trustees and Special Trustee for ratification or approval per Board Policy. Purchasing and Business Services reviews contracts for compliance with IRS rules, regulations and other public codes.

ECC Compton Center's general terms and conditions for vendors are listed on the Purchasing Department's Web page which defines limitations of payments, variation in quality or quantity, and certification compliance.

Internal control for purchasing activities is included as part of the annual audit process to ensure proper internal controls exist over procurement and contract procedures.

Self-Evaluation
The College meets the standard. Adherence to various Board Policies and the review of agreements by Purchasing and Management provide assurance that contracts are consistent with institutional goals, as well as compliant with local, state and federal requirements.

Standard III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
The College uses its annual external audit to provide feedback on its processes. The College contracts with an independent audit firm that assesses the adequacy of the systems to determine the financial statements present fairly in all material respects, reviews policies and procedures, internal control and compliance with federal, state and other agency rules and regulations. All audit findings are responded to adequately and in a timely manner and such responses are included in the audit report.

ECC is audited annually by an external, independent audit firm. The audit examines the adequacy of internal controls as well as compliance with various regulations. The latest audit opinion stated that ECC's internal controls were adequate. In addition to the annual audit of the institution's financial records and practices there is also an annual audit of the Bond Fund.

In 2013, ECC Compton Center implemented a plan to review the internal operations of ECC Compton Center in an effort to be proactive in reviewing and monitoring internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside accounting firms to assess different

areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

Self-Evaluation
The College meets the standard. Internal control reviews and evaluations of financial management practices are consistently addressed during the annual independent audits. Furthermore, various committees, such as the Planning and Budget Committee, frequently discuss and advise on fiscal management.

Standard III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

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

In order to ensure that financial decisions are developed from program review results, institutional needs, and plans for improvements, the College uses Plan Builder software for most planning purposes. This software is used to create plans and track progress made towards goals and objectives within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

The Master Plan's Plan Development Cycle follows the timeline below:

September–October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program Plan for the next fiscal year.

November–December: Each division reviews and prioritizes program goals and objectives and enters or rolls over the information into the upcoming division Unit plan for the next fiscal year. All Program plans must be submitted by December 31.

January–February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan. All Unit plans must be submitted by February 28.

March–April: Vice Presidents present a list of prioritized goals and objectives for the College to the Planning and Budgeting Committee for discussion and funding endorsement. All Area plans must be submitted by March 31. (PBC minutes: June 18, 2009, August 6, 2009, April 29, 2010, May 6, 2010, June 3, 2010, July 1, 2010, May 3, 2012.

May: PBC submits a list of endorsed funding requests to the President for consideration.

Financial decisions are based on the results of evaluation of program and service needs through a collaborative effort that begins with program review, unit plans, area plans that culminates in the prioritizing and ranking of goals. The prioritized ranking forms the basis for resource allocation through the budgeting process. The budget process reflects the vision and philosophy of the College, where "our highest value is placed on our students and their educational goals."

The allocation of financial resources stems from the results of evaluations in the various Planning and Budget development activities of the various campus-wide committees as follows:
1. Planning and Budgeting Committee
2. Insurance Benefits Committee
3. Facilities Steering Committee
4. Technology Committee
5. Campus councils

For the fiscal year ending on June 30, 2010, unit plans that had budget requests of about $3.7 million were funded. For the year ending on June 30, 2011, unit plans that had budget requests of about $1.4 million dollars were funded. In the year ending on June 30, 2012, unit plans that had budget requests of about $.4million were funded. Per the program review the various plans have either been completed or in progress. Matrices for 2010 and 2011 show the status of the projects. The adopted budget for Fiscal years 2009-2010, 2010-2011 and 2011-2012 show the various appropriations linked to the unit plan, program and budget.

Due to the special circumstance regarding the loss of the Compton College accreditation, periodic reviews and progress reports have been on-going through the Fiscal Crisis Management & Assistance Team (FCMAT). The mission of FCMAT is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT provides management studies for school districts, county offices of education, charter schools and community colleges that request them. FCMAT can respond directly, at the request of a school district or county office, seeking advice to improve management practices, business policies and procedures or organizational structure. The state, in its monitoring role, can also ask for FCMAT's assistance.

In the case of ECC Compton Center, the state requested that FCMAT come on site and review the status of the institution. The FCMAT team met with Center personnel and reviewed fiscal documents and other reports critical to the operation of ECC Compton Center; specific student services programs, and academic departments. This data has been critical for assessing and setting up internal processes to improve and monitor the effective use of financial resources by ECC Compton Center.

Additionally, a joint Program Review Committee has been formed to evaluate the information presented in all ECC Program Reviews submitted every four years. This review process will help programs improve their outcomes and will recommend the continuance or discontinuance of the department based on their success in supporting the established, overarching strategic initiatives and core competencies. The administration can use this information to forecast and prioritize which programs and services are viable and relevant in meeting the changing goals of the institution and which are not.

Other important tools to systematically assess the effective use of financial resources, and evaluate areas needing improvement, are the past and current Annual Financial Audit Reports allowing the administration to respond to audit-identified needs.

Self-Evaluation
The College meets the standard. Plan Builder ensures that financial decisions are developed from unit plans which identify institutional needs and forms the basis for resource allocations. Program reviews track progress made towards goals and objectives within the plans. The documents attached to this section strongly support this self-evaluation.

Evidence – Standard III.D.Financial Resources

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.

Standard IV.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.

El Camino College is committed to ethical and effective leadership practices throughout the institution. This commitment is demonstrated in the College Mission Statement, Statement of Values, and Strategic Initiatives, as noted in the College catalog, website and printed on posters in offices on campus.

The College acts with integrity and honesty when interacting with personnel, students and the community. Board Policy 2715 Code of Ethics/Standards of Practice defines appropriate behavior and the process used by the Board to examine any charge or grievance made. ECC has adopted policies and procedures on student's rights and responsibilities, academic freedom, student academic honesty, and standards of conduct. There are also policies pertaining to grade changes, course repetition, probation, dismissal and readmission, limitation to remedial coursework, academic renewal, and program, curriculum and course development.

College personnel and students collaborate to improve programs and services on campus by participating in committees as representatives for Academic Senate, El Camino College Federation of Teachers, Associated Student Body, El Camino Classified Employees, Confidential employees and Management. Representatives from all constituent groups participated in the 2014 re-affirmation for accreditation self-evaluation process.

Standard IV.A.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

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. El Camino College is committed to student success and educational excellence. This commitment is demonstrated in the attention given to the evaluation of its academic and student services programs. The College's Mission Statement, Statement of Values, and Strategic Initiatives are outlined in the catalog and website and displayed in print posters throughout various program offices. The College's Planning Model illustrates how the Mission Statement is supported through the Strategic Initiatives.

Staff, faculty, administrators, and students work together to improve the practices, programs, and services in which they are involved. Participation in standing committees and all stages of the planning process consists of representation from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. It is noteworthy that representatives from all campus constituents were involved in this self-evaluation process.

Since the last Accrediting Commission for Community and Junior Colleges (ACCJC) Self-Evaluation in 2008, a Campus Climate Survey was administered in 2010 and another survey was administered in 2013. Based on information from the 2010 survey, when asked about the institution's mission and the fulfillment of that mission, students agreed at a fairly high rate, that ECC

was fulfilling its mission (3.73/4.00), although only about half of the respondents were familiar with the mission before taking the survey. Two areas of noted importance were that ECC is a safe campus and the climate is respectful of differences.

Information about institutional performance is made available to staff and students. Participation is encouraged at all levels, and final reports, planning documents, and agendas are made public and available on the El Camino College website. The Institutional Research and Planning web page is regularly updated; as well as a blog where all planning documents, research, and institutional performance data are readily available for staff and students. The *President's Newsletter*, which is sent via email and campus mail, to all employees as well as posted on the College website, includes information regarding institutional performance and planning efforts. At the annual Flex Day in August, which all faculty, staff and campus leaders are invited to attend, the College President provides the campus with updates on the status of the college and important updates from the State and other governing bodies.

