



EL CAMINO COLLEGE

Midterm Report

Submitted by

**El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506**

to

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

October 15, 2011

CERTIFICATION PAGE

Date: October 15, 2011

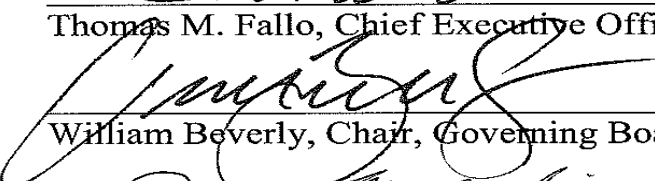
This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.


Signed



Thomas M. Fallo, Chief Executive Officer



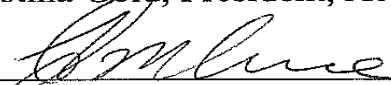
William Beverly, Chair, Governing Board



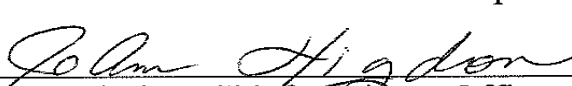
Jeanie M. Nishime, Accreditation Liaison Officer



Christina Gold, President, Academic Senate



Francisco M. Arce, Chief Instructional Officer/
Accreditation Liaison Officer Compton Center



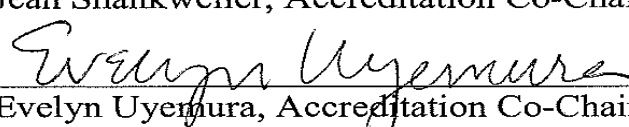
Jo Ann Higdon, Chief Business Officer



Keith Curry, Chief Executive Officer Compton Center District



Jean Shankweiler, Accreditation Co-Chair



Evelyn Uyemura, Accreditation Co-Chair

TABLE OF CONTENTS

Statement of Report Preparation.....	6
Response to the Team Recommendations	
Response to Team Recommendation 1 and the Commission Action Letter.....	7
Response to Team Recommendation 2 and the Commission Action Letter.....	12
Response to Team Recommendation 3 and the Commission Action Letter.....	16
Response to Team Recommendation 4 and the Commission Action Letter.....	19
Response to Team Recommendation 5 and the Commission Action Letter.....	23
Response to Team Recommendation 6 and the Commission Action Letter	24
Response to Team Recommendation 7 and the Commission Action Letter	26
Response to Team Recommendation 8 and the Commission Action Letter.....	29
Response to Team Recommendation 9 and the Commission Action Letter.....	31
Commission Concerns 1 and 2.....	32
Self-Identified Issues.....	33
References.....	67
Appendices	
1. Program Review Timelines.....	72
2. Planning Model.....	77
3. Funded 2010-11 Plans.....	82
4. Academic Affairs Program Review Template.....	89
5. Student and Community Advancement Program Review Template.....	91
6. Administrative Support Services Program Review Template.....	95
7. Faculty Development Committee Minutes 5/10/11.....	98
8. CCC Course Review Process.....	102
9. Course Review Timelines.....	103
10. SLO Timelines.....	106
11. CTE Program Review.....	110
12. Distance Education Course Review Survey.....	111
13. El Camino College Compton Center Recruitment Plan.....	113
14. Recruitment Results at Compton Educational Center 2006-2010.....	123
15. Male Conference 2009 Focus Group Survey.....	124
16. Outreach Program SLO Survey and Successful Results.....	129

17. Library Advisory Committee.....	131
18. Library Satisfaction Survey.....	132
19. Facilities Modification or Additions Procedure.....	136
20. Facilities Modification or Additions Request Form.....	139
21. 2009-2010 College Council Self –Evaluation Questionnaire Results.....	142

STATEMENT OF REPORT PREPARATION

Midterm Progress Report

October 15, 2011

The Midterm Progress Report is in response to the El Camino College accreditation visit in 2008 and the subsequent actions taken by the Accrediting Commission for Community and Junior Colleges (ACCJC) Committee.

The report demonstrates the College's progress on all nine recommendations and self-identified issues from the 2008 Self-Study Report. It has been reviewed and discussed through the appropriate collegial consultation groups at both the El Camino College and the Compton Community Educational Center. An open forum was held at El Camino College and teleconferenced with the Compton Center in May 2011 to allow faculty and staff from both locations an opportunity to comment on the self-identified issues and recommendations. The Midterm Progress Report was presented to the El Camino Community College District Board of Trustees at its September 8, 2011 meeting and is published on the College website.

The report was prepared by Jean Shankweiler, Dean of Natural Sciences and Evelyn Uyemura, Humanities faculty member, Accreditation Co-Chairs, in consultation with the Accreditation Steering Committee and other members of the El Camino College and Compton Center community.

The Accreditation Steering Committee includes the following members:

Jeanie Nishime, Vice President, Student and Community Advancement and ALO
Jean Shankweiler, Dean, Natural Sciences and Accreditation Co-Chair
Evelyn Uyemura, Humanities Faculty and Accreditation Co-Chair
Chris Gold, History Faculty and Academic Senate President
Jo Ann Higdon, Vice President, Administrative Services
Matt Hutcherson, Classified Representative, Academic Affairs
Claudia Lee, Interim Associate Dean, Academic Affairs
Ed Martinez, Library Faculty
Julieta Ortiz, Classified Representative, Student and Community Advancement
Ruth Roach, English Faculty Compton Community Educational Center
Arvid Spor, Dean, Enrollment Services
Dexter Vaughn, Counseling Faculty

The College is confident that the evidence in the report effectively responds to all recommendations and self-identified issues from the College's 2008 Self-Study.

Response to Recommendations

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

All programs at the College have completed program review and are into at least a second cycle of review. Thirteen of the 33 academic programs at the Center have completed their first program review cycle, while the remaining programs are scheduled to be done no later than 2013. Reviews conducted in Academic Affairs and Student Services are developed in the same year at the College and Center. Administrative Services program reviews are initiated at the College and developed in partnership with the Center. Recommendations from program reviews are included in program plans.

(Appendix 1: Program Review Timetables)

Planning Cycle

The College continues to use the planning model developed and implemented in 2008 for institutional effectiveness to ensure that the cycle is maintained in all programs at all locations. For planning purposes, the College is organized into programs, units, and areas. The process begins with data collection and analysis, usually the result of recommendations arising from program review and updates, to form the basis of an annual program plan. Plans that do not require funding may be implemented at the program level. When additional funding or staffing is necessary, extensive dialogue occurs at the program level, with highest ranked items being forwarded to the unit level. Further dialogue at the unit level leads to prioritized requests which are then forwarded to the area vice president for institutional prioritization and possible funding. The vice presidents present the prioritized funding recommendations to the Planning and Budgeting Committee (PBC) for consultation. Upon endorsement of the PBC, the recommendations are forwarded to the President's Cabinet for additional discussion and review. Finally, the President makes recommendations to the Board of Trustees. At the Center, once the area plans are completed, each area prioritizes its funding requests and identifies on-going and one-time needs. The prioritized recommendations are presented to the Center's PBC for use in the development of the budget.

(Appendix 2: Planning Model)

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College's strategic initiatives. Annual reporting and discussion of the progress occurs in PBC by the start of each fall semester. The structural organization at the Center is somewhat different; however, similar processes are being used.

Funding Cycle

The vice presidents review the priorities from each area in order 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 PBC, which sends its recommendations to the President's Cabinet for final funding consideration. If the PBC expresses concerns about the prioritized recommendations of the vice presidents, it may request additional information and rationale, and adjustments may be made. Once Cabinet has approved funding, the Superintendent/President makes a recommendation to the Board of Trustees for its consideration and approval. In the 2010-11 budget, this planning process resulted in the allocation of \$2.3 million in new funding at the College. As of September 1, 2011, the El Camino College President has not approved the Center's 2011-2012 Budget, as required by the MOU. The budget did not meet the requirements of the 50% law and did not provide central elements for the classrooms and labs.

(Appendix 3: Funded 2010-11 Plans)

Planning and Staffing Decisions

Decisions to fill vacant positions or to create new positions are typically based on program review recommendations in annual plans. Cabinet analyzes the long-term impact of staffing decisions on College needs and on the fiscal health of the District. Classified and management positions are reviewed regularly in Cabinet as retirements and resignations occur. Requests for new positions are balanced with the need to fill vacant positions.

Proposals for hiring faculty are based on recommendations from program plans. At the College, all proposals are evaluated by the Faculty Identification Committee, which includes deans and representatives of the Academic Senate. This committee ranks the proposals, and the committee's ranking is forwarded to the Superintendent/President. If the Superintendent/President makes changes to the committee's rankings, the Vice President of Academic Affairs writes a letter to the committee providing the rationale for the Superintendent/President's decision. Changes by the Superintendent/President may be the result of the College's desire to stay within the full-time faculty obligation formula or unanticipated changes in programs. A nearly identical process occurs at the Center.

Through the planning and budgeting process in 2010-11, the College identified and funded six new classified positions, including a research analyst, evaluator, human resource analyst, library media technician, custodian, and clerk for the Peace Officers Standards and Training (POST) Administration of Justice program. Additionally, nine vacant classified positions and three vacant management positions were filled. Four tenure-track faculty positions were also filled. Program review also led to a recent decision to eliminate a program and to re-assign affected personnel.

The Center hired five new tenure-track faculty members in fall 2010, including a financial aid counselor. Also six new classified positions, including a financial aid coordinator, two custodians, two admission and records specialists, and a research analyst were approved for hire. Additionally, the Center hired five tenure-track faculty members in January 2011, three in mathematics and two in English, and an accounting manager in May 2011. Nine additional tenure-track faculty members were hired in August 2011. However, due to the state fiscal crisis, nine classified positions and one supervisory position were eliminated at the Center in May 2011.

All positions at both the College and the Center were identified through program review, prioritized through the annual planning cycle, and identified as institutional priorities.

Tracking and Evaluating Plans

Plans from all locations are tracked throughout the year to assure quality and timeliness. Evaluations are completed semi-annually, and beginning in 2011, an annual progress report is submitted to the Planning and Budgeting Committee, Cabinet, and the Board of Trustees.

In January 2011, all programs, units and areas had completed their semi-annual evaluations. All College plans have a designated individual responsible for ensuring that the plan is evaluated and progress noted. Goals in progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, to identify new needs, and to prioritize funding requests based upon current data. The Planning Summit in May 2011 focused on ways to improve the development and evaluation of unit and area plans.

Program Review and Institutional Planning Processes

As of the 2010-2011 academic year, all programs at the College had completed at least one full cycle of program reviews. Most programs within Student Services and Academic Affairs have completed two or more program review cycles. Following the recommendation of the Commission, the College has transitioned to a four-year cycle of program review.

At the Compton Center, Student Services have completed all scheduled program reviews. The Academic Affairs area has completed review of thirteen of the thirty-three programs. The Center has also adopted a four-year review cycle for all program reviews, and both locations use the same program review template. Additionally, several programs at the Center were consolidated during the 2010-2011 academic year. The newly consolidated programs have yet to undergo their first program review. The Compton Community College District Administrative Services and Human Resources areas undergo an annual Fiscal Crisis and Management Assistance Team (FCMAT) evaluation and site visit. These areas also need to establish and perform annual program/unit/area plans and program review on a four-year cycle. The Center's Academic Affairs and Student Services areas are also subject to the FCMAT annual evaluation process.¹

In the Academic Affairs area at the College, an Academic Program Review Committee (APRC) chaired by the President of the Academic Senate and the Interim Associate Dean of Academic Affairs is charged with overseeing the complete cycle of academic program reviews. The Center is reconfiguring the Institutional Effectiveness Committee, which will review all of the Center's program reviews. The College's APRC meets with faculty members and division deans to provide guidance and feedback. Faculty members at both locations participate in an orientation and are given a data set developed by the Institutional Research Office. A template has been developed to assist the faculty in the program review process and has proven effective.

(Appendix 4: Academic Affairs Program Review Template)

When a program is undergoing review, its faculty members complete a draft of the review during the fall semester, after which the draft is reviewed by the co-chairs of the Academic Program Review Committee. The final draft is submitted in the spring semester to the APRC and posted on the College or Center's website. The College and the Center have recently changed the program review cycle to begin in the spring semester and conclude in the fall semester in order to align program review with the planning process. This process has improved the quality of program reviews significantly and has provided for greater accountability. The Interim Associate Deans of Academic Affairs at both the College and the Center assist faculty and staff with program review.

Student and Community Advancement (SCA) revised its program review template and is using a peer review program review process. Programs at both the College and the Center will undergo program review during the same timeframe to increase collaboration and standardization between similar programs. The peer review committee provides an orientation to programs undergoing review and provides feedback and recommendations.

(Appendix 5: Student and Community Advancement Program Review Template)

The program review process in Human Resources and in Administrative Services has also been strengthened with a revised template and follows a peer review process. 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. Program review recommendations are included in the unit plan by the unit managers.

(Appendix 6: Administrative Services Program Review Template)

Conclusion

The College fully integrates program review, planning, budgeting, and evaluation processes as noted in Recommendation 1. All departments and sites participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. The Center is implementing the processes in three of the four areas. Based on the *ACCJC Planning and Program Review Rubrics*, the College is at the sustainable level.

As progress continues at the Center, the College is preparing the eligibility application for accreditation of the Compton Educational Center. Representatives from El Camino College and the Compton Center formed an Accreditation Steering Committee (ASC) which met six times during the 2010-2011 year. Of the 21 eligibility requirements, the ASC found 15 areas where the requirements are met and five areas that required strengthening before an eligibility application is submitted to the ACCJC. The twenty-first requirement is handled by the Accreditation Liaison Officer. A firm date for submitting the eligibility application has not been set.

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

The College has met this recommendation and continues to make excellent progress in assessing its SLOs and implementing changes indicated by the data in order to improve its programs. The College is well-positioned to achieve proficiency by 2012 according to the Commission's *Rubric for Institutional Effectiveness—Student Learning Outcomes*.

Student learning outcomes are communicated to students via course syllabi, division web pages of the College's website, and the College catalog.² The College defined and published an SLO timeline in fall 2009 and continues to implement the timeline, making adjustments as necessary.

Much of the success the College has had in moving its SLO assessment process forward is due to the appointment of faculty members from each division paid to serve as division facilitators. These facilitators have been instrumental in working individually with faculty members to train them in the process and keep them informed of deadlines. Because of the success and accelerated rate at which assessment and SLO work has been completed at the College, the Compton Center has adopted a similar model of division facilitators beginning in 2011.

Core Competency Assessment

The College completed its assessment of the Communication and Comprehension core competency³ in 2010 and of the Critical, Creative, and Analytical Thinking competency in spring 2011. The third core competency assessment, Personal and Professional Growth, will take place in fall 2011. The College has implemented improvements based on the data from the Communication and Comprehension assessment. These improvements include changes to the assessment method itself; these changes are reflected in the process for assessing Critical, Creative, and Analytical Thinking. In addition, data indicated the need for the development of a workshop to bring faculty from across the campus together to discuss and compare their standards for judging student work as well as defining what constitutes good work. The SLO coordinators are currently working with the Staff Development committee to develop such a workshop. A fall Flex Day workshop was presented by the Faculty Development Committee.

(Appendix 7: Faculty Development Committee Minutes 5/10/11)

The timeline for assessing the remaining core competencies has been shortened to four years in accordance with the October 2010 visiting team's recommendation. The timeline is now:

1. Communication and Comprehension (spring 2010)
2. Critical, Creative, and Analytical Thinking (spring 2011)
3. Professional and Personal Growth (fall 2011)
4. Community and Collaboration (fall 2012)
5. Information and Technology Literacy (spring 2013)
6. Content Knowledge (assessed at the course level)

Course- and Program-Level SLO Assessment

The College is transitioning to an online system for SLOs through CurricUNET. The timeline for implementation of the module is fall 2011. In addition to the transition to CurricUNET, the College is also transitioning to a four-year cycle for assessing SLOs. Each department at the College is developing a timeline for assessing each course- and program-level SLO every four years. These timelines are being aligned with the College's program review cycles. The Center is focusing on getting all courses assessed by fall 2012. Program reviews include information regarding course and program level SLOs, such as a timeline for assessment and an analysis of changes that have occurred as a result of the assessments. Some examples of programs that have made changes based on their SLO assessments are the Reading department and the Music program. The Reading department continually assesses SLOs in its courses, and has noted a low level of success in the course that is three levels below transfer. The department is currently considering options to improve outcomes for students in this course, including and accelerated curriculum as well as a tutor-staffed reading lab. The Music program has used its SLO assessment data to request an increase in support for more listening stations in the Music Library to increase access to assigned listening.

The following tables show the College's progress as of June 2011 with respect to course- and program-level SLO assessment. In order to implement the four-year cycle, over 200 courses were scheduled to be assessed in spring 2011, which will take the College to over 50% of courses assessed by the beginning of fall 2011.

Courses:

Division	Total Courses	Courses with an SLO	Percent Courses with an SLO	Courses Assessed	Percent Courses Assessed
Behavioral & Social Sciences	128	128	100%	49	38%
Business	95	90	95%	14	15%
Fine Arts	226	226	100%	57	25%
Health Sciences & Athletics	190	190	100%	101	53%
Humanities	135	135	100%	43	32%
Industry & Technology	242	238	98%	74	31%
Learning Resources	N/A	N/A	N/A	N/A	N/A
Mathematics	37	37	100%	34	92%
Natural Sciences	73	73	100%	42	58%
TOTAL	1126	1117	99%	414	37%

Programs:

Division	Total Programs	Programs with an SLO	Percent Programs with an SLO	Programs Assessed	Percent Programs Assessed
Behavioral & Social Sciences	9	9	100%	9	100%
Business	7	7	100%	2	29%
Fine Arts	9	9	100%	9	100%
Health Sciences & Athletics	10	10	100%	10	100%
Humanities	6	6	100%	6	100%
Industry & Technology	15	15	100%	9	60%
Learning Resources	1	1	100%	1	100%
Mathematics	7	7	100%	7	100%
Natural Sciences	6	6	100%	6	100%
TOTAL	70	70	100%	59	84%

At the Center, 61 courses are scheduled to be assessed in fall 2011, which will bring the Center to a total of 61% of courses assessed. Seven of the 33 academic programs (21%) have been assessed since February 2011. Eleven more programs are scheduled to complete a program-level SLO assessment by end of fall 2011, which will raise the total to 55%. This table lists the Center's course SLO assessment as of August 10, 2011.

Division	Total courses	Courses with an SLO	Percent courses with an SLO	Courses Assessed	Percent courses assessed
Humanities	59	57	97%	30	51%
CTE	148	144	97%	26	18%
Math & Science	45	45	100%	30	67%
BSS/CPA	103	103	100%	35	34%
Health & Human Services	46	44	96%	8	17%
Total	401	393	98%	129	32%

Conclusion

The College and the Center have well-established systems to assess student learning outcomes at the course, program, and institutional level. Timelines have been developed, and the SLO coordinators and facilitators work together with faculty and academic deans to ensure the college stays on track. SLOs are communicated to students through division web pages, the college catalog, and course syllabi. Based on the *ACCJC Rubric for Evaluating Instructional Effectiveness – Part III: Student Learning Outcomes*, the College is well-positioned to attain proficiency by 2012. However, there remains some pockets of resistance to the concept and benefit of SLOs and assessment. Taking the College to the next level of authentic assessment presents a challenge that needs more faculty engagement to fully embrace the importance of building a culture of evaluation and ongoing improvement.

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

The College has revised its curriculum review processes and cycles so that all curriculum across the College is reviewed on a regular schedule. The cycle of review assures the currency of the curriculum, and the curriculum review and program review processes are fully integrated. Course review tracking reports are routinely updated by the Office of Academic Affairs in consultation with the College Curriculum Committee (CCC). The tracking reports assist faculty with curriculum planning and program review. Course review is an integral part of the program review process, and program review is often the impetus for changes in a course. This naturally linked process has yielded systematic and meaningful review throughout the curriculum, allowing the College to better serve students. The College has instituted a sustainable cycle of course and program review. The position of Interim Associate Dean of Academic Affairs was created in 2008 at the College and in 2010 at the Center to improve curriculum and program review processes. The Interim Associate Deans of Academic Affairs work closely with the curriculum advisor and SLO coordinator(s), co-chair the Academic Program Review Committee, and serve as a resource to faculty and staff completing program reviews and SLOs. The Interim Associate Dean of Academic Affairs reports to the Vice President of Academic Affairs at the College and to the Vice President of Compton Educational Center at the Center.

Curriculum Review Process and Cycle

The College has improved its curriculum review process with the implementation of CurricUNET in 2010. The CurricUNET system allows collaboration among faculty and campus leaders in a seamless and efficient manner. All course outlines of record are housed in CurricUNET and reviewed in a six-year cycle. In addition, all courses have Student Learning Outcomes (SLO) developed by discipline faculty. The SLO and program review modules in CurricUNET are currently being designed and will provide the College with a comprehensive relational database for curriculum, SLOs, and program review. The implementation of CurricUNET has allowed the College to improve the curriculum review process at all levels. The review process is now timely, effective, and relevant.

The full College Curriculum Committee (CCC) is comprised of the chair and 21 committee members including faculty, administrators, advisory members, and students. The CCC Standard Review sub-committee consists of six members: the chair, two rotating faculty members, the Articulation Officer, the Interim Associate Dean of Academic Affairs, and the Curriculum Advisor. These six sub-committee members are all members of the larger CCC.

The College Curriculum Committee has continued with the two-track approach to curriculum review; substantive curriculum changes are submitted to the CCC for full review, and non-substantive changes are submitted to the sub-committee and then placed on the CCC consent agenda. This streamlined approach helps faculty track curriculum through the entire process. All proposed curriculum changes are recorded in committee minutes and posted to the College portal following approval by the committee.⁴

(Appendix 8: College Curriculum Committee Course Review Process)

During the 2010-2011 course review cycle, faculty submitted approximately 73 courses for revision and 14 courses for inactivation. Each curriculum cycle, faculty work diligently to evaluate existing programs for currency and appropriateness and to determine if the College should develop new courses or inactivate existing ones. In the 2011-2012 curriculum plans from program review, faculty in each discipline have outlined course review cycles for the next six years, which will enable the College to meet the goal of reviewing approximately 240 courses per year, allowing it to review all courses regularly in accordance with Standard II.A.

(Appendix 9: Course Review Timelines)

Integration of Course Review in Program Review

Program reviews are conducted on a four-year cycle. The program review guidelines require faculty to provide a course review timeline for all courses within their program. These reviews include an analysis of all courses offered, including recommendations for inactivations or additions. The faculty members evaluate the relevance and appropriateness of each course as they complete their program review. Each program review also includes a comprehensive review of student learning outcomes for the courses in the program. Final drafts of all program reviews are posted on the College's⁵ and the Center's⁶ Academic Affairs program review web page. Programs that are part of the Career and Technical Education area began in 2011 to conduct a program review every two years. The Interim Associate Dean of Academic Affairs tracks the completion of program reviews and serves as a resource to faculty and staff. The Academic Senate President and Interim Associate Dean serve as co-chairs of the Academic Program Review Committee (APRC), which includes several faculty members, an Institutional Research representative, and the SLO coordinator.

An example of the role that program review is playing in curriculum development can be seen in the Art department.⁷ As a result of program review, the art discipline section of the catalog was updated to include a clear statement of goals and student outcomes and to clarify department requirements for the various areas of specialization, including a recommended sequencing of courses for each certificate. A new course, Art 109, Contemporary Art in World Cultures, was created and approved in 2009, and Art 1, Art in Modern Life, was revised. Art 150 and Art 151ab were cross-referenced with Photography 150 and 151ab, respectively, and digital arts course outlines were revised to eliminate equipment-specific references since computer-related equipment changes frequently. Curriculum objectives and AA degree requirements were reviewed and updated for the digital arts. In response to a student survey, a scheduling grid for studio courses was adopted to minimize conflicting start and end times.

The Reading department 2010-11 program review⁸ is also indicative of the way program review has continued to be used to improve curriculum development. English 80, which was initiated in fall of 2007, was found to have success rates of 36% in 2007, 43.3% in 2008, and 47.8% in 2009. While success rates for this course have been improving, they are lower than the success rates of English 82 and 84. The faculty plans to reevaluate English 80 in view of its limited success. If they find the course is not serving the students enrolled and is not producing measurable improvements in English 82, they may inactivate the course.

Another example of the role that program review is playing in curriculum development can be seen in the Math for Teachers program. In response to their 2010-11 program review, the Math for Teachers faculty recommended revising the course outlines of record, so that Math 110, 115, and 116 are 3-unit courses with two hours of lecture and two hours of laboratory each week. This change will improve articulation and resolve concerns expressed by the counselors regarding transfer.

The program review process is well established and sustainable, enabling faculty and administration to integrate program review, curriculum development, student learning outcomes, and planning and budgeting. The results of program review are used systematically across the College to improve the educational opportunities offered to students.

Conclusion

The College maintains a curriculum review process that is consistent and systematic. The College has implemented a system that will enable it to sustain a four-year review cycle that assures the currency of the curriculum. Curriculum review and program review processes are integrated. An important element of program review is identifying courses that need to be revised, added, or deleted. Decisions about the allocation of College resources are based on recommendations made in program review.