The College ensures opportunities for appropriate staff participation in the planning process. The Planning Model, which is available to all employees, students, and visitors to the website, demonstrates the relationship between various plans at the College. Student Learning Outcomes (SLOs) and Services Area Outcomes (SAOs) provide the vehicle within which dialogue for change occurs. In addition, every year the College hosts a planning summit in which campus administrators, faculty, staff, and students participate. Specific goals are established for each summit. In the spring 2013 summit, participants revised the Planning Model and set new institutional goals based on current data provided by Institutional Research and Planning.

The flow of information is such that opportunities are provided to representative groups and individuals to bring forward ideas for institutional improvement. The President makes himself available to the campus and the community to discuss any issue during office hours. Those issues which merit further discussion are channeled through the appropriate vice president or consultative committee. Regular staff meetings at the departmental level provide staff and faculty the opportunity to provide campus leaders with feedback and ideas for institutional improvement. The flow of communication allows information and ideas to

go from the departmental level, through division and area councils, to College Council. Similarly, various Operational Committees are established to address specific areas of the College. Minutes to committee meetings can be viewed on the College website and/or portal. The Board of Trustees provides an opportunity for input from faculty, staff and the community at each meeting.

Policy and program changes that impact student learning must be funneled through various consultation committees before final changes are implemented. The various groups from College Council, through Area Council, Division Council and to Department meetings are able to provide any important feedback for consideration prior to implementation. In accordance with Board Policy 2510, various individuals and groups enhance student learning through the governance process by refining policies and programmatic changes that have been developed.

The Professional Development Office provides opportunities for staff and faculty to remain updated on most current technology, research and training to assist their efforts of student success. Through the Foundation office, iGrants are available to all faculty to fund projects promoting innovative, state-of-the-art opportunities that advance the education of our students. These venues allow individuals to bring forward ideas for institutional improvement.

El Camino College supports innovative ideas. One such innovation is the Faculty Inquiry Partnership Program (FIPP), a nationally recognized initiative designed to increase student retention and success by developing active responsible learners. To date, five cohorts totaling more than 125 faculty from all disciplines in both campuses have participated in FIPP. Pre- versus Post-FIPP comparisons convey the significant impact the program has had on faculty and students. Nearly all of the faculty participants (99 percent) reported that FIPP positively impacted their teaching. They reported significant decreases in the occurrence of difficult student behaviors and negative student attitudes. Student success rates after instructors attended FIPP were 2 percent higher than before their involvement in the program. Among students, 91 percent responded that FIPP strategies helped them understand the material and increased their interest in content; 92 percent reported that the strategies would contribute to their success as a student.

A second program supported by the College is Supplemental Instruction (SI). The main objective of SI is to help students successfully pass a targeted course, while learning critical life and learning skills. The SI program provides academic support by placing an SI Coach in the targeted course section to assist students with course work. The SI Coach attends all lectures along with the students. Then, immediately after class ends, the SI Coach facilitates two, fifty-minute sessions per week in which students from the targeted course can attend in order to obtain additional course-related support. Data from fall 2013 (folder: IV.A.1) show that students attending three or more supplemental instruction session have significantly higher success rates than students attending two SI sessions or fewer. For example, students in Psychology 5 that attended three or more SI sessions have a success rate of 83 percent while students attending zero, one or two SI sessions have a 37 percent success rate. In Astronomy 20, the students attending three or more SI sessions had a 100 percent success rates while those attending two or fewer sessions succeeded at a rate of 59 percent. Additionally, Supplemental Instruction supports the College's Strategic Initiatives 1 and 2.

Self-Evaluation
The College meets the standard. Staff, faculty, administrators and students are closely involved in improving practices, programs and services and the process to assure effective discussion, planning and implementation is in place.

Standard IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in the 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.

El Camino College has always had an established and written policy for the campus community to participate in decision-making processes. Board policies set guidelines for collegial consultation with faculty and other members of the campus community. The document *Making Decisions at El Camino College* clarifies the manner in which faculty, staff, administrators and students bring forward ideas and collaborate on implementation.

Standard IV.A.2.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 a variety of Board Policies. Board Policy 2015 guarantees the inclusion of a non-voting student member on the Board of Trustees. Board Policy 4027 defines the formation and the duties of the Academic Senate. Administrative Procedure 2510 defines roles and participation in decision-making involving the Board of Trustees, Academic Senate, collegial consultation groups, staff, students, and College Council.

The five-member Board of Trustees is the ultimate institutional decision-maker, in compliance with state and federal laws and regulations, and ensures community representation in participation in developing policies and ensuring fiscal integrity for the District. The trustees represent the nine Los Angeles County cities and unincorporated areas served by the District. In addition, the Board includes an advisory non-voting student member who participates as a full member of the Board except in closed sessions.

The President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure that its policy directives and initiatives are implemented. Chaired by the President, College Council acts as the body that advises the President on policy and procedures affecting the College. The College Council includes representatives from the Associated Student Organization, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees Union, Police Officers Association, Confidential employees and Management. Meeting notes from the College Council can be found on the College Web page. Recommendations from each of these constituencies are brought to College Council to allow feedback from each other and to advise the President.

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

The Planning and Budgeting Committee (PBC), formed in response to recommendations made by the accreditation team in 2002, effectively links planning and budget development. 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.

The Academic Senate is consulted on academic and professional matters and other areas of interest. Faculty participate in the consultation process on committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policies including processes for institutional planning and budget development. The subcommittees of the senate include the College Curriculum Committee, the Faculty Development Committee, the Educational Policies Committee, the Academic Program Review Committee, and the Academic Technology Committee.

The Academic Senate appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

Although faculty members sit on collegial consultation committees, the Academic Senate has expressed dissatisfaction with the effectiveness of collegial consultation. Several steps have been taken to improve the situation.

In the spring 2012 semester, the Senate passed a resolution of no confidence in the implementation of the collegial consultation process at El Camino College Torrance Campus. This resolution included a 13-page appendix listing evidence supporting the resolution. To address this issue, the College President and Senate President jointly sought and received the assistance of the Academic Senate of California Community Colleges (ASCCC) and Community College league of California (CCLC) technical assistance program. The leader of each group delivered a joint presentation on collegial consultation at a special Board meeting. The presentations were recorded and posted with the Board of Trustees agendas (April 3, 2012, part 1 and part 2).

At the direction of the Board of Trustees, College Council subsequently met in late spring and summer 2012 to review the video and discuss consultation on campus. College Council formed a subcommittee to author a document that both describes and improves the consultation process. *Making Decisions at El Camino College* was reviewed and discussed in College Council and in the Academic Senate throughout the 2012-13 academic year and was sent to the Board for adoption in June 2013.

The Academic Senate has taken the lead in educating faculty members about their role in collegial consultation. Meetings have been held on several consecutive Flex Days to discuss the role of faculty in the collegial consultation process.

Opportunities exist for faculty and staff to provide input through three administrative Area Councils: 1) Academic Affairs, 2) Student and Community Advancement, and 3) Administrative Services. In turn, these are supported by their respective Division Councils, departments and committees.

In 2002, the Planning Committee and Budget Committee were joined as the Planning and Budget Committee (PBC) in order to develop a more effective link between planning and budget development. The committee includes representation from administration, faculty, staff, and students. Institutional priorities endorsed by PBC are forwarded to the President in the form of recommendations to fund prioritized plans. The link between planning and budgeting has been strengthened with the use of Plan Builder and the program review process, which link program recommendations and funding requests to the strategic initiatives. On October 3, 2013, the committee voted on a revised statement of purpose.

Classified staff members (Police Officers Association, El Camino Classified Employees and Confidential employee groups) and the Associated Students Organization are given the opportunity to participate in the planning and development of district policies

and procedures by serving on all district consultative committees. Classified staff members and students are also given consideration to express opinions and advice, especially in areas that affect their interests.

Self-Evaluation
The College meets the standard. It continuously strives for a work environment where representation and opinions by all on campus, including staff, faculty, administrators and students, are included in the decision-making process. Faculty, administrators, students, and staff have a voice in policy, planning, and budgeting as defined by Board policy and purpose statements.