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

The College assures that online courses meet the same level of rigor as face-to-face courses and that support services are available to online students. Online courses adhere to the same course objectives and learning outcomes as their face-to-face counterparts. The College communicates information to online students through email, discussion boards, chat rooms, web pages, and ETUDES, the primary course management software used for online instruction.

On March 23, 2011, ACCJC approved a substantive change proposal for El Camino College to offer 13 Certificate, ten Associate in Arts degrees and four Associate in Science degrees at 50% or more through distance or electronic delivery.

The Distance Education Program

Online courses, as part of the Distance Education (DE) program, are coordinated by the Learning Resources Unit. The Distance Education Office ensures that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations regarding this delivery method. The Distance Education Advisory Committee (DEAC) works closely with the Academic Senate and the College and division curriculum committees to ensure continuous improvement of the online program.

Curriculum for Online Courses

Online courses use the same course outline and course objectives as face-to-face courses. All courses taught online are also available in face-to-face versions. Before a course is taught online, the online delivery method must be approved by the College Curriculum Committee. The course review process requires information regarding (1) methods of regular effective contact between instructor and student, (2) methods of evaluation, (3) how and where examinations are administered, and (4) whether the text and other materials are the same as those used in face-to-face delivery.

The appropriate academic Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the College Curriculum Committee for review. Student learning outcomes are part of all new course outlines, including courses and programs taught online and face-to-face. All Distance Education courses have the student learning outcomes in their syllabus or on the course site as evidenced by the review of each course using the Principles of Good Practices for online instruction.

Minimum requirements for online course syllabi have also been developed for both the College and Center. The Distance Education Principles of Good Practice review and worksheet review summary are completed for each online class to validate the course mechanics. The results are shared with the instructor and academic dean. This process will be repeated each academic year.

Faculty Training

Before instructors are scheduled to teach online, they must provide evidence of certification. Online teaching certification requires completion of an 18-hour hybrid course entitled *How to Teach Online: Building Content*. This training course includes concept mapping, designing online modules, preparing learning objectives, online learning activities, and course management system options. The Distance Education office works closely with Staff Development to co-present or sponsor additional courses or tools that enhance the skills of the online faculty, such as EduStream training and Lecture Capturing.

Showcases are held at selected Distance Education Advisory Committee meetings to highlight strong class sites. The DEAC meetings are conducted using audio-conferencing, allowing faculty to connect from remote locations and participate in the meeting.

Services to Online Students

El Camino College is committed to providing online services comparable to those offered to on-site students. The following services are available online: application, orientation, counseling, financial aid, and access to the library catalog and databases including 2,500 e-books. Online students are able to order their online textbooks through the campus bookstore. Some online courses include tutorial support through textbook publishers. ECC online tutoring is under development and a pilot program is underway. Registration and the add process is totally online and all schedules are available on the website. The Distance Education website is continually updated to provide current information.⁹

Online faculty and counseling office hours are also available for students enrolled in online courses. The faculty contract encourages all DE faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, discussion groups, email, and private messages, providing ample opportunity for communication and support.

Student Orientation

To help prepare students for the unique challenges of online learning, pre-orientation classes are presented each semester for new online students.¹⁰ Students who are unable to attend the on-campus orientations can take a web-based orientation on the DE web page. In addition, most online courses include a face-to-face or online orientation session.

Students are informed of required or recommended orientation through the printed or online schedule of classes. The ECC¹¹ and CEC¹² web sites offer a link to a *Student Handbook for Online Courses*. The handbook includes orientation information, login information for Etudes (ECC's course management system), tips for success, FAQs, information about required internet skills, computers on campus, and text materials on reserve.

Finally, the Distance Education web sites for the College and the Center provide an Online Readiness Survey to allow students to determine their preparedness for taking online courses. Between April 1, 2010 and April 30, 2011, over 1,600 students completed this self-assessment. More than 95% of the students who completed the survey responded that they possess the necessary tools and skills to successfully complete a distance education course.

Faculty Evaluation in Online Courses

Faculty evaluations for online teaching utilize the same survey form as the on-site course with the addition of three questions:

1. The instructor uses technology effectively as a teaching tool in the course.
2. The instructor's orientation made me feel well-prepared to use the technology needed to take the course.
3. I am satisfied with the amount of interaction I have with the instructor.

The Distance Education Advisory Committee is reviewing the survey and will recommend changes to evaluate online instructors more accurately. These recommendations will be sent to the appropriate campus consultation group and may be subject to negotiation.

Evaluation of Online Courses

Departments review online courses during program review, scheduled course review, and when the discipline faculty members determine it is needed. The college analyzes success and retention rates in all courses, both online and face-to-face. The results are published each semester on the portal and were summarized in 2008 by the Institutional Research Office.¹³ The table below, taken from the Californian Community Colleges Datamart website, gives a brief comparison of success and retention in online courses compared to all courses. The results show that success and retention in online courses at the College and at the Center are lower than face-to-face courses. These results are consistent with statewide trends.

Spring 2011	Success All Courses	Success DE Courses	Retention All Courses	Retention DE Courses
Statewide	67.50%	57.33%	84.08%	77.90%
El Camino College	66.36%	59.04%	80.66%	76.84%
Compton Educational Center	59.26%	50.57%	74.31%	69.44%

Conclusion

The College assures that online courses and programs meet the same level of rigor as on-site programs. A number of support services are made available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in on-site courses, and this information is clearly communicated to students enrolling in these courses. The online program is an important and effective part of fulfilling the College's mission.

Statewide, there are identified variances in success and retention of online students compared to face-to-face classes. The program retention and success report for spring 2011 of both the College and the Center identify this as area of needed improvement. Success and retention techniques will be the focus of the online faculty institutes to be presented in this school year. The College goal is for online courses to have the same success and retention rates as face to face courses.

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)

El Camino College integrates SLO assessment into the faculty evaluation process. Among the criteria the faculty self evaluation report must address are “Objectives for the continued improvement of instruction and student learning outcomes” and “Analysis of previous objectives for the improvement of instruction and student learning outcomes.” Deans and the Human Resources Office ensure that all faculty members include an evaluation of Student Learning Outcomes in their self-evaluations.¹⁴

The Center continues to ensure that evaluations are occurring at all levels, including management, faculty and classified staff. Since fall 2008, faculty members have been on a three-year evaluation cycle, with the final group being evaluated during 2010-2011. Of the 30 full-time faculty members scheduled for evaluation, 24 were completed, three are still in progress and three were rescheduled to fall 2011.

Faculty at the Center alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel comprised of discipline faculty and non-discipline faculty from both the 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. As part of the evaluation process, the faculty member prepares a portfolio that includes a statement of instructional philosophy, summary of service and professional development, and student learning outcomes and assessment strategies.

An orientation was held at the Center for the faculty members being evaluated to discuss the expectations for responding to the section on student learning outcomes and the use of assessments to improve instruction. A review of portfolios submitted show that the faculty members are addressing student learning outcomes by attaching samples of their assessments and their reflections on the assessment to their self-evaluation report. In the future, orientations will also be held for panel members highlighting their role in evaluations.

Conclusion

The College and Center integrate SLO assessment into the faculty evaluation process. Faculty members being evaluated are required to address student learning outcomes. However, a review of information submitted indicates there is some variance in the quality of the assessment. More training of faculty is needed.

Recommendation 6. El Camino College must develop a fiscal management plan for 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).

Continuing Fiscal Soundness at El Camino Community College District

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

ECCCD's fiscal soundness is evidenced by its strong reserve for contingencies, approximately 20%, its ability to avoid any layoffs or furloughs of permanent employees in 2010-11, and its comprehensive funding of student support services. In addition, it currently plans to meet 100% of its OPEB (Other Post-Employee Benefits) obligation to fund retiree health benefits by the year ended June 30, 2012.

Background of the El Camino College Compton Center

Although under the oversight of the President/Superintendent of El Camino College, the Center receives its funding from the Compton Community College District (CCCD) and is under the control of a Special Trustee, as set out in AB 318.

In 2006, at the beginning of the partnership, CCCD received authorization for a \$30 million emergency loan from the State. The District has drawn down a total of \$18 million, the most recent activity being \$5 million drawn in 2009. The District still has a significant amount of the \$5 million. The CCCD continues to make its annual debt service payment on the loan balance. At this point, the District does not anticipate any further borrowing from the line of credit for fiscal stability.

Since the 2008 accreditation visit, CCCD has completed two audits (2008-09 and 2009-10) and began its engagement with the accounting firm for a third (2010-11).¹⁵ Both previous audits were completed on time, and neither contained a letter of "going concern." However, these audits continued to reveal significant findings in all accounting areas.

With the assistance of an independent accounting firm, CCCD worked on correcting prior year audit findings and provided a week-long training session for the CCCD business office staff. In addition, this independent accounting firm was used to prepare the audit work papers for June 30, 2011 and assist in the closing of the books and other reconciliation processes.

In 2010-11, the El Camino College Compton Center achieved an enrollment of 7,000 FTES yet was funded for only 6,500 FTES. As a result of the statewide fiscal crisis in California, funding for no more than 6,000 FTES is anticipated for fiscal year 2011-12. The CCCD adopted its tentative budget for fiscal year 2011-12 at its June board meeting, and the District projected a positive ending balance.

Current Fiscal Situation at El Camino College Compton Educational Center

Over the past several months, the CCCD Business Office has not been functioning satisfactorily, as evidenced by the fact that the books have not been closed in a timely manner, the budget has not been completed by posted deadlines, and numerous payments have been delayed.

Some problems became apparent in the 2011-2012 CCCD budget: the 50% law has not been achieved in recent budgets; there have been problems with the accuracy of the accounting data; while there are areas of improvement, funding and support for instructional areas are insufficient; and the OPEB (Other Post-Employee Benefits) has not been funded and still has a \$14 million liability. As a result of these concerns, the El Camino College Superintendent/President initially withheld his approval of the tentative and first proposed permanent budgets.

In mid-September 2011, a new Interim Special Trustee was appointed to the CCCD by the Chancellor's Office. The El Camino College Superintendent/ President is working with the Interim Special Trustee to finalize the 2011-2012 CCCD final budget. Compton CCD engaged the services of the former CBO as a consultant to assist with the preparation of the 2011-2012 final budget. The 2011-2012 final budget will go before the Compton CCD Interim Special Trustee on October 18.

As of October 1, 2011, a new agreement between Compton Community College District and El Camino Community College District is being drafted which will expand El Camino College's fiscal oversight of the Center. The new agreement is expected to be completed by the spring of 2012.

Conclusion

The College has now developed a fiscal management plan matched to revenues at the College, assuring fiscal soundness of the institution. El Camino College continues to provide leadership in the fiscal management of the Center. Significant effort will be required to maintain the fiscal soundness of Compton Community College District; however, the appointment in September, 2011, of a new Interim Special Trustee who is a seasoned financial professional provides promising direction for the future of the Compton Community College District.

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 its students and our community. There are currently 323 full-time and 519 part-time faculty members. College management, office, technical, and grounds support functions are filled by 341 classified employees, 12 confidential employees, 19 police officers, 49 administrators, 22 supervisors, and 30 special services professionals. In addition, approximately 800 students, temporary classifieds, and casual employees provided additional office, classroom and lab assistance.

Staffing Plans

El Camino College has a staffing plan¹⁶ approved in 2009 for all employees of the El Camino Community College District which 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 institution.

Staffing plans are developed in response to program reviews in which 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, institutional 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 and procedures and respective collective bargaining agreements.

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 existing student enrollment base and the span of control required for academic and support services oversight when compared to other local colleges of similar size. Additionally, the partnership with Compton Community College District has introduced a complexity that did not exist previously.

At the Center, 86 full-time faculty members and 207 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, the Center experienced steady enrollment growth. When compared to other campuses that generate approximately 7000 FTES (2010-2011), the Full-time Equivalent Faculty at the Center is comparable in size.

Critical management positions at the Center have been filled with qualified, regular permanent employees. The key leadership positions filled include: one academic dean; a chief business officer; a career and technical education dean; a health and human services dean; a human resources dean; a manager of maintenance and operations; and an accounting manager. In the area of Student Services, additional management positions filled include the director of admissions and records; director of financial aid, director of outreach; director of CalWORKs, TANF and DSP&S; director of TRIO Programs; and an athletic director. Positions still filled by interim employees include: the CEO, one student services dean, director of EOP&S, one administrative dean; director of facilities, planning and development; and the director of information systems. A total of 128 full-time classified and 39 part-time classified employees are also employed at the Center.

External agencies such as FCMAT expressed concern about the status of employee job classifications. In response, Compton Community College District hired Koff & Associates to conduct a classification study. Koff & Associates developed and updated objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards, and that accurately reflect the current roles, responsibilities, duties and qualifications of each employee. The study made specific recommendations for internal compensation equity for all reviewed positions and was implemented January 1, 2011.

Due to budget limitations, a reduction in force has been implemented at the 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 El Camino Community College District and the Compton Community College District, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the College and the Center. Center staffing decisions are reviewed on a regular basis by the El Camino College President's Cabinet before positions are sent to the Compton Community College District Special Trustee for approval.

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.1.a, III.B.2.a, III.B.2.b)

In fall 2011, the Educational and Facilities Master Plans for the College and Center will be finalized. 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 and was updated in 2004. The El Camino College Facilities Master Plan was completed in 2010 and presented to the Board of Trustees at its June meeting. A facilities master plan for the Center was developed in 2008. The Comprehensive Master Plan is comprised of an Educational, Facilities, Technology, and Staffing Plans.

Linked Educational and Facilities Master Plans

The development of the new Comprehensive Master Plan started in fall 2007, with the College updating the 2004 Comprehensive Master Plan and the 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, and the academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College’s data to their unique circumstances.

In fall 2008, program summaries were created, and data on enrollment were gathered; space-needs analysis and staffing plans were based on this information. A consulting firm conducted a facilities space-use analysis for the College and the Center. This report was used to guide the new Educational Master Plan and Facilities Master Plans.

In 2008, out of the immediate need to obtain state funding for infrastructure projects at the Center, a draft Facilities Master Plan was created and approved by the Special Trustee at the Compton CCD September meeting. This enabled the College to obtain \$44 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built with these funds.

The analysis shows that the College 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 pedagogy. Accessibility of student services and increases in interventions to support under-prepared students will continue to be emphasized.

The Center exceeded its enrollment targets in 2010-11 and is now held to the workload reductions imposed by the state. An infusion of technology and new and modernized facilities are needed to carry on the educational and student services functions of the Center. The campus infrastructure needs considerable improvement.

Conclusion

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

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. (Standard IV.B.h)

At its July 20, 2009 meeting, the Board of Trustees adopted a revision to Board Policy 2715, Code of Ethics/Standards of Practice, which includes a clearly defined policy for dealing with behavior that violates this code. The Policy has been published on the College website.¹⁷

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.

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 addition, beginning in 2012, program review cycles have been adjusted to begin in the spring semester and end in the fall semester, to align with the campus planning cycle. In anticipation of the increased demands for institutional research support to accommodate a four-year cycle, a new research analyst has been hired.

In order to more closely integrate program review recommendations with planning and resource allocation processes, program review recommendations are prioritized and incorporated into the program's annual plan as goals. These goals are evaluated on a semi-annual basis. Based on the evaluation, goals may be 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.

Response to Self-Identified Issues

Standard IA/B: Institutional Mission and Effectiveness

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

The College is making progress on this issue. 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. All College employees are able to log into the system and view SLO plans and reports.

The SLO coordinator has been conducting CurricUNET trainings for faculty and staff. 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. In addition, a newsletter titled the *SLO Progressive* is distributed and posted on the SLO web page.¹⁸

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

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

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.

This recommendation has been implemented. Through its Institutional Research Office (IR), ECC has dramatically expanded the amount of information available to College constituents and the surrounding community. 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. College constituents helped to develop this survey and Institutional Research reported results and facilitated discussions with a variety of campus groups including at College meetings and flex day events. All results are published and easy to find on the IR website.¹⁹

Similarly, student opinion surveys are administered College- and Center-wide every one to two years. Surveys include general opinion surveys, student engagement surveys (e.g. CCSSE), and most recently, a student Campus Climate Survey. Students enrolled in online classes are also invited periodically to take a survey to assess the quality and needs related to this form of distance education. All student survey results are published on the IR website and are shared back with students, faculty, and staff.²⁰

Institutional Research also keeps its website 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 website.²¹ Each time a report is added to the IR website, the College initiates a notice to campus constituents or publishes highlights in a campus publication so that all appropriate reports receive wide distribution. Additional reports are shared with the campus through the MyECC intranet.

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

This agenda item is in process. Currently, SLO statements and assessments are available to ECC faculty and staff through the MyECC portal.²² This method requires a great deal of attention from the SLO coordinator. Recently, the College purchased the relational database, CurricUNET, to store and display the SLO proposals and reports. Training of faculty and key classified staff has begun, and thus far 144 faculty and staff members from both campuses have taken part in trainings. In order to better align the SLO module with the curriculum and program review modules, the SLO coordinator and Interim Associate Dean of Academic Affairs decided to suspend the use of the CurricUNET SLO modules for the spring 2011 semester so the vendor can make adjustments with the module. The design changes are due for completion in summer 2011. The new module will be available to the campus starting fall 2011.

The CurricUNET 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. All College employees are able to log into the system and view SLO plans and reports.

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

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 reports will be contained in the CurricUNET SLO module and will be visible to all ECC faculty, staff and managers. SLO assessment data are included in program review, linking them to the institutional planning process.

(Appendix 10: SLO Timeline)

At the 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. While 23 of 33 programs at the Center have identical program-level SLO statements to those at the College, there are some differences because the Center recently consolidated some programs. Ten programs are in the process of updating their program-level SLO statements to reflect the consolidation.

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 the 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 the Center, progress will be monitored by the Center's Interim Associate Dean of Academic Affairs, the SLO coordinator and the recently filled SLO facilitator positions.

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.

Assessment of core competencies takes place each year according to the following schedule:

1. Communication and Comprehension (spring 2010)
2. Critical, Creative, and Analytical Thinking (spring 2011)
3. Professional and Personal Growth (fall 2011)
4. Community and Collaboration (fall 2012)
5. Information and Technology Literacy (spring 2013)
6. Content Knowledge (assessed at the course level)

Core Competency assessment is overseen by the SLO Coordinator(s) and the Assessment of Learning Committee. The full core competency assessment plan is available on the El Camino College website.²³

The College's academic program review template has been revised and refined during the 2010-11 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. The Center is creating an institutional Effectiveness Committee which will oversee all the Center's Academic Program Reviews. Program reviews written at the 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.

(Appendix 11: CTE Program Review)

CurricUNET is currently developing a Program Review module modeled on the ECC program review template. This relational database will link program review information to curriculum and SLO reports. CurricUNET will store historical program reviews and keep the most current reviews active.

In a mandatory orientation offered at both the College and the 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 website. Currently at the Center, only the Interim Associate Dean of Academic Affairs and the division dean provide feedback. The Institutional Effectiveness Committee is scheduled to begin meeting at the 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 (see Appendix 1). 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.

Currently, all academic programs under review that are entering into the new cycle are using the new template and most have adopted the new spring/fall work cycle.

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 the 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.²⁴

The program review process in Human Resources and Administrative Services has also been strengthened with a peer review process and revised template.²⁵ 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.²⁶

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).

Evaluation of the progress of SLOs occurs on a regular basis throughout each school year. At both the College and the Center, the SLO coordinator(s) meets with the Interim Associate Dean of Academic Affairs on a weekly basis. In addition, the College has appointed faculty SLO facilitators from each division, who coordinate and monitor SLO progress within their respective divisions. The Compton Center recently appointed SLO facilitators who will begin serving in fall 2011, and meetings will include all facilitators together. The SLO facilitators meet on a regular basis with the SLO coordinator(s) and the appropriate Interim Associate Dean of Academic Affairs. 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 coordinator(s) publishes the *SLO Progressive* which highlights the progress and success within divisions.²⁷ 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.

Based on current progress in SLOs and assessments, the College should have no trouble reaching proficiency by fall 2012. SLOs have been identified for 99% of the College's courses (which includes 98% of the Center's courses) and 100% of the College's programs and 73% of the Center's programs. As of spring 2011, 37% of the College's courses, 32% of the Center's courses, and 86% of the College's programs and 32% of the Center's programs have been assessed, and the College has adopted a four-year timeline for SLO assessment. SLOs and the assessment have been tied to program review, and there are now some good examples of program reviews in which decisions have been made based on the assessment of SLOs. For example, the Reading department continually assesses SLOs in its courses, and as a result, has noted a low level of success in the course that is three levels below transfer. The department is currently considering options to improve outcomes for students placing into this course, including an accelerated curriculum as well as a tutor-staffed reading lab. The Music program has used its SLO assessment data to request an increase in support for more listening/burning stations in the Music Library to increase access to class musical examples and assigned listening.

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).

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. Faculty members gather together in a Teaching Book Club, reading and discussing books such as Malcolm Gladwell’s *Outliers* and Patricia Wolfe’s *Brain Matters*.

The most extensive faculty partnerships were developed in Learning Teams and in the Faculty Inquiry Partnership Program (FIPP). During 2010-11, 32 faculty members (15 from the Center) participated in the FIPP Program. 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. This high impact program was implemented at both the College and the Compton Center and continues with another cohort under a grant from the Walmart Foundation. 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. Faculty members from each division were identified and underwent intensive training during the summer of 2011. They brought back knowledge and training to faculty at the College to develop Learning Teams in English and Mathematics in fall 2011.

An Instructional Technology Specialist was hired in fall 2010 to increase staff development opportunities in technology. Since then, an extensive variety of technology training has been introduced, including workshops such as “Using Clickers,” “Turnitin - Preventing Plagiarism,” and “Class Team Site Basics.”

Faculty Development Workshops	Faculty Participation (College/Center)
Using Clickers	32 (32/not offered on site)
Turnitin – Preventing Plagiarism	39 (30/9)
Class Team Site Basics	90 (82/8)
Mentor/Mentee	26 (26/not offered on site)
ECC Gradebook	116 (100/16)

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.” Staff Development also purchased a membership to the pedagogical e-journal “Teaching for Success.” In addition, the Staff Development website contains links to training manuals and other professional development links.²⁸

All workshops and website materials are accessible to Compton Community Educational Center faculty.

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

To evaluate the effectiveness of online instruction, 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. El Camino College encourages the use of the *Principles* to help ensure the quality, integrity, and effectiveness of distance learning. 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.

All current Distance Education faculty participated by returning the requested worksheet and providing access to their course management sites. The Distance Education Instructional Media Coordinator (hired in fall 2010) utilized a Course Review Survey document for each course. The comments were forwarded to the online faculty member. In situations requiring a follow-up, support was provided to the individual faculty member by the Instructional Media Coordinator. Upon completion, the entire packet was forwarded to the appropriate Academic Dean. The process will be repeated on a regular basis.

(Appendix 12: Distance Education Course Review Survey)

To address the issue of student authentication, all online faculty members are utilizing a course management system or publisher’s site that requires a login and password that also meets FERPA requirements for privacy of student information.

A number of additional policies and procedures are being developed in consultation 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.

The Distance Education program at the College was validated through the ACCJC approval of the Substantive Change report for Distance Education in early 2011.²⁹ This approval allows the College to offer at least 50% or more of 13 certificate programs, ten Associates in Arts and four Associates in Science degrees through a mode of distance or electronic delivery.

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).

During the joint fall 2008 flex day, all programs developed plans to ensure that all courses would have an SLO and assessment plan in place by the end of fall 2009; that all programs would write a first draft of their program/degree SLOs by spring 2009; and that 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 (fall 2009 SLO Report³⁰). Currently, 100% of the College's programs have 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 the Center, the course SLO statements are identical to the College, the only difference occur 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. Examples include:

Course / Program	SLO	Assessment Method	Data / Findings	Recommendations
History (Program-Level)	Students will be able to develop and persuasively argue an historical thesis in a written or oral assignment, effectively using primary and/or secondary source(s) as evidence to support their thesis.	Students were given an essay assignment in six different history courses; the same rubric was used to score the essay.	Students were strongest in essay content, but weakest in their thesis, organization and grammar and mechanics.	Investigate possibilities for employing history tutors and/or graduate student assistants that work directly with individual faculty members. Expand Writing Center services. -Encourage history faculty to assign essays and writing assignments in all courses and to use thesis/outline and/or rough draft assignments.

ESL 53B (Intermediate Writing and Grammar) (Course-Level)	In an in-class writing task based on a short intermediate-level text which was discussed in class, students will write a multi-paragraph essay responding to the reading.	Students wrote an in-class essay based on an assigned reading. For each class, only a small number of essays were assessed as a random sample. Two ESL faculty read and scored each essay.	The highest scores were in the areas of organization and communicative success; the lowest were in grammar and vocabulary.	Course outlines should include clear grammar goals for each level. Link classes, such as currently exists with 52B and 53B for correlative learning skills. ESL 52C (Advanced Reading) and Academic Strategies vocabulary courses should be recommended to strengthen vocabulary and grammar / structure.
Nursing (Program-Level)	Ninety percent of graduating students who take the National Council Licensure Examination-RN (NCLEX-RN) will successfully pass the exam on the first attempt.	The Board of Registered Nurses sends a report to the program each year with data about pass rates of the students from the ECC program.	93.6% passed the exam on the first attempt on the ECC campus.	The data serve to highlight a highly successful program at El Camino!
Financial Aid Office (Program-Level)	Students that use the “Online Orientation with Dave” will use other online services.	Students who completed the online orientation were asked to complete a survey asking which online services they used.	In general, the students who had taken the online orientation are using multiple online resources to help them with the financial aid process. The most useful online resources, according to a survey, were the financial aid hand-book and the online FAQs.	The Financial Aid Office intends to make the online resources more user-friendly and accessible, for example, by simplifying website navigation and making the information in the online resources more consistent.