While there continues to be areas of disagreement between the Academic Senate and the College administration, there have also been specific areas of improvement. A statement is now added to all new and revised Board Policies that asserts the need to consult with the senate on the development of related procedures that fall within the academic and professional purview of the senate. In addition, the VP of Academic Affairs and the VP of Student and Community Advancement provide agendized reports to the Senate.

Actionable Improvement Plans
More effort will be made to recruit students for involvement in the governance and policy development process.

Standard IV.A.2.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 is the faculty organization that 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 the 10 + 1 academic and professional matters, as outlined in Board Policy 2510. In areas of disagreement, the board and senate must reach mutual agreement.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino College Board of Trustees. The Academic Senate also participates in the development of District policies and procedures in

coordination with other consultation constituent groups on the various governance committees. The Vice President of Academic Affairs is the Board of Trustee's liaison with the Academic Senate.

The Academic Senate constitution and bylaws clarify the official formation, procedures, responsibilities, and authority of the faculty. Board policies are listed on the website (BP 2510, 2015, and 4027) for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. Curricular responsibilities are defined in Board Policy 4020. In this policy, curriculum is established as the responsibility of the Academic Senate and the faculty. Faculty Senate members are kept informed of consultation issues through the Academic Senate packets, distributed prior to each meeting. Curriculum Committee meeting minutes are also posted on the website. 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, Assessment of Learning Committee, Calendar Committee, Division Councils, ECC Technology Committee, Facilities Steering Committee, Faculty Development Committee, and Planning and Budgeting Committee. 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, student conduct issues, program review, unit planning, and curriculum review and development. In all of these committees and areas, the faculty works closely with academic administrators to enhance programs and services.

In its work to coordinate the implementation of the Student Success Act at ECC, the Student Success Advisory Committee relies on the input of the faculty, classified staff, administrators and managers. The committee is primarily responsible for creating and overseeing the Student Success Plan and provides a dynamic example of the campus constituencies working together to improve student learning programs.

Self-Evaluation
The College meets the 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.

Standard IV.A.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

El Camino College has well-established governance structures and processes that enable students, staff, faculty, and administrators to collaborate for the benefit of the College. Board Policy 2510 sets the policy of collegial consultation among students, staff, faculty, and the administration. This process is also described in *Making Decisions at El Camino College*. Through department meetings, division-level committees, campus-wide committees, the Academic Senate and College Council, all the school's constituencies communicate with one another and participate in decision-making. The Vice President of Academic Affairs, serving as the liaison for the Board of Trustees, communicates issues and concerns between the Board of Trustees and the Academic Senate. The Academic Senate delivers a monthly report directly to the board.

As noted above, College Council, a campus-wide committee chaired by the President, convenes weekly and provides administration, employees, and students the opportunity to participate in the review of district policies and procedures. It is made up of representatives from the Associated Student Organization, the Academic Senate from the College and ECC Compton Center, the Federation of Teachers, classified employees, the Police Officer Association, confidential employees and Management, and the four vice presidents. A student trustee provides updates from the Associated Student Organization to the Board of Trustees. Students participate in collegial consultation through the Associated Students Organization (ASO). The ASO consists of student representatives in all educational divisions, elected by the student body. Every member of ASO has a role in the decision-making process at El Camino College for the benefit

of the College as a whole and of individual divisions. All consultative committees encourage students from the ASO to participate and voice student opinions. The classified staff serves a similar role in the decision-making process. Represented by the classified union, staff participates on consultative committees such as Division Councils, College Council, the Technology Committee, Safety Committee, and the Planning and Budgeting Committee.

The Planning and Budgeting Committee makes recommendations to the President on College-wide planning and budgeting decisions. Discussion and dialogue on the College's budget, policies, and procedures also occur in Area Council and Division Council meetings. Classified staff and faculty receive information and provide feedback to division deans and area vice presidents at these meetings. The vice presidents relate staff and faculty feedback to the College Council.

Effective distribution of information and dialogue on district issues and concerns is provided via the use of technology for speedy dissemination. The campus portal and website provide access to campus committee minutes, institutional research reports, program reviews, important projects (e.g., Accreditation and Student Learning Outcomes), the College Mission and Strategic Initiatives. Additionally, The Public Relations and Marketing Department publishes numerous publications for both ECC and ECC Compton Center, including: *President's Newsletter*, *ECC Matters*, *Compton Center Messenger, Community News* and news releases. Email serves as an important method of communicating official announcements and messages. Social media such as Facebook, Twitter, and Instagram are utilized to communicate important information and engage users with the ECC and ECC Compton Center.

In 2013, the Office of Institutional Research and Planning conducted the Campus Climate Survey and one of the main areas that the survey focused on was interpersonal communications. Approximately 71 percent of the faculty, staff, and administrators who completed the survey stated that they regularly read College publications and that it helps them understand the campus and its concerns.

The Office of Institutional Research provides the College's constituencies information about institutional efforts to achieve goals and improve learning such as success and retention rates, transfer and graduation

rates, demographic information (e.g., the annual *Fact Book*. These reports are posted on the Institutional Research and Planning Web page and are emailed to faculty and staff periodically.

Self-Evaluation
The College meets the standard. Staff and students are informed of respective roles on campus and are encouraged to participate in collegial consultative committees. Both staff and students have roles on these committees and are encouraged by the Board policies to participate and voice the opinions of their constituents. The groups work in a collaborative effort to improve the institution.

The College does an effective job of providing students, staff, faculty, managers, and administrators with information on district issues and on giving them the means to dialogue, including through the use of technology. In the Employee Climate Survey, over 90% of employees indicated that they read email sometimes or often. Eighty-seven percent (87%) also indicated reading the *President's Newsletter* at least sometimes. Other sources of information were also well-read.

Although the survey results indicate that most faculty and staff are regularly reading college publications and e-mail messages, a plurality of employees reported that interpersonal communication could be improved. For this reason, the communication process has been discussed on numerous occasions, both inside and outside of consultation committees, to determine where improvements can be made. Campus Climate Survey Results are discussed in detail at several consultation committees, particularly at College Council (Aug. 30, 2010, Sept. 13, 2010, Feb. 10, 2014, Feb. 24, 2014).

The College has improved its student consultation. There is participation of Associated Student Body representatives at department, Division Council, PBC, Academic Senate, College Council, and Board meetings.

Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accreditation Standards, policies and guidelines, and the Commission requirements for public disclosure, self-evaluation, 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 has maintained its accreditation as a California Community College for over 67 years. It complies with Accreditation Standards, policies, and guidelines in an honest and forthright manner. The most recent accreditation self-study report and team visit in October 2008 resulted in nine recommendations from the Commission, which was later amended to eight recommendations and two concerns. The College was placed on Warning status in February 2009.

Some of the recommendations dealt with planning and budgeting issues that had been noted in previous accreditation cycles while others arose as a result of the complexity of the partnership with the Compton Educational Center that began in mid-2006.

The College responded expeditiously to the recommendations. In April 2009, it responded to recommendations one and three, and received a follow-up letter from the Commission in June 2009. The College responded to all recommendations in October 2009, and in January 2010, was removed from Warning status.

The recommendations from the Commission led the College to streamline its curriculum approval process and to move quickly to develop student learning outcome standards and assessments for all courses and programs. The recommendations also led to improvements in the program review process and the linkage between program review, planning, and budgeting. In addition, a code of ethics was developed for the Board of Trustees, and the fiscal status of the Compton Center was stabilized.

In October 2009, the College submitted a Substantive Change Proposal dealing with the addition of courses that constitute 50 percent or more of a program offered through distance electronic delivery.

In October 2010, the College again updated the Commission on the actions it had taken on all recommendations and concerns. A midterm report was prepared in October 2011, and a follow-up report in October 2012.

The evaluation team visited the campus on November 14, 2012, and in their letter of February 11, 2013, they again placed the College on Warning. El Camino College then submitted a Follow-Up report on October 15, 2013; The Commission expressed concern about the College's response to Recommendation 2, pertaining to proficiency in using student learning outcomes to make improvements in student learning. Specifically, the Commission noted that some academic programs had a single student learning outcome, which they believed did not adequately address the range of learning that a program should encompass.