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

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. The core competencies are:

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

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

Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

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.

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.

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.

In spring 2010, the Communication and Comprehension core competency was assessed. The process included collection of three types of data: 1) a student survey in which students rated their own competence in skills related to communication; 2) a faculty survey in which instructors holistically rated the same students on their communication skills; 3) grade data from the same students taking part in the student survey in their communication-related courses.

In order to determine which courses were communication-related courses for the grade data, each program developed a map in which they indicated 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. (See core competency maps.)³¹

The results of this assessment indicate that there is a disconnection between students' opinion of their own competence and faculty opinion about the students' competence. Students' ratings aligned more closely with their grades in their communication courses; faculty ratings were much lower than students'. In order to remedy this gap, the Staff Development committee is going to offer workshops for faculty to share and discuss standards they apply to student work as well as learn ways to develop clearer standards that they can share with students about what defines good work. (See core competency summary report.)³² The workshops are scheduled for the fall 2011 Flex Day.

The assessment method has been strengthened for the next core competency assessment. Specifically, it was found that students from the Business and the Industry and Technology divisions, as well as the Compton Center, were underrepresented. Thus, these areas were oversampled for the next core competency assessment. Also, in the Communication and Comprehension assessment, faculty were asked to rate their students holistically rather than skill by skill (as the students were asked to rate themselves). It was found that these data were incompatible and thus did not result in strong conclusions.

For the next core competency assessment, faculty members were asked to rate students skill by skill rather than holistically, which will result in more aligned data.

The next core competency being assessed is Critical, Creative, and Analytical Thinking. The same method was used in the spring 2011 semester to assess this core competency: 1) student survey; 2) faculty survey; 3) student grades in Critical, Creative, and Analytical Thinking courses. The data from this assessment is in the process of being analyzed by the Institutional Research department. In fall 2011 the next core competency, Personal and Professional Growth, will be assessed.

The assessments will take place on a four-year timeline. (See core competency assessment plan).³³

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).

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. All College employees are able to log into the system and view SLO plans and assessment reports.

The database currently displays the most current set of SLO statements on all course outlines of record. While SLO statements are not reviewed by the College Curriculum Committee, they are still a required part of the course outline of record for all courses, and the Curriculum Committee ensures that they are present. Review of SLO statements is a separate process that takes place within departments under the purview of the SLO facilitator for the division as well as the campus-wide SLO coordinator(s). The database is expected to be available for campus use in the fall 2011 semester.

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.

The College's SLO coordinator has been conducting CurricUNET trainings for all faculty and staff. The Center's SLO coordinator will soon offer similar training at the Center. 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.

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).

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 the Center's courses have at least one course assessment completed. In addition, 100% of all College programs and 73% of the Center's programs have an SLO statement and 86% of the College's programs and 21% of the 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.

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).

The College has completed this planning item. The Program Review links are in the menus on the Academic Affairs,³⁴ Administrative Services,³⁵ and Student and Community Advancement³⁶ web pages.

In addition, the Program Review module in CurricUNET is currently in development. The Program Review module in CurricUNET will house recent and current Program Reviews and will track changes to the existing recommendations. The Program Review prioritized recommendations that contain budget items also currently appear in Plan Builder as funding requests.

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

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 outcome(s) 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.

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

Faculty members have ample opportunities for professional development in SLOs at both the College and the Compton Community Educational Center. The ECC SLO website 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.³⁷ The College and the Center have also provided funding for SLO facilitators, whose responsibilities include SLO and assessment training for the faculty within their division.

For instance, the College's Behavioral and Social Sciences facilitator holds SLO office hours so that she can provide one-on-one training and assistance. In addition to working extensively with individual faculty members, 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.

At the Center, an all-day activity prior to the spring 2011 semester was devoted to SLOs and increasing the frequency of assessing student learning. After this activity, many faculty members chose to assess SLO statements at the course and program level. During the spring semester, the Center tripled the number of course-level SLOs assessed and increased the program-level assessments by 23%.

Also, as a growing number of faculty members engage in the assessment process, they are learning through experience the relationship between SLOs and student learning. The assessment process itself is a teaching tool that has enhanced faculty understanding of the process and the link between what many view as a mainly bureaucratic process to one that helps faculty improve their teaching practice and programs, thereby enhancing student learning.

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

The College has revised this planning agenda item. The College has approached programs as an umbrella term, meaning a logical cluster of courses and faculty in a discipline, or a student services program, rather than meaning individual degrees and certificates. 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 the Center's courses have an SLO statement and 37% of the College's courses and 32% of the Center's courses have at least one course assessment completed. In addition, 100% of all the College's programs and 21% of the 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.

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).

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.

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).

This item is still pending. El Camino College hoped to link student data with employment data to determine the rate at which students are placed in career technical education (CTE) fields after receiving related certificates and degrees. However, 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.

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

The College is piloting a degree audit computer program, which was created internally with the assistance of a consultant. On December 7, 2010, the degree audit program became available to students at the College and the Center in majors with high enrollment. The Course Planning program became available beginning April 14, 2011. The program is under further development to include all other majors. 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.

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).

Outreach and School Relations creates plans each year which align with the financial resources available and with direction from Enrollment Management committee. Outreach strives to maintain ongoing relationships with schools and other community partners within and around the district. Each year, this 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, EOP&S, the Center, Public Relations, CTE, and STEM. The Taskforce meets three times per year:

- September – To establish program goals and priorities for the year based on the enrollment needs of the campus and individual programs;
- January – To update the committee and make any midyear adjustments to program or campus goals for the year;
- June – To provide program updates, year-in-review, and reflection.

At the Compton Center, the Director of Outreach and Relations with Schools expanded the recruitment plan of 2007 with a goal to sustain enrollment through multiple important partnerships on and off campus. As explained in the 2010-2012 Recruitment Plan, the comprehensive plan developed by the Director of Outreach includes five components: (1) increasing the number of students from our feeder high schools, (2) improving the Outreach Ambassadors Program (Student Workers), (3) linking academic and recruitment programs, (4) strengthening outreach programs (yield programs), and (5) evaluating strategies. The recruitment and outreach efforts include meaningful components, such as to increase the number of offsite classes at feeder high schools, create an internship program to place current Compton Center students at feeder high schools, offer annual Counselor Luncheons at each feeder high school to update counselors on Compton Center programs, increase classroom presentations and presentations to parents, teachers, and other school staff; increase the number of campus visits/tours from feeder high schools; schedule meetings between school leadership and Compton Center leadership; develop marketing materials aimed at high school students; expand the Destination College program to bring more middle schools on campus; and expand the onsite Admissions program to include training for the placement exam.

In addition, the plan focuses efforts on Black and Chicano/Latino Males and prospective students who are interested in vocational education (to include women in industry and technology and being attentive to the needs of community-based and civic organizations that work with first-generation students, ESL students, adults 25-33, Chicano/Latino Students, and students with disabilities. The plan has used traditional and innovative methods. The plan has had good success as shown by the results of student surveys, stable and improved faculty involvement, and increased numbers of sites, events, and students recruited. Indeed, with community projects at supermarkets, shopping centers, government offices, nonprofit organizations, churches, religious groups, businesses, fairs, conferences, parades, and more, this department on campus has grown and developed in scope, depth, and value in relation to the campus and extended community.

(Appendix 13: El Camino College Compton Center Recruitment Plan)

(Appendix 14: Recruitment Results at Compton Educational Center 2006-2010)

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).

The College has completed this agenda item. 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 address broad issues of diversity on campus.³⁸ Results from these surveys were analyzed and discussed among leadership and consultative bodies. Campus representatives set program and planning goals based on the most pertinent findings. Discussions on the topic of campus climate are ongoing. The survey will be repeated on a four-year cycle. Results from this survey were shared with the district and employees at Flex Day workshops in August 2010.³⁹

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—a Title V grant-initiated program that has been institutionalized at the Center. Of the 52 programs mentioned in the Program Review conducted in 2009, 32 programs directly or indirectly support and/or celebrate campus diversity, in addition to about five of the eight active student clubs. Surveys have been developed and distributed to students to measure the success of outreach activities in the Male Conference from 2009 and also to assess the success of student learning outcomes for the Office of Outreach and School Relations.

(Appendix 15: Male Conference 2009 Focus Group Survey)

(Appendix 16: Outreach Program SLO Survey and Successful Results Survey)

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)

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 2010-2011.⁴⁰ Because of the current budget crisis, that amount was reduced to \$50,000 in 2011-2012. The Compton Center's library materials budget was approximately \$40,000 in 2010-2011.⁴¹ At the Compton Center, funding allocations for book and periodical collections are overseen by the Library/Learning Resource Center Coordinator

The budgets, as with most California community colleges' budgets, will be challenged with the upcoming reductions. Due to these anticipated changes, both the College and Center library budgets have been reduced. However, these are critical budget line items at both locations and they will continue to be funded to the extent possible.

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

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.

(Appendix 17: Library Advisory Committee)

Faculty members from all divisions have been invited to participate in this committee. The committee advises the Library on matters of general library policy, the development of library resources, and ways in which library programs can best be integrated with other services of the College. It also serves as a forum where opinions and sentiments of the faculty and students relative to library policies and their administration are expressed. Members of the committee serve as advocates of the library and its programs and services.

The Center has likewise created an Advisory Committee charged with providing input on the acquisition of materials and creating innovations that will improve services. The committee has been operational since fall 2010. Critical collections needs have been identified in mathematics, the sciences, and humanities. The committee intends to collaborate with faculty colleagues in each discipline as well as students in working toward the Student Success Initiative, to guide the recommendations for supplementary materials and texts and augmentation of subject areas.

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)

This agenda item is on hold. While both the College and the 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.

Based on input from the Library, a statement regarding Information and Technology Literacy was added in 2010 to the El Camino College core competencies, or institutional level SLOs. The statement reads:

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.

Core competencies are evaluated on a cyclical basis and the aim is to align course and program outcomes to the core competencies and to gauge their effectiveness. The findings may spur further developments in this area.

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, the 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.

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

This agenda item is in progress. The libraries at the College and the Center contract services from a variety of outside vendors including Midwest and Baker & Taylor book services, Ex Libris and Innovative/Millennium integrated library computer systems and Quality Copy Inc. (QCI) for photocopy and printing services.

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 the Center is being systematically monitored. Additionally, the librarians and staff informally monitor other contracted services.

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).

The Libraries at both the College and the 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 website 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.

(Appendix 18: Library Satisfaction Survey)

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. We are scheduled for another program review in 2012. Surveys have been done to measure services and effectiveness in relation to SLOs that have been defined.” At the time of this midterm report, the results are still being analyzed.

Standard IIIA: Resources – Human Resources

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

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.

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

The 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. As part of the comprehensive evaluation, a panel of four faculty members participates in observing and evaluating all classes taught by the evaluatee. In addition, the evaluatee prepares a portfolio including the following information:

- Course syllabi
- Sample quizzes and exams
- Key handouts
- Assignments
- Brief statement of instructional philosophy
- Summary of service (committee work, staff development activities, curriculum development, program review)
- Student learning outcomes and assessment strategies

At the conclusion of the process, the faculty panel meets with the evaluatee to discuss the observations. The evaluatee also meets with the dean, who completes a faculty development plan focusing on the improvement of teaching.⁴²

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

This agenda item is ongoing. A resource page for SLOs and assessments exists online.⁴³ Here, staff and faculty can view information. Training is ongoing and staff and faculty are invited to attend training sessions offered by the SLO coordinators and facilitators throughout the year. Announcements of training sessions are sent campus wide via email and are coordinated through the Staff Development office.

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

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.

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

This agenda item is completed. A Staffing Plan was created in 2009. The Staffing Plan can be found in the El Camino Community College District web page.⁴⁴ The Staffing Plan will be included as part of the Comprehensive Master Plan, scheduled for approval in fall 2011.

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

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.

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).

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.

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

The implementation of this recommendation is in progress. A form and procedure have been developed and are being reviewed by College groups.^{45 46} The form and procedure documents are currently accessible to employees on the MyECC portal.

(Appendix 19: Facilities Modification or Additions Procedure)

(Appendix 20: Facilities Modification or Additions Request Form)

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

This recommendation is complete. The Facilities Master Plan is part of the Educational Master Plan. This plan was updated for 2004-2007.⁴⁷ The Facilities Master Plan was again updated in 2007⁴⁸ and on page 114 of the June 21, 2010 Board of Trustees Meeting Agenda⁴⁹ to meet changing needs of the College.

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

The 2002 Facilities Master Plan has been updated three times – the most recent being June 2010.⁵⁰ 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 bond in spring of 2012.

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.⁵¹

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)

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.

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.

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. In the next year, the software will be deployed in all student labs that are connected to the elcamino.edu domain.

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.⁵²

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

This recommendation has been completed at ECC and CEC. However, both facilities are about to undergo extensive renovations and will be challenged to provide reliable services during heavy construction periods. Efforts will be made to lessen, to the extent possible, these construction inconveniences.

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

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

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

See item 3 above.

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

The five-year technology plan is completed and is available on the College's web and portal sites.⁵³

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 (IID.1.a).

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. Based on input received at the summit, more frequent reminders will be sent to staff regarding updates to their plans.

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

This recommendation has been met. The College follows the annual Planning and Budgeting calendar listed in the College's Planning Process document; however, the 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.

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

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.

Standard IV A/B: Leadership and Governance

The El Camino College community has shown a commitment to improving leadership and governance and has made progress in implementing the planning agenda items listed in the 2008 Accreditation Report. ECC administrators have increased participation in consultative committees, yet there continues to be disagreement over the collegial consultation process.

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

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 members are uncertain about how much information is sufficiently reaching their constituencies. Representatives of College Council may need to poll their constituents to determine the best way of communicating so that information is disseminated and feedback brought back to College Council. College Council has 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."

In addition, the faculty would benefit from instruction by the Academic Senate 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. The administration and the Academic Senate will work together to develop a communication strategy to inform, not only faculty but the wider college community, about the collegial consultation process.

(Appendix 21: 2009-2010 College Council Self-Evaluation Questionnaire)

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

Board Policy 2510⁵⁴ and Administrative Procedure 2510⁵⁵ 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.

In recent years, students have actively participated in promoting changes in the Textbook Policy (BP 4045) and the Academic Calendar (BP 4010). Students have also initiated discussions regarding recycling and the restriction of smoking on campus. In the fall 2010 student campus climate survey, 71% of student respondents agreed that they feel part of a wider ECC campus community.⁵⁶

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)

Board Policy 2510⁵⁷ and Administrative Procedure 2510⁵⁸ 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 the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, confidential employees, and management. 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 up-dating is spotty, with some committees being consistently up-dated and others not being posted at all.

Although the infrastructure of collegial consultation is fully in place, there is disagreement over how well it functions. In the 2010 Campus Climate Survey, 59% of employees did not believe that their input translated into meaningful change; 37% responded that ECC does not embrace the spirit of teamwork; and 44% indicated that they do not understand how College funds are budgeted.⁵⁹ Although AP 2510 states, the “collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes,” the minutes have not been an effective way to communicate with the campus community. The College will publish an annual report to explain more fully how College plans are funded and how decisions are made. Also, the Academic Senate will make a concerted effort to convey information about the 10+1 areas and mutual agreement.

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

The Public Relations and Marketing Department continues to improve communications both internally and externally.⁶⁰ 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.⁶¹ Twice per year, a Community Newsletter is published and sent via direct mail to the entire District community.⁶² 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.

Approximately fifteen to twenty news releases are sent each month to area media, all District elected officials, District high school superintendent and principals, chambers of commerce, and via email to all ECC employees. 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 and financial aid information from most smart phones. The ECC mobile application allows students to check email, find directions on campus and conduct a degree audit, all from a smart phone or tablet. 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.⁶³ In addition, email messages are sent to all ECC student and employees as needed year-round.

Outreach flyers are updated every other year and are used for recruitment purposes. The Schedule of Classes is published three times per year (fall, winter/spring, and summer) and is sold to students in the Bookstore; copies are available for distribution to local libraries, high schools and senior centers. The online schedule is updated every twenty-four hours and is accessible directly from the home page of the website.⁶⁴ A coordinated marketing and communications campaign provides information on financial aid and scholarships, registration and fee payment dates, as well as access to *MyECC*, the access point for students to register, pay fees, access grades, etc. Additionally QR codes in print publications and ads provide direct access to information for applying and registering for classes. The College Catalog is updated and published annually, in both hard copy and as a PDF available online.⁶⁵

In the 2010 Student Campus Climate Survey⁶⁶, student answers suggest successful communication of campus issues to students: 90% of students indicated that they know where to find the information they need 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.

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

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. 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 Policy (BP 4045) and the Academic Calendar (BP 4010).

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

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 plans. As also discussed above, the 2010 Staff Campus Climate Survey reveals a lack of effective two-way communication. The 2010 Student Campus Climate Survey, however, revealed effective communication regarding campus classes, programs, and services.

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

The College and the Center use an integrated Planning Process (see Appendix 2) 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. In addition, the 2011 Planning Process survey has recently been sent to all ECC and CEC locations, and the results will be of greater value in determining the success of efforts to involve the entire College community in planning and evaluating programs.⁶⁷

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)

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.

The College Council has developed an assessment process. Some consultation committees, such as the Facilities Steering Committee, the Council of Deans and Directors, and the ECC Technology Committee have not yet implemented such an assessment, but plans are underway to do so.

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

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.⁶⁸

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

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, resulting in unnecessary delays, wasted time and resources, and the perception that consultative input is being dismissed or ignored. In an effort 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.

There continues to be disagreement between the administration and the Academic Senate on the faculty role in consultation and over the extent to which the administration is forthcoming in its communication regarding decisions. 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. More needs to be done to ensure that such rationale is provided in a timely manner when appropriate.

The College continues to work to improve and enhance the use of collegial consultation as the primary tool for decision making at the Compton Community Educational Center. Collegial consultation at the Center is facilitated by regularly scheduled meetings between the faculty leadership and the CEO and Vice President to discuss pressing issues. In addition, the Center's faculty is fully involved in the collegial consultation process at the College.

The 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 the Center a voice and a vote in matters under the purview of the Senate.

In 2010 and 2011, several changes were made in the administration to help create a more collegial and consultative process. The positions of Vice President of the El Camino College Center and Interim Associate Dean of Academic Affairs were created and staffed, and the Chief Executive Officer was replaced. Also, a new Special Trustee has been appointed. These changes in leadership have resulted in closer cooperation and consultation between the College and the Center. The decision-making process at the Center now mirrors that of the College.

References

- ¹ <http://www.compton.edu/campusinformation/currentnews/index.aspx>
- ² <http://www.elcamino.edu/academics/slo/progoutcomes.asp>
- ³ <http://www.elcamino.edu/academics/slo/corecompassess.asp>
- ⁴ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
- ⁵ http://www.elcamino.edu/administration/vpaa/program_review/index.asp
- ⁶ <http://www.compton.edu/academics/programreviews.aspx>
- ⁷ <http://www.elcamino.edu/administration/vpaa/Art.pdf>
- ⁸ http://www.elcamino.edu/administration/vpaa/program_review/Reading%20rev%202011.pdf
- ⁹ <http://www.elcamino.edu/library/distance-ed/>
- ¹⁰ <http://www.elcamino.edu/library/distance-ed/orientation/index.html>
- ¹¹ http://www.elcamino.edu/library/distance-ed/spring11/Student_Handbook_for_Online_Courses_Spring_11.pdf
- ¹² <http://www.compton.edu/academics/distance-ed/Documents/Handbook/OnlineSHB-fa11-11.pdf>
- ¹³ http://www.elcamino.edu/administration/ir/docs/research/OnlineCourse_Analysis_FA08.pdf
- ¹⁴ <http://www.elcamino.edu/administration/hr/docs/FEDERATION%20AGREEMENT%202007-2010%20FINAL%20VERSION%20-%20May%2029%202008%20-%20USE%20THIS%20ONE.pdf> (see Appendix J, page 191)
- ¹⁵ http://district.compton.edu/district_budget/audits/index.asp
- ¹⁶ <http://www.elcamino.edu/administration/masterplan/docs/StaffingPlan.pdf>
- ¹⁷ <http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf>
- ¹⁸ <http://www.elcamino.edu/academics/slo/>
- ¹⁹ <http://www.elcamino.edu/administration/ir/surveys.aspx>

-
- ²⁰<http://www.elcamino.edu/administration/ir/surveys.asp>
- ²¹<http://www.elcamino.edu/administration/ir/outcomes.asp>
- ²²<https://ecc-portal.elcamino.edu/divisions/academicaffairs/slo/default.aspx>
- ²³<http://www.elcamino.edu/academics/slo/corecompassess.asp>
- ²⁴<http://www.elcamino.edu/administration/vpsca/programreview.asp>
- ²⁵<http://www.elcamino.edu/administration/vpas/docs/AS%20Program%20Review.pdf>
- ²⁶<http://www.elcamino.edu/administration/vpas/docs/AS%20Program%20Review%20Schedule%202008-12.pdf>
- ²⁷<http://www.elcamino.edu/academics/slo/newsletter.asp>
- ²⁸<http://www.elcamino.edu/administration/staffdev/programs.asp>
- ²⁹ <http://www.elcamino.edu/administration/vpaa/accreditation/Report%20on%20January%2011-13%202011%20Commission%20Meeting.pdf> (see Appendix 9, page 58)
- ³⁰<http://www.elcamino.edu/academics/slo/progressreports.asp>
- ³¹<http://www.elcamino.edu/academics/slo/corecomps.asp>
- ³²<http://www.elcamino.edu/academics/slo/corecompassess.asp>
- ³³<http://www.elcamino.edu/academics/slo/corecompassess.asp>
- ³⁴<http://www.elcamino.edu/administration/vpaa/index.asp>
- ³⁵<http://www.elcamino.edu/administration/vpas/index.asp>
- ³⁶<http://www.elcamino.edu/administration/vpsca/index.asp>
- ³⁷<http://www.elcamino.edu/academics/slo/>
- ³⁸<http://www.elcamino.edu/administration/ir/surveys.asp>
- ³⁹<http://www.elcamino.edu/administration/staffdev/archivedprograms.asp>
- ⁴⁰<http://www.elcamino.edu/administration/board/agendas/2008/Budget%20Book%202010-11.pdf> (p.12, ECC budget; related library budget items also on p. 7, 44, 46, 59, 61, and 76)

-
- ⁴¹<http://www.compton.edu/campusinformation/currentnews/Documents/2010-2011-Final-CCCD-Budget.pdf> (P. 36, 39)
- ⁴²<http://www.elcamino.edu/administration/vpaa/accreditation/docs/Acreditation-Follow-Up-Report-10-15-2010.pdf> (Appendix 9, pg 58)
- ⁴³<http://www.elcamino.edu/academics/slo/>
- ⁴⁴<http://www.elcamino.edu/administration/masterplan/docs/StaffingPlan.pdf>
- ⁴⁵<https://ecc-portal.elcamino.edu/divisions/admservices/facilities/default.aspx>
- ⁴⁶http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=96 March 15, 2011 Meeting Minutes
- ⁴⁷<http://www.elcamino.edu/administration/masterplan/cmplan.asp>
- ⁴⁸http://www.elcamino.edu/administration/board/agendas/10-15-07_agenda.pdf (See page 45)
- ⁴⁹http://www.elcamino.edu/administration/board/agendas/2008/06-21-10_agenda.pdf.
- ⁵⁰<http://www.elcamino.edu/administration/masterplan/cmplan.asp>
- ⁵¹<http://www.elcamino.edu/administration/masterplan/docs/TechnologyPlan.pdf>
- ⁵²<http://www.elcamino.edu/administration/staffdev/training.asp>
- ⁵³<http://www.elcamino.edu/administration/masterplan/docs/TechnologyPlan.pdf>
- ⁵⁴<http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf>
- ⁵⁵<http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf>
- ⁵⁶http://www.elcamino.edu/administration/ir/docs/survey/Results_CampusClimate_Students_EC_C_FINAL.pdf
- ⁵⁷<http://www.elcamino.edu/administration/board/boarddocs/2510%20Participation%20in%20Local%20Decision%20Making.pdf>
- ⁵⁸ <http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf>