All reports prepared by the College and all letters from the Commission are posted on the College website, demonstrating a concern for honesty, integrity, and transparency with students, employees, and the community.

In addition to accreditation of the College as a whole through the ACCJC, several programs at the College are accredited through other accrediting agencies.

The Nursing program is approved by the California Board of Registered Nursing. The College withdrew from the Accrediting Commission for Education in Nursing (ACEN) accreditation process in April 2014.

The Radiologic Technology Program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB).

The Respiratory Care Program is accredited by the Committee on Accreditation for Respiratory Care (CoARC) has been fully accredited since the late 1960s. In 2010, with the encouragement and support of CoARC, the program began building an advanced registry-level program. After adding 10 advanced registry-level courses, the program was granted Initial/Provisional accreditation by CoArc and graduated its first class of advanced respiratory care practitioners in December of 2012. CoArc will do a focused site visit and review of the program in the spring or summer of 2013.

In the Industry and Technology division, the following programs are accredited by external agencies, and all these programs are in full compliance with their respective accrediting agencies:
- Cosmetology: California Board of Barbering and Cosmetology
- Fire Academy: California State Fire Marshall
- Paramedic Training: Los Angeles County Health Services

In the Business Division the Paralegal Studies Program is approved by the American Bar Association.

El Camino College communicates with appropriate local, state and federal agencies and complies with agency policies and guidelines. El Camino develops and sustains relationships with external agencies with honesty and integrity. External agencies that provide accreditation for specific coursework and programs are listed and El Camino pass rates are posted on the College website.

Allied Health and Nursing California State Licenses
- Respiratory Care: Respiratory Care Board of California and NBRC
- Nursing: NCLEX
- Radiologic Technology: AART

The College complies with all U.S. Department of Education regulations. This includes grant programs, financial aid, and International Student Programs. See the appendix for current grant projects operating at the College along with information about the funding source or agency.

The International Student Program adheres to U.S. Government rules and regulations for international students and provides links to U.S. Government websites online.

The integrity of reporting on expenditures related to the College's grants from the U.S. Department of Education is ensured by the College and confirmed through the district's audit reports. The College follows all regulations for Financial Aid. The institution's communication of educational quality and institutional effectiveness are accurate. The Public Relations Office reviews reports and newsletters for accuracy prior to publication. Data related to educational quality gathered and processed through the office of Institutional Research and Planning and are posted online.

Self-Evaluation
The College meets the standard. The College has enacted the recommendations by the Commission in 2009. It has made significant improvement in its processes and policies and is strongly committed to meeting and exceeding all ACCJC standards, policies, guidelines, and requirements.

Standard IV.A.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
El Camino has an established governance structure and corresponding processes and practices in place to provide a forum for discussion and dissemination of various issues related to the operation of the campus. Board Policy 2510 and Administrative Procedure 2510 establishes guidelines for participation in local decision-making by faculty, staff and students. Through Board Policy 2510, the Board of Trustees ensures that members of the District participate in recommending policies to be considered for adoption. As required by law, the policy identifies the role of faculty, staff, and students in the consultation process. Administrators, faculty, students and staff participate on campus advisory, consultation, contractual and operational committees. Minutes of many governance committees are posted on the College website.

Board Policy 3260 charges the Superintendent/President to develop procedures for disseminating information and recommendations on District issues through the College Council. Members of the College Council are responsible for communicating information related to the governance process with their respective constituents.

The Board of Trustees, College Council and Planning and Budgeting Committee annually evaluate their role in the governance process. College Council establishes annual goals and conducts a self-evaluation that identifies annual priorities and publishes the results on the College website and in the council minutes.

Since 2005, the Planning and Budgeting Committee has conducted an annual self-evaluation. The evaluation survey is published in meeting minutes which are posted on the College website. Communication of the governance process is standardized through the posting of agendas and minutes on the ECC Portal.

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

Self-Evaluation
The College meets the standard for campus-wide committees. Students are represented on Division Councils in Academic Affairs, and classified staff participation varies from division to division.

The Area Council includes faculty and student representation in Academic Affairs but lacks classified staff membership. Greater inclusion of classified staff on consultation committees in Academic Affairs is needed. Classified staff can provide input on the impact of proposed policies and procedures.

Actionable Improvement Plan
Add at least one classified staff member to all Area Councils and other consultation committees.

Evidence – Standard IV.A. Decision-Making Roles and Processes

Standard IV: Leadership and Governance

Standard IV.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.

The College's leadership consists of a Board of Trustees and the Superintendent/President. Trustees are elected from the community to be representative of the public interest. The College recently changed its trustee areas to do so. The Board of Trustees acts as a unit to establish policies that assure institutional effectiveness while the President's responsibility is to carry them out. The Board of Trustees adheres to established policies and bylaws concerning their duties and works to protect the integrity and promote the success of the College. Both the Board of Trustees and the President have evaluations regularly.

Standard IV.B.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
In accordance with EDC 70902 (a) (1), a Board of Trustees maintains, operates, and governs El Camino College, and the El Camino College Compton Center. Board meetings are held monthly and the Agendas, Minutes, and Supplemental Materials for each meeting are available on the El Camino College website, and provided to the local media outlets. The Board has a set of Board Policies which are continually modified to assure the quality, integrity, and effectiveness of student learning and the financial stability of the college. Board Policy 1200: The El Camino College Mission, Philosophy, Values and Guiding Principles specifically speak to these aspects of student learning and financial stability through the declaration of El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives. The prioritization of "quality, comprehensive educational programs" that

serve our students and is "centered on its community" is included in the Mission Statement and the Philosophy of Values. These are displayed on board agendas, in division offices and printed material such as the college catalog. Board Policies under the 6000 series help assure the College's financial stability. Board Policies such as 6200 and 6300, among others, state that board is given regular reports concerning the budget and the board grants approval of the final budget. Board Policy 6200 also states that the budget must support the district's educational mission and plans. Board Policy 6300 states that the budget must be prepared in accordance with Title 5 policies. The Board Policies, and any accompanying Procedures, are accessible to the community on the El Camino College website.

The general policy for selecting a superintendent/president can be found in Board Policy 2431. The current president formally announced his June 2013 retirement date at the December 17, 2012 meeting of the Board (p. 46). The lack of a specific procedure and time constraints led to two Special Board of Trustees meetings - January 7, 2013 and January 16, 2013 - dedicated to the discussion of a selection process. Although the president ultimately rescinded his retirement notification, the Board renewed his contract with the proviso that he would provide a one year notification of retirement in order for the Board to develop a specific process for filling this vacancy (audio recording and minutes of January 22, 2013 Board of Trustees meeting). A more specific board process for the selection of the superintendent/president will be brought forward to the board for first reading July 2014.

The Board's evaluation of the president can be found in Evaluation of Superintendent/President Board Policy 2435 and Administrative Procedure 2435. The evaluation procedure is also a part of the president's contract and dictates that the Board and President meet in June for a yearly evaluation. This policy and procedure are general also, however, an announcement in one of the May editions of the *President's Newsletter* calls for confidential letters addressing the president's performance to be submitted to the Board by May 30. An evaluation meeting between the Board and the President is held as part of a closed session at the June Board meeting.

Self-Evaluation
The College meets the standard. It is recommended that the Board develop a specific process for selecting a new president. This is necessary so that the transition to a new President is as seamless as possible. The current

President's new contract is a four-year contract that commenced on February 1, 2013; however, the current President can retire, without penalty, in three years.

Standard IV.B.1.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
As dictated by EDC 70902, the College's governing Board members are elected representatives of the service area of the El Camino Community College District. The Board's duties and responsibilities are outlined in Board Policy 2200. Each Board member is active in his/her community, so in this way represents the public interest. Board meetings are held monthly and are open and public. The monthly agenda allows for public comment from anyone interested in addressing the Board. Agendas, Minutes, and supplemental materials for each meeting are available on the El Camino College Website. Audio recordings of the Board meetings are also available. Some hard copies of the Agenda are also available at each meeting. When reports are presented at Board meetings, those reports are accessible via the website as well. None of the Board members are District employees and there appears to be no other obvious conflict of interest. In order to better represent the public interest in the College, the El Camino Community College District (ECCCD) Board of Trustees adopted new Trustee Areas at its February 21, 2012 meeting and changed from "at-large" to "by-trustee area" elections. This transition was overseen by a Boundary Review Committee, which comprised Board appointed representatives from the community. The ECCCD board submitted the new trustee areas to the Los Angeles County Registrar Recorder's Office in order to be in effect for the November 2013 election.