⁵⁹http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_ECC_2010.pdf

⁶⁰<http://www.elcamino.edu/administration/publicrelations/>

⁶¹<http://www.elcamino.edu/administration/president/presnewsletter.asp>

⁶²<http://viewer.zmags.com/publication/5f678969#/5f678969/1>

⁶³<http://www.elcamino.edu/administration/publicrelations/eccinthenews.asp>

⁶⁴<http://www.elcamino.edu/admissions/schedule.asp>

⁶⁵<http://www.elcamino.edu/admissions/docs/ECC-2010-11-Catalog.pdf>

⁶⁶http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_ECC_2010.pdf

⁶⁷http://www.elcamino.edu/cgi-bin/rws5.pl?FORM=ECC_Planning_Feedback

⁶⁸<http://www.elcamino.edu/administration/ir/eccprofile.asp>

APPENDICES

Appendix 1: Program Review Timelines

Appendix 2: Planning Model

Appendix 3: Funded 2010-11 Plans

Appendix 4: Academic Affairs Program Review Template

Appendix 5: Student and Community Advancement Program Review Template

Appendix 6: Administrative Services Program Review Template

Appendix 7: Faculty Development Committee Minutes 5/10/11

Appendix 8: Course Review Process

Appendix 9: Course Review Timelines

Appendix 10: SLO Timeline

Appendix 11: CTE Program Review

Appendix 12: Distance Education Course Review Survey

Appendix 13: El Camino College Compton Center Recruitment Plan

Appendix 14: Recruitment Results at Compton Educational Center 2006-2010

Appendix 15: Male Conference 2009 Focus Group Survey

Appendix 16: Outreach Program SLO Survey and Successful Results Survey

Appendix 17: Library Advisory Committee

Appendix 18: Library Satisfaction Survey

Appendix 19: Facilities Modification or Additions Procedure

Appendix 20: Facilities Modification or Additions Request Form

Appendix 21: 2009-2010 College Council Self-Evaluation Questionnaire

Appendix 1: Program Review Timelines

Academic Affairs Program Review		Vocational programs need 2 year cycles; other programs need 4 year cycles			
Four-Year Cycle					
	Department/Program	CTE	Year PR due		Division
1	Architecture	Y	2011		Industry and Technology
2	Auto Collision Repair/Painting	Y	2011		Industry and Technology
3	Childhood Education		2011		Behavioral and Social Science
4	Computer Information Systems	Y	2011		Business
5	Electronics & Computer Hardware Technology	Y	2011		Industry and Technology
6	Fire and Emergency Technology	Y	2011		Industry and Technology
7	History/Ethnic Studies		2011		Behavioral and Social Science
8	Life Sciences: Health Science		2011		Natural Sciences
9	Life Sciences: Biology		2011		
10	Philosophy		2011		Behavioral and Social Science
11	Administration of Justice	Y	2011	- 2012	Industry and Technology
12	Film/Video		2011	- 2012	Fine Arts
13	Mathematics (for engineering, science & math students)		2011	- 2012	Mathematical Sciences
14	Anthropology		2012		Behavioral and Social Science
15	Art		2012		Fine Arts
16	Business	Y	2012		Business
17	CADD	Y	2012		Industry and Technology
18	Cosmetology	Y	2012		Industry and Technology
19	English		2012		Humanities
20	Environmental Horticulture	Y	2012		Natural Sciences
21	Kinesiology Theory		2012		Health Sciences and Athletics
22	Kinesiology Wellness Fitness		2012		Health Sciences and Athletics
23	Kinesiology Recreation		2012		Health Sciences and Athletics
24	Mathematics - Developmental		2012		Mathematical Sciences
25	Photography	Y	2012		Fine Arts
26	Physical Education – Athletics Program		2012		Health Sciences and Athletics

27	Political Science		2012		Behavioral and Social Science
28	Sign Language/Interpreter Training	Y	2012		Health Sciences and Athletics
29	Sociology		2012		Behavioral and Social Science
30	Welding	Y	2012		Industry and Technology
31	Academic Strategies		2013		Humanities
32	Astronomy		2013		Natural Sciences
33	Automotive Technology	Y	2013		Industry and Technology
34	Chemistry		2013		Natural Sciences
35	Communication Studies		2013		Fine Arts
36	Computer Science	Y	2013		Mathematical Sciences
37	Dance		2013		Fine Arts
38	Earth Sciences (Geology, Geography, Oceanography)		2013		Natural Sciences
39	Economics		2013		Behavioral and Social Science
40	Engineering Technology	Y	2013		Industry and Technology
41	English as a Second Language		2013		Humanities
42	Fashion	Y	2013		Industry and Technology
43	Foreign Language		2013		Humanities
44	Human Development		2013		Behavioral and Social Science
45	Journalism	Y	2013		Humanities
46	Physics		2013		Natural Sciences
47	Pre-Engineering		2013		Mathematical Sciences
48	Psychology		2013		Behavioral and Social Science
49	SRC/ Adaptive Physical Education (APE)		2013		Health Sciences and Athletics
50	Theatre		2013		Fine Arts
51	Air Conditioning and Refrigeration	Y	2014		Industry and Technology
52	Construction Technology	Y	2014		Industry and Technology
53	English - Reading		2014		Humanities
54	Machine Tool Technology	Y	2014		Industry and Technology
55	Manufacturing Technology	Y	2014		Industry and Technology
56	Mathematics (for GE and non-science students)		2014		Mathematical Sciences
57	Mathematics (for prospective elementary teachers)		2014		Mathematical Sciences

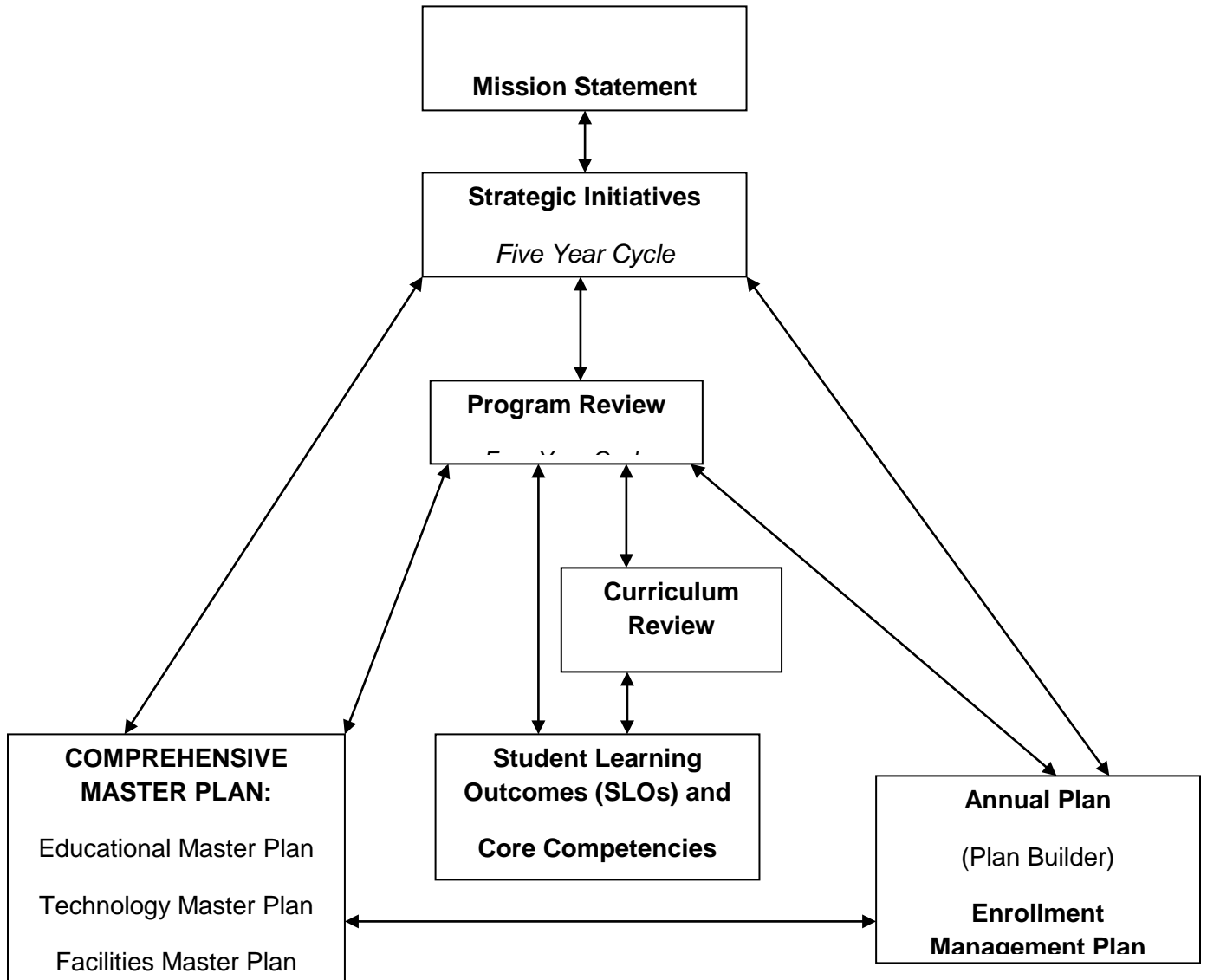
58	Music		2014			Fine Arts
59	Real Estate	Y	2014			Business
	Last Updated: 8-17-11					
Starting 2012, programs will begin their reviews in spring and complete them by fall of the same year to align with the college's planning and budgeting cycle.						
Academic Affairs Four-year Program Review Cycle (Compton)						
	Program	CTE	Year PR due			Division at Compton
1	Music (including Electronic Music)		2010	-	2011	BSS/CPA
2	Real Estate	Y	2010	-	2011	CTE
3	Heating, Ventilation, A/C and Refrigeration (HVACR)	Y	2010	-	2011	CTE
4	Machine Tool Tech, Manufact. (Robotics, Aerospace fasteners)	Y	2010	-	2011	CTE
5	English - Reading (80/82/84)		2010	-	2011	Humanities
6	Mathematics		2010	-	2011	Math/Science
7	Administration of Justice	Y	2011	-	2012	BSS/CPA
8	History		2011	-	2012	BSS/CPA
9	Social Science: Sociology, Anthropology, Ethnic Studies, Women's Studies, Economics		2011	-	2012	BSS/CPA
10	Computer Information Systems	Y	2011	-	2012	CTE
11	Fire and Emergency Technology	Y	2011	-	2012	CTE
12	Child Development, Education, Medical Terminology		2011	-	2012	HHS
13	Philosophy, the Humanities 1 course		2011	-	2012	Humanities
14	Life Sciences		2011	-	2012	Math/Science
15	Engineering Technology	Y	2011	-	2012	CTE
16	Political Science		2012			BSS/CPA
17	Auto Collision Repair/Painting & Auto Technology	Y	2012			CTE
18	Business, Law	Y	2012			CTE
19	Cosmetology	Y	2012			CTE
20	Kinesiology, Physical Education, First Aid, Recreation		2012			CTE

21	Welding	Y	2012			CTE
22	English - Writing (not 80/82/84), Academic Strategies		2012			Humanities
23	Learning Resources Unit		2012			Library
24	Psychology, Human Development		2013			BSS/CPA
25	Art, Theatre, Dance, Film/Video		2013			BSS/CPA
26	Family and Consumer Studies: Fashion, Nutrition & Foods	Y	2013			CTE
27	Communication Studies, Journalism	Y	2013			Humanities
28	English as a Second Language		2013			Humanities
29	Languages: Spanish, Sign Language		2013			Humanities
30	Chemistry		2013			Math/Science
31	Earth Science		2013			Math/Science
32	Physics/Astronomy		2013			Math/Science
33	Nursing	Y	annual			HHS
34	Distance Education		annual			Library
	Athletics				Student Services	Student Services
	SRC				Student Services	Student Services
	Notes:					
	1. Last Updated: 2-3-2011					
	2. BSS/CPA = Behavioral and Social Science, and Creative and Performing Arts					
	CTE = Career and Technical Education					
	HHS = Health and Human Services					
	3. CTE programs need 2 year cycles; alternating minor and comprehensive reviews. All other programs need 4 year cycles.					
	4. Starting 2012, programs will begin their reviews in spring and complete them by fall of the same year					
	to align with the college's planning and budgeting cycle.					

	Recently completed Program Reviews	CTE	Year PR completed			Division at Compton
1	Automotive Technology	Y	2008	-	2009	CTE
2	Chemistry		2008	-	2009	Math/Science
3	Foreign Languages		2008	-	2009	Humanities
4	Geology		2008	-	2009	Math/Science
5	Human Development		2008	-	2009	BSS/CPA
6	Psychology		2008	-	2009	BSS/CPA
7	Theatre		2008	-	2009	BSS/CPA
8	Astronomy		2009	-	2010	Math/Science
9	Dance		2009	-	2010	BSS/CPA
10	English as a Second Language		2009	-	2010	Humanities
11	Physics		2009	-	2010	Math/Science
12	Heating, Ventilation, A/C and Refrigeration (HVACR)	Y	2010	-	2011	CTE

Appendix 2: Planning Model

El Camino College Planning Model



Planning components include institutional effectiveness measures that drive resource allocation.

MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

“El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.”