Self-Evaluation
The College meets the standard. The Board acts independently and is representative of the public interest. Newly defined trustee areas better represent the constituency of the local area.

Standard IV.B.1.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 and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. El Camino College's Mission Statement is stated in Board Policy 1200:

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

It also describes El Camino College's Vision, Statement of Philosophy, Statement of Values, Guiding Principles, and Strategic Initiatives. One commonality of all of these statements is the emphasis on student success.

In line with Board Duties and Responsibilities Board Policy 2200, Curriculum and Course Development Board Policy 4020, policies are continually updated to assure the quality, integrity, and improvement of student learning programs, services. Financial support and resources to support the College's educational goals are discussed in the 6000 series of the Board Policies.
In 2006, the Board approved a partnership with the Compton Community College District 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. In the spring of 2013, El Camino College and the Compton Community College District revised the partnership agreement. The College's board policies and the actions of the board now extend to ECC Compton Center as well.

Self-Evaluation
The College meets the standard. Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. Board policies address the College's values and emphasize student success. These policies are updated as needed for the improvement of student learning programs, services and resources.

Standard IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The ultimate responsibility for educational quality, legal matters, and financial integrity is granted to the Board in Board Policy 2200. Board agendas and minutes demonstrate that the Board enacts this policy. The members of the Board are independent in that they do not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members as stated in Board Policy 2710. Board members must file a Conflict of Interest form every year as a way to monitor this independence.

Self-Evaluation
The College meets the standard. Policies dictate that the Board is ultimately responsible for educational quality, legal matters, and financial integrity. Members cannot have any financial interest with contracts made by the Board. The Board is independent and not subject to actions from an outside entity.

Standard IV.B.1.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
The Board's bylaws and the College's policies and procedures are available online on the El Camino College website. Board Policy 2010 contains the specific bylaws addressing the board's size, structure and membership. Board Policy 2210 describes the roles of its officers. The Board's duties and responsibilities are covered in Board Policy 2200, and Regular Meetings of the Board: Board Policy 2310 establishes the operating procedures. Board Policy 2010 and all Board policies provide effective guidance to the Board of Trustees. Policies and procedures of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote as stated in Board Policy 2410.

Self-Evaluation
The College meets the standard. The public has access to bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures through the College website.

Standard IV.B.1.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
Examining the Board Agendas and Minutes demonstrates that the Board acts in a manner consistent with its policies. The Board follows parliamentary procedure in the conduct of its meetings and adheres to the Brown Act requirements for public meetings (Board Policy 2310). The Board actively solicits input from the public on agenda and non-agenda items (Board Policy 2340, Board Policy 2345). At the Board's yearly organization meeting, a President, a Vice President and Secretary for the Board are elected by their peers; the Secretary of the Board is the Superintendent/President.

The Board evaluates and reviews its policies on a regular basis. The College subscribes to the California Community College League (CCLC) Policy and Procedure service. Annual updates to policies and procedures are provided by CCLC in response to changes in federal and state law. The updates are reviewed by the Vice Presidents and affected policies and procedures are changed where needed by the responsible party. For academic areas, the Academic Senate Educational Policies committee updates the policy which is approved by the Senate prior to moving forward to the College Council and then to the Board for approval.

Self-Evaluation
The College meets the standard. The Board acts within the provisions of its policies and bylaws. Evaluations of policies and practices occur in adherence to the directives of the CCLC and the needs of the school.

Actionable Improvement Plan
A timeline for routine review of policies and procedures should be implemented to maintain currency.

Standard IV.B.1.f. The governing board has a program of board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

For development purposes, the members of the Board of Trustees, including the Student Trustee, are able to attend a number of trustee trainings. Many of these trainings are provided by the Community College League of California (CCLC), including the annual Trustees Orientation Conference. Others include the annual Legislative Conference, the Board Chair training, the Student Trustee Conference and Training, the online sexual harassment training, and elected official ethics training.

Newly elected and appointed trustees are provided with a Trustee Handbook, a publication of the CCLC. The Handbook orients new members by providing information on such topics as the community college system, policy and planning, fiscal responsibility, accreditation roles, and relationships with staff. An ECC orientation and resource materials are also provided to all new trustees.

The mechanisms for providing for the continuity of board membership and for staggered terms of office are outlined in Board Policies 2010, 2015, 2100, and 2210. The Board consists of five members elected by the qualified voters of the District. There is also one student member, elected by the student body, who holds an advisory vote. Board members hold office for four years, with a District-wide election held every two years in November. A member's term begins in December. Board members previously were elected "at-large, but in February 2012, the Board adopted a redistricting plan that changed the election process to "by-trustee area" (See pages 9-11 of board agenda and minutes from February 2008).

Self-Evaluation

The College meets the standard. The CCLC Trustee handbook and ECC resource materials are used to orient new members on the role on the Board. Board policies detailing continuity of membership and staggered terms of office are also in place.

Standard IV.B.1.g. The governing board's self-evaluation process 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 in order to identify its strengths and areas which may improve its functioning (BP 2745). The Board sets goals and evaluates its performance annually (Board of Trustees meeting December 17, 2012, page 6) (BP 2200, 2430, 2431, 2435, 2740 & 2745) using an evaluation instrument developed by CCLC. A summary of the evaluation is publicly presented and discussed at its October board meeting and Trustees discuss goals for the following year at the November and December board meetings. Goals were established in 2011/ 2012 for the following keys areas:

1. Participate in community activities and events and bring observations to the Board for policy issues.
2. Participate in the operation of the College at Board meetings.
3. Continue a trustee orientation program.
4. Support the 2010 Facilities Master Plan.
5. Fiscal Responsibilities.
6. Accreditation.
7. Support Student Accessibility.
8. Support redistricting action plan.
9. Required Board Training.
10. Improve communication with all constituent groups and District employees.

The self-evaluation questionnaire, used for individual board member appraisal of all Board member activities for 2011-2012, focused on specific sub-goals. The Board Self-Evaluation Instrument and questionnaire results can be found on pages 50-55 of the November 2008 board agenda.

Self-Evaluation

The College meets the standard. It is advised that the current evaluation instrument be reviewed and possibly modified to include more clear and more objectively measurable items.

Actionable Improvement Plan

The Board shall revise the evaluation instrument.

Standard IV.B.1.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
At the July 20, 2009 Board meeting, the Trustees adopted a revised version of Board Policy 2715, Code of Ethics/Standards of Practice. The standards are clearly defined and the process used by the Board to investigate any charge or complaint of Trustee misconduct is now included in the policy.

According to BP 2715, Trustees will adhere to the following standards of behavior:
1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/President as the Board executive.
2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses.
3. Trustees will observe appropriate conduct at Board meetings to facilitate decision- making that reflects the best interests of the College and the community.
4. Trustees will encourage and welcome active involvement of students, employees and residents of the District.
5. Trustees will avoid any conflict of interest and will always act in a professional manner.
6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels.

Charges by any person that a Trustee has violated laws and regulations governing Board behavior or the Board's Code of Ethics/Standards of Practice shall be directed to the Board President or the Board of Trustees itself. If deemed appropriate, the Board President shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. These further courses of action are expanded upon in BP 2715.

The Board received a presentation regarding Ethics & Conflicts of Interest at its January 22, 2013 meeting. Board members have affirmed that they actively participate in ethics training mandated by AB 1234 provided online by the California Fair Practices Commission and Community College League of California.

The Compton Center revised its Code of Ethics and Standards of Practice policy and process on November 13, 2012. The Compton Center's policy includes the following categories:
1. Acting as a Whole
2. Managing Conflicts of Interest
3. Monitoring Board Compensation and Expenses
4. Handling Special Interest Groups
5. Using Appropriate Channels
6. Maintaining Appropriate Conduct at Board Meetings
7. Maintaining Confidentiality of Closed Sessions
8. Exercising Authority as Trustees
9. Handling of Administrative Matters
10. Giving Priority to the District and its Strategic Partner

The process by which charges of breaches in ethics and standard practices is handled is also part of this Board Policy.

Self-Evaluation
The College meets the standard. Board Policy 2715 lists standards of behavior. Board members receive ethics training as mandated by AB 1234 and outside entities such as the California Fair Practices Commission and Community College League of California.

Standard IV.B.1.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-evaluation process, progress reports, substantive change proposals, the progress of SLOs and other related information. Recognizing the significance of the accreditation process and standards, the Board receives ongoing 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. The Board may complete an online course called "Accreditation Basics." 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 and input, 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 governing board is informed about, and involved in, the accreditation process. As such, the Board of Trustees must approve the Accreditation Self-Evaluation and Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

In addition to the training the board members receive at the CCLC workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies. Individual board members are able to serve on the self-evaluation committees if they so desire. The College website has an accreditation page that includes the Self-Evaluation Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and all ACCJC correspondence with the College.

Self-Evaluation
The College meets the standard. The Board has access to accreditation publications and training. They also receive updates from the present and give input as needed.

Standard IV.B.1.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.

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. Board Policy 2431 authorizes the Board to establish a search policy to fill a Superintendent/President vacancy.

The Board's delegation of administrative authority to the President is defined in the formally adopted written Board Policy 2430. Through 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. Board policy 2410 states that the board may adopt policies as authorized by law or determined by the board necessary for the efficient operation of the district. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used implementing board policy.

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.

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. Board Policy 2435 dictates that this process happens annually if not sooner.

Board members have many opportunities to gather sufficient information about institutional performance. Board Policy 2200 details the duties of the Board members. They can participate in campus events to recognize community members, students, and staff. They are regularly informed by the President in a monthly (supplemental) board letter or the President's monthly newsletter or 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.

Self-Evaluation

The College meets the standard. Existing board policies discuss the selection and evaluation of the president. The president also holds the authority to implement and administer board policies.

Standard IV.B.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.

Descriptive Summary

The President is responsible for the quality of the institution. He operates under the College's board policies which allow him to delegate responsibility to the vice presidents and managers. The President adjusts the College's organization and structure as necessary to increase institutional effectiveness. Board policies also dictate the ability to budget, develop personnel and assess institutional effectiveness. The President's decisions are based on data from the Institutional Research Department as well as collegial consultation processes.

Self-Evaluation

The College meets the standard.

Standard IV.B.2.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

In line with Board Policy 2430, the Board delegates to the President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. BP 2430 also allows the President to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College and ECC Compton Center to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources. This delegation of authority is evident upon perusal of any

Board Agenda, where each vice-president has a section devoted to her or his areas of authority. The President also adapts the College's administrative organization and staffing as necessary. For instance, to meet heightening requirements for statistical measurement, the Institutional Research department was expanded. It was further expanded into the Institutional Research and Planning department in order to centralize the development and oversight of the College's planning processes.

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. One reason the President sits on these final selection committees is to ensure that the College and Center are run effectively by highly qualified and trained administrators and faculty who reflect the College's purpose, size, and complexity and the College's commitment to the needs of the community. Administrators, with duties delegated by the President, select additional staff who are also highly qualified and trained and who reflect the College's goals and commitments. All administrators, faculty, and staff are evaluated regularly by their immediate supervisors and peers as appropriate and/or as outlined in bargaining agreements.

Self-Evaluation

The College meets the standard. The president delegates responsibility as appropriate to reflect the institution's purposes, size and complexity.

Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1. **Establishing a collegial process that sets values, goals, and priorities;**
2. **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
3. **Ensuring that educational planning integrated with resource planning and distribution to achieve student learning outcomes; and**
4. **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives are published in Board Policy 1200. The mission, philosophy, values, guiding principles, and strategic initiatives are communicated in print in a variety of fashions – e.g., in the monthly Board agendas, in the College catalogue, in the minutes of various campus committees. The president communicates these values, goals, and priorities in a variety of fashions as well – e.g., at the general session of semester-opening Flex Day, in the *President's Newsletter*, and on the College website.

These values, goals, and strategic directions are reviewed annually at the El Camino College (ECC) Planning Summit, a college-wide event that brings together the president and other stakeholders from broad areas of El Camino College and the Compton Center to evaluate and provide feedback on various aspects of the planning process.

Collegial consultation committees also provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made (*Making Decisions at El Camino College*, page 11).

The College Council is the primary collegial consultation committee of the College. This committee meets weekly during the fall and spring semesters and on Board meeting days during the summer. The President chairs College Council, and its members represent the major constituent groups of the College. The College Council makes recommendations of a campus-wide nature to the president regarding the development of institutional planning and policy. Representatives are also charged with disseminating information to their constituents (*Making Decisions at El Camino College* page 13). After a year-long review, the College Council came to a clearer understanding of collegial consultation and codified the results of that understanding in the *Making Decisions at El Camino College* document.

The Office of Institutional Research and Planning supports educational and institutional effectiveness by providing the president with data and analyses of institutional performance of El Camino College and El Camino College Compton Center. This data is used for analysis in assessment, planning, and decision-making. The Office of Institutional Research and Planning is a very strong component of the College and has a reputation of excellence in data collection.

The Office of Institutional Research and Planning is staffed by a director with extensive research experience. The staff also includes research analysts, three at El Camino and one at the Compton Center. This office conducts research on both the college communities and the larger, surrounding communities. For example, data on student retention and success at both campuses by division, department, course, and instructor are easily accessible on the website. This data is used in multiple documents throughout both locations and is especially vital when preparing departmental program reviews and in analyzing Student Learning Outcomes and Service Area Outcomes. Further, members of the Planning and Budgeting and Enrollment Management committees rely on data conducted by this office, including research on demographic and enrollment trends and various aspects of student achievement, to assist with resource planning and distribution. Again, this information is readily available on the office's website.

The Director of Institutional Research and Planning reports to the Vice President of Student and Community Advancement. This Vice President can then disseminate the information to the president and the rest of the Cabinet at their weekly meetings. Of course, the President can access information directly from the director and/or from the website. The President as well as all members of the College can request data by completing an online Research Request Form.

The Director or Vice President makes research-based-reports available to the President, Board, and the community at various Board of Trustees meetings. For example, the Accountability Reporting for the Community Colleges (ARCC) document is presented for review and approval at Board meetings (page 1). Research information on other important aspects of the College such as student achievement data and student success is also presented (e.g., first page of Board agendas from January 2012 and March 2013) Reports from the office of Institutional Research and Planning are also used by the president in his campus and off-campus presentations.

As the name indicates, the office of Institutional Research and Planning has a planning component as well. This office is responsible for general planning documentation as well as documentation on the Plan Builder program. Again, this information is readily available on the website. Including planning as a vital component of the office of Institution Research assists in ensuring that educational planning is based on sound research. The integration of research and planning helps the College in achieving student learning outcomes.

The Office of Institutional Research and Planning also produces material which assists in evaluating overall instructional planning and implementation efforts. For example, employee campus climate surveys and student surveys are distributed regularly, with the results providing a barometer for further evaluation. These surveys and results are readily obtainable from the website. Further, the ACCJC rubric for Evaluating Institutional Effectiveness is included on the website.

Self-Evaluation
The College meets the standard. Collegial consultation occurs at multiple levels on campus. Decisions are also guided by the Office of Institutional Research and Planning. IR provides sound research to assist the College with educational planning.

Standard IV.B.2.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 does assure the implementation of statutes, regulations, and governing board polices and assures that institutional practices are consistent with the institutional mission and with institutional policies. Since the College is governed by numerous laws and policies, examples are offered that demonstrate that this standard is met.

As stated in BP 2430, the President is entrusted by the Board to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College 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 delegates to the vice presidents the responsibility to ensure that legal requirements and board policies are met. This delegation of authority is evident upon perusal of any Board Agenda, where each vice-president has a section devoted to her or his areas of authority.

The El Camino College Board meets the third Monday of each month as mandated by BP 2310. All Board meetings are open to the public and comply with Brown Act provisions, except as required or permitted by law.

In line with California Education Code 84040 and Board Policy 6400, the College is audited annually to ensure compliance with the fiscal guidelines required by law. The annual audit report is available for public viewing on the El Camino College website.

The Office of Staff and Student Diversity /Equal Employment Opportunity develops, revises, maintains and monitors the District's Equal Employment Opportunity Plan and Student Equity Plan and ensures equal employment opportunity and compliance with rules, regulations and laws. The office receives, investigates, compiles reports and makes recommendations for the resolution of both employee and student discrimination and sexual harassment complaints. The Director of the Office of Staff and

Student Diversity /Equal Employment Opportunity reports directly to the president.

Self-Evaluation
The College meets the standard. The president, through delegation to the vice presidents, assures that statutes, regulations, and governing board policies are consistent with institutional mission and policies.

Standard IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary
In accordance with California Education Code, Title 5, and Board Policies 6200 and 6300, the president assumes primary responsibility for the assurance of sound fiscal policies and procedures in budget planning and expenditures for the District. An element of this responsibility includes the campus Planning and Budgeting Committee (PBC). The PBC is charged with overseeing and directing the planning and budgeting activities of the District. This collegial consultation committee is composed of representatives of the various constituent groups on campus. Although not members, one or more of the vice presidents attend each meeting; the president attends as deemed necessary. The president appoints a chairperson for PBC which serves as a liaison with this consultative body. The chair forwards recommendations regarding budget and planning priorities agreed upon by the membership. Although PBC recommendations may differ from how the president chooses to allocate the budget, it is generally agreed that effective and proactive fiscal management is one of the president's strengths (*Daily Breeze*, *Inside Higher Education*, *ECC Union*). Furthermore, a written statement is provided to the PBC in the event an alternate course of action is taken by the president.

More objective proof of the president's fiscal expertise is that there have been no layoffs or furloughs of permanent employees since the last accreditation cycle. The fiscal crisis did precipitate cost saving measures. The counselors' contracts were reduced from twelve to ten month contracts, student services were reduced, and class sections were cut by twenty percent, which greatly affected the number of adjuncts teaching classes. A perusal of board agendas from 2008 to the present shows that no permanent employee has been subject to a layoff or furlough condition, even during periods of severe State budget shortfalls. Regardless, the College

has maintained a healthy reserve during this same time period, as indicated by budget books from 2008 to the present. For instance, for the fiscal year 2012 – 2013, the estimated reserve was 15%.

Reports on the District's fiscal status are submitted by the president to the board of trustees on a quarterly basis and are reviewed at regular board meetings (Board Meeting April 15, 2013 page 19).

Revenues and expenditures from the successful facilities bond campaigns of 2002 and 2012 are also monitored by the president. An element of this monitoring is a nine-member Citizens' Oversight Committee appointed by the Board of Trustees; in accordance with Proposition 39 This committee monitors spending and reports all findings to the public.

Self-Evaluation
The College meets the standard. The president effectively controls budget and expenditures.

Standard IV.B.2.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 College and the College community itself through a variety of methods including college-produced media and personal contact. The president is assisted in his communication efforts by the Public Relations and Marketing Department. The Public Relations and Marketing Department communicates both information from the president, and various types of campus-related information via the College Website, news releases, printed and online newsletters (e.g., *President's Newsletter*, *ECC Matters*), magazines (e.g., *Community News*), brochures, and various forms of social media (e.g., Facebook, Twitter, Instagram, You Tube).

The president maintains community-wide personal contact via participation in Foundation events, 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. More direct campus contact is achieved by the president's holding of weekly office hours, the president's formal

addresses to campus employees as part of the fall and spring Flex Day activities, and the president's participation in campus events.

Self-Evaluation
The College meets the standard. The president utilizes multiple ways of engaging and communicating with the surrounding community.

Standard IVB.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.

This standard does not apply to El Camino College.

Evidence – Standard IV.B Decision Making Roles and Processes

Actionable Improvement Plan Summary

Actionable Improvement Plan Summary

Standard I: Institutional Mission and Effectiveness

I.A. Mission

I.B. Improving Institutional Effectiveness

I.B.2.
1. The College will develop measurable objectives to assess the attainment of the strategic initiatives.
2. The College will use the objectives to systematically and comprehensively measure achievement of the strategic initiatives annually.

I.B.3.
1. Develop and implement consistent resource prioritization criteria to be used at all levels that evaluate requests by their support of mission, strategic initiatives, and student learning and achievement goals, among other criteria to be determined.
2. Develop a mechanism in the planning software to standardize these criteria. This will serve as both educational and accountability tools.
3. Report results of annual prioritizations at Area and College levels to the College community as part of an annual Implementation Plan based on established criteria or other rationales as appropriate.

I.B.4.
Generate a report annually of how allocated resources are linked to institutional improvement, based on evaluations of funded plans. The report also needs to be more widely distributed across campus.

I.B.6.
The College will document and justify changes to planning and resource allocation. The implementation of a new institutional effectiveness group page on the internal portal will serve as a repository for this information.

I.B.7.
1. Establish and publish a process evaluation calendar for program review, planning, and learning outcomes assessment similar to other review calendars (e.g., program review, curriculum).
2. The College will conduct and document process assessments on a regular schedule to ensure that processes are comprehensive, meaningful, and contribute to institutional improvement.

3. Train committee chairs to conduct annual review of their committee's goals and performance. Conduct the committee reviews and post the results and dialogue on the web in meeting minutes.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

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

II.A.2.a.
The College will reach its target of 100 percent course assessment rate by end of fall 2014.

II.A.2.b.
Standardize and strengthen input processes for advisory committees in particular programs.

II.A.2.d.
The College will investigate research methods to evaluate impact of instructional methodology training on student learning.

II.A.2.g.
The English department and Institutional Research will work together to validate the tests and ensure that the exit exams are unbiased.

II.A.3.a.
Combine aggregated course and program GE area assessment data with other standalone ILO assessment methods to deliver comprehensive assessment data for analysis and possible actions.

II.A.6.
Program mission statements and PLOs will be published on program area websites.

II.A.6.a.
Develop a process for the regular review of the policy for the acceptance of transfer credit.

II.A.6.b.
Develop a systematic procedure to identify, notify and advise students when program requirements change. Include a plan for a regular review of the procedure.

II.B. Student Support Services

II.B.3.f.
The College should develop a plan to digitize records currently stored as hard copies.

II.C. Library & Learning Support Services

Standard III: Resources

III.A. Human Resources

III.A.1.d.
The College will develop a Code of Ethics for all employees.

III.B. Physical Resources

III.B.1.a.
Modify the online planning tool, Plan Builder, to ensure that plan objectives involve facilities or equipment needs are appropriately identified.

III.C. Technology Resources

III.C.1.
The College should clarify the mission and the relationship of the technology committee and the subcommittee, the academic technology committee. Both committees should analyze the technology infrastructure's influence on instruction and student learning outcomes in annual reports. They should also review the reports and draft recommendations before reporting to the Planning and Budgeting Committee and become a regular aspect of the annual planning and budget process. The technology funded projects will be monitored and their outcomes evaluated to determine the need for improvements.

III.D. Financial Resources

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

IV.A.1.
Institutional Research and Planning will conduct focus groups to more specifically identify the problem with communication and College Council will determine the steps to be taken to resolve those problems.

IV.A.2.a.
More effort will be made to recruit students for involvement in the governance and policy development process.

IV.A.5.
Add at least one classified staff member to all Area Councils and other consultation committees.

IV.B. Board and Administrative Organization

IV.B.1.
The Board shall complete, in consultation with the campus community, a procedure for the selection of a Superintendent/President.

IV.B.1.e.
A timeline for routine review of policies and procedures should be implemented to maintain currency.

IV.B.1.g.
The Board shall revise the evaluation instrument.

Response to Self-Identified Issues

Response to Self-Identified Issues

Standard IA/B: Institutional Mission and Effectiveness

1. The College will review the mission statement every three years (IA.4).
The current Mission Statement was drafted in April 2007 and approved by the Board of trustees, as Board Policy 1200, in June 2007. At the Planning Summit held in spring 2010, the Mission Statement was reaffirmed, and the Planning Summit team recommended seven Strategic Initiatives for 2011-2014. Both were approved by the Board of Trustees as BP 1200: The El Camino College Vision, Mission Philosophy, Values and Guiding Principles in June 2010. At the planning summit held in May 2013, the Planning Summit team reaffirmed the Mission Statement and Strategic Initiatives. This item has been met and is ongoing.

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

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

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

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

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

Abridged Response from 2011 Midterm Report
This recommendation has been implemented. In the area of general assessments, the College has instituted a cycle of regularly administered surveys for employees and students. All College and Compton Center employees are invited to complete the Faculty and Staff Opinion Survey (now called the Employee Campus Climate Survey) every four years. Student opinion surveys are administered College-wide and Center-wide every one to two years. Surveys include general opinion surveys, student engagement surveys (e.g. CCSSE), and a student Campus Climate Survey. Students enrolled in online classes are also invited assess the quality and needs related to this form of distance education. All results are published and easy to find on the IR Web page.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student and Community Advancement (SCA) area has revised its program review template and is using a peer review process beginning with the fall 2010 program review cycle. Programs at both the College and ECC Compton Center undergo program review simultaneously to increase collaboration and standardization between similar programs. The peer review committee provides an orientation for the programs undergoing review and will provide feedback and recommendations. Programs in the Student and Community Advancement area will undergo program review on a four-year cycle.

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

Continued Progress Toward Completion

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

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

Response to Self-Identified Issues

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

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

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

Standard IIA: Student Learning Programs and Services – Institutional Programs

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

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

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

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

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

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

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

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

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

An extensive variety of technology training has also been introduced, including workshops such as "Using Clickers," "Turnitin - Preventing Plagiarism," and "Class Team Site Basics." Faculty members who are unable to attend daytime workshops are encouraged to participate in a growing number of webinars on topics such as "Managing Disruptive Classroom Behavior" and "Best Practices in Active Learning." In addition, the Staff Development Web page contains links to training manuals and other professional development links. All workshops and website materials are accessible to Compton Center faculty.

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

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

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

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

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

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

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

Continued Progress toward Completion

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

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

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

Abridged Response from the Midterm Report

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

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

Continued Progress toward Completion

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

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

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

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

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

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

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

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

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

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

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

Response to Self-Identified Issues

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Abridged Response from the Midterm Report
The Academic Program Review Committee, which includes the SLO Coordinator(s), created a data-driven template for program review that uses SLO assessment data and results to develop program review recommendations and consequently shape institutional planning. The fourth section on the program review template deals entirely with SLOs and asks for the following information:
1. List each course and program level SLO in the discipline.
2. Provide a timeline for the four-year cycle for course and program level SLO assessments.
3. Describe the assessment results and explain the recommended and implemented changes resulting from course and program level SLO assessment. Analyze the changes that were implemented.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response to Self-Identified Issues

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

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

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

Continued Progress toward Completion
During FY 2008-2010, the Library was allocated a respectable book budget that resulted in the acquisition of a number of excellent reference and general collection titles. Between FY 2011-2013, the budget was cut by approximately 28 percent, which resulted in a smaller number of books purchased. The current budget climate has improved and no further reductions to the allocation are anticipated. The line item for the purchase of research materials from the Special Programs Funds is $50,000 for the 2013-14 year for the Schauerman Library.

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

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

Continued Progress toward Completion
The College's Library Advisory Committee continues to meet regularly to discuss issues and challenges to the Library and how best to serve the needs of the campus community. In spring 2013, the Compton Center created a LRC (Student Success Center) Advisory Committee which consists of 10 faculty members from different departments at the Compton Center. The objective of the committee is to assist in creating processes, policies, and tutor referrals addressing Compton's Library-Student Success Center (formerly the LRC) and departmental needs, and establishing a cohesive dialogue with departmental faculty. Furthermore, the Library-Student Success Center Advisory Committee ensures that all tutoring and academic support services are streamlined with the support of the Compton Center faculty. The committee meets once a month throughout the semester and is updated on Student Success Center services and future plans.

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

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

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

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

The Information and Technology Literacy ILO was added in 2010. It states that "students can locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use." This was tested campus-wide in 2012 by use of an outside survey instrument SAILS, and showed that ECC/CEC students performed above average in this area.

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

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

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

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

For convenience and easy access to obtain research materials and/or homework assignments, the libraries offer affordable, low-cost copy/print services in the building through a contract with Quality Copying Inc. Copiers, printers, and scanners are placed in various locations throughout the LRU building and the Music Library. Network Digital Resources and Services provide the hardware, supplies, and maintenance for printing for a fee to the students at the Library -Student Success Center.

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

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

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

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

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

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

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

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

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

Standard IIIA: Resources – Human Resources

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

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

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

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

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

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

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

Abridged Response from the Midterm Report
Resources are available to the campus community such as the SLO Web page and ongoing trainings for faculty and staff.

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

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

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

Continued Progress toward Completion
The Code of Ethics will be completed by the end of 2014. The College currently applies the ethical standards prescribed in BP 2715 to its board members. The Academic Senate adopted the American Association of University Professors' code of professional ethics and the faculty agreement contains a language identifying maintaining professional conduct and ethics as part of a professor's responsibilities. This agenda item is in progress.

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

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

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

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

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

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

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

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).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a.2)
The development of an annual budget has been slightly hampered due to the lack of a fully accurate inventory of hardware and software. However, in the years just ended, $2,475,411 was budgeted for IT hardware and software which was identified based on age of equipment and needs identified throughout campus. This agenda item is in progress.

4. ITS will work with the academic deans to analyze the academic computer labs data as it is updated to maximize the utilization of the academic computer labs. (IIIC.1.a.3)
This recommendation has been partially completed. ITS has upgraded the Library LMTC student computer lab and deployed software for capturing student logon and activity. This data can help assess how the lab is being used. The software was deployed in all student labs that are connected to the elcamino.edu domain. This agenda item is in progress.

5. The College will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b)
This recommendation has been completed. ITS drafted a series of context-oriented self-help documents and posted them to the portal for online staff access. Each document contains step- by-step instructions and related screen shots. In addition, ECC managers are working regularly with their Compton Center counterparts to develop a more consistent culture of college business practices.

6. The College will work at both locations to replace aging and inadequate HVAC systems with modern, large capacity equipment (IIIC.1.c)
This recommendation has been completed at ECC and the Compton Center. Both facilities have undergone extensive renovations and are working to keep services operational and to lessen these construction inconveniences.

7. The College will develop measures to evaluate the effectiveness of its academic and administrative technology systems.
This recommendation is pending, awaiting deployment of tracking software in student computer labs.

8. The College will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d)
See item 3 above.

9. The College will complete the technology plan (IIIC.1.d)
This item is complete. The technology plan was completed by the Campus Technology Committee and the plan is included as part of the 2012-17 Comprehensive Master Plan. This plan is posted on the College website.

10. The College will investigate online scheduling software that allows students to reserve time in the academic computer labs.
This recommendation is under review to determine if this remains a planning priority.

Standard III D: Resources—Financial Resources

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

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

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

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

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

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

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

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

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

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

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

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

Standard IV A/B: Leadership and Governance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Continued Progress toward Completion
In March 2012 the Academic Senate passed a <u>Resolution of No Confidence</u> in the Collegial Consultation Process at El Camino College, Torrance Campus. From May

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

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

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

In the 2010 Student Campus Climate Survey, student answers suggest successful communication of campus issues to students: 90% of students indicated that they know where to find the information they needed to enroll in classes; 79% believe that ECC disseminates information in a timely manner; 79% said that College publications help them better understand the campus; and 83% said they have access to reliable information about College programs and services. Only 50% of students, however, understood why the College cut so many classes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard IVB: Board and Administrative Organization

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

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

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

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

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

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

Response to Self-Identified Issues

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

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

Continued Progress toward Completion

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