STRATEGIC INITIATIVES

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative C

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative D

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Strategic Initiative E

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F

Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

PROGRAM REVIEW

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute, and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

ACADEMIC AFFAIRS

http://www.elcamino.edu/administration/vpaa/program_review.asp

<http://www.compton.edu/academics/programreviews.aspx>

1. September: Attend orientation workshop (department specific data distributed)
2. September: Designated faculty meet to write the program review
3. December: Present first draft to division dean for feedback
4. December – January: Present first draft to the Program Review Committee Chair for feedback
5. January-April: Faculty make revisions requested by Program Review Committee Chair
6. April-May: Submit final draft to the Program Review Committee for review and recommendations
7. May: Faculty, dean, and Academic Program Review Committee meet to discuss document for approval process
8. September-October: Prioritized program review recommendations are entered into division Plan Builder plans
9. June-July: Post approved program reviews on the Web

SUPPORT SERVICES

<http://www.elcamino.edu/administration/vpas/Program%20Review.asp>

<http://www.elcamino.edu/administration/hr/programreview.asp>

<http://www.elcamino.edu/administration/vpsca/docs.asp>

<http://www.compton.edu/studentservices/ProgramReview.aspx>

1. Attend orientation workshop (department specific data distributed)
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the Web

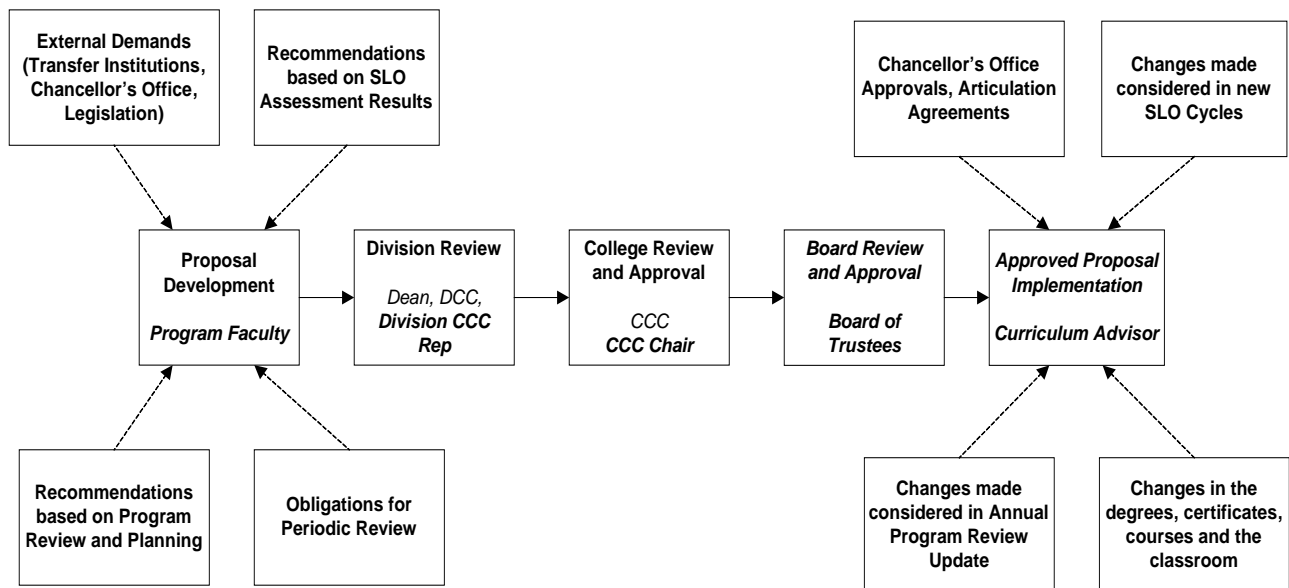
CURRICULUM REVIEW

<http://www.elcamino.edu/academics/ccc/index.asp>

All courses, certificates and majors are reviewed by faculty within a six year cycle with vocational courses being reviewed on a two year cycle. Results from the reviews are incorporated into the discipline Program Review. Curriculum proposals are developed in the semester prior to their submission to the College Curriculum Committee (CCC). Course review can be expedited if circumstances warrant use of the Extenuating Circumstances procedure.

1. Submit proposals to Division Technical Review Curriculum Committee (DCC). (Department specific dates distributed.)
2. Forward proposals to the Curriculum Office in Academic Affairs on the assigned day. (Division specific submission dates distributed.)
3. Curriculum Office distributes proposals to the CCC for review two weeks prior to the meeting. (Curriculum Office specific dates distributed.)
4. CCC members forward comments and concerns to the CCC chair within one week.
5. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty meet to review comments and concerns presented by the CCC one week prior to the CCC meeting.

6. Faculty and deans make revisions and develop an errata sheet for the CCC meeting.
7. Deans present curriculum proposals to the CCC with faculty authors in attendance to address CCC questions. Courses, programs, certificates, and degrees are endorsed for Board of Trustee approval.
8. New vocational certificates of achievement are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for recommendation and are forwarded to the Chancellor's Office for approval.
9. Academic certificates are forwarded directly to the Chancellor's Office.
10. The CCC approves its minutes via email.
11. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)
12. Courses approved within an academic year become active the following academic year. Courses may be offered earlier with approval from the VP-AA.



Appendix 3: Funded 2010-11 Plans

EL CAMINO COLLEGE					
11/24/10					
REQUEST FOR INSTRUCTIONAL EQUIPMENT (BOND) -- 2010-2011					
DIVISION	PLAN BUILDER GOAL 2009-10	STRATEGIC INITIATIVE	PRIORITY #	DESCRIPTION	AMOUNT
BSS	4	3.b	1	Anthro Museum - freestanding and table display cases ArtB 301 (7 large conservation cases 24"x36", 84" high, \$9,500 each plus \$8,500 shipping/handling). (possible for Art B Sci remodel in the future)	75,000
	9	3.b.	9	2 Smartrooms - \$15,000 each (ArtB 350 & 354)	30,000
	9	3.b.	9	Art 301 LCD Projector/Screen	5,000
	9	3.b.	9	7 LCD Projectors at \$1,500 each - ArtB 307, 311, 317, 322, 334, 346, 348	10,500
				Total (Behavioral & Social Sciences):	120,500
Fine Arts	365-5	3b	1	12 Smart Classrooms Upgrade = 15,000 per unit x 12 Actual Funds Needed: Art 1, 103, 106, Music 2, 125, 134, 201, 202, 207, 209, 210, 211	180,000
	228-1	3b	1	Lighting Fixtures and Media Server (Theatre) Items are mobile and can be used in Theatre 151, Campus Theatre & Marsee. 2 high end systems DL-3 Digital lights/media servers with cases and extra wide angle lenses = \$33,000x2	66,000
				6 Martin Mac 700 Spots w/cases = \$8,800 per unit x6	52,800
				6 Vari-Lite VL-1000AS Arc Automated Ellipsoidal Reflector Spotlights w/cases = \$7,800 per unit x 6	46,800
				1 High End Systems Road Hog Full Boar Lighting Console w/case and 2 touchscreens = \$24,200 x 1	24,200
				1 MDG Atmosphere APS \$2,800 per unit x 1	2,800

				1 MDG Ice Fog Compact = \$5,500 per unit x 1	5,500
				2 Doug Feener DMX Splitters = \$1,600 per unit x 2	3,200
				1 Assorted Lengths of DMX, SPG connectors, Video cable = \$3,000 per unit x 1	3,000
				Campus Theatre:	
				1 Head Set System w/wireless headsets = \$8,000 per unit x 1	8,000
				1 Digital Sound Console = \$35,000 per unit x 1	35,000
				8 Wireless Microphones \$2,000 per unit x 8	16,000
	364-5	3a	1	2 Kawai Pianos = \$15,000 per unit x 2	30,000
				Alto Flute in G, Yamaha YFL-A4218 = \$7,100 per unit x 1	7,100
				Clarinet in B-flat Buffet R13 Green Line = \$5,200 per unit x 2	10,400
				Clarinet in A Buffet R13 = \$8,000 per unit x 2	16,000
				Concert Bass Drum Ludwig 36" with stand = \$2,750 per unit x 1	2,750
				Contrabass Clarinet Selmer SE41 = \$25,000 per unit x 1	25,000
				Contrabassoon Fox = \$28,000 per unit x 1	28,000
				Drum Set Yamaha Maple Absolute 4 pc. = \$5,000 per unit x 1	5,000
				English Horn Loree I+3 = \$9,500 per unit x 1	9,500
				Euphonium Yamaha YEP 642 = \$9,500 per unit x 1	9,500
				Marimba Musser M350 Symphonic Grand = \$9,750 per unit x 1	9,750
				Oboe Loree C+3 = \$8,000 per unit x 1	8,000
				Soprano Saxophone Yanagisawa S901 = \$5,100 per unit x 1	5,100
				Xylophone Musser M51 = \$4,500 per unit x 1	4,500
	354-1	3a	1	Apple Mobile Learning Lab and software (Graphic Design) - Art 211	24,098
	354-1	3a	1	5 Apple Mac Pro Quad-Core #MB871LL/A @ \$2,500/unit (Art 211)	12,500
	354-1	3a	1	1-MacBook Pro 17" Instructor Station - 2.53 GHz, Intel Core i5, 4GB Memory, 500 GB hard drive 1, ExpressCard/3 built-in battery (8-9 hour), NVIDIA GeForce GT 330M with 512MB #t	2,500
	354-1	3a	1	2 Graphic Arts Scanners - Epson Expression 10000XL-GA; USB 2.0 and FireWire (IEEE 1394) connectivity	5,000

	354-1	3a	1	1 T6110i projector-Lamp Life 3500/4000 hrs., XGA (1024x768) Native Resolution, 3500 Lumens, 5.4 lbs. Closed Caption Capable, Optimized for Extreme Environmental Conditions, Network Capable	3,750
	367-7	3a	3	High Definition Film/Video Equipment - Music 1 Camcorder packages = \$4,200 per unit x 12 each unit includes: Pelican Hardshell cases, Tiffen 72mm filters, back-up batteries, SD cards, Lipec tripods, shipping tax, 3 year warranty upon registration	50,400
	365-10	3a	2	Sound System & Presentation Equipment (Haag Recital Hall) Speakers, amplifier, digital projector, electronic screen, computer, monitor, DVD player	10,000
	3	1a,b 3a,b	1	Update Marsee Auditorium: Portable Sound System	
				1 Yamaha Digital FOH Mixer	20,000
				1 Yamaha Digital Monitor Mixer	10,000
				8 QSC Main Speaker Arrays	17,000
				2 QSC Main Sub Speakers	4,000
				1 QSC Audio Processor	900
				5 QSC Power Amps	11,000
				1 Amp Rack	900
				2 QSC Front Fill Speakers	1,100
				4 QSC Powered Monitors	2,500
	3	1a,b 3a,b	2	Lighting Equipment DMX 512 to AMX 192 Converter - ELS	1,144
	3	1a,b 3a,b	3	Portable dimmer package	
				ETC SR12 Sensor Dimmer 24x2.4K Pack - ELS	7,182
				ETC Sensor Packs - cam-lok pass thru	596
	50-3	1a,b 3a,b	4	Headset and Power Supply	3,577
	50-3	1a,b 3a,b	5	Hazer - Reel EFX DF-50 DMX ELS	3,029
	50-3	1a,b 3a,b	6	Sharks Tooth Scrim - Rose Brand Total 22'-0" high x 38'O'wide, seamless black	1,345
	364-1	1a, 1b, 3a		Upgrade Music Computer Lab in Music 3 30 computers = \$2,000 per unit (replacement)	60,000

	121-1	3b		Epson PowerLite 6110i Multimedia Projector Provide current portable projection technology for painting, 3D Design, Sculpture, Ceramics, Jewelry and Drawing studios in order to transition from our current obsolete slide projection technology. = \$1,600 per unit x 2 (Projectors will be on carts for Art7, 203, 205, 207, 209, 325, 122, 131.	3,200
				Total (Fine Arts):	869,621
H.S.A.	Plan 180; Obj 4.9	3A	1	Audio sound system for PE51, 52, North Gym	1,500
PE/Kin	Plan 180; Obj 4.10	3B	2	Maxicam leg extension fitness equip	2,656
	Plan 25, Obj 2.10	3B	3	Rubber floor mats -- pool	12,000
	Plan 32	3B	4	Lab carrels, interpret stations/DVD/VCR (Upgrade of stations as orig ones were intended for different teaching method) Classroom: NS14	30,000
	8.1	3A	1	FM Loop -- 2 systems @ \$1,100 ea	2,200
				Ice Machine (Field House)	5,100
	#182, 2.3	3B	1	Spectator bleachers (baseball instructional area) - replacement (unsafe)	50,000
	#182, 2.3	3B	2	Backstop (baseball) -- replacement, broken	75,000
	#401, 2.3	4B	4	Facility Safety Netting (baseball) - new	75,000
	#182, 1.3	1B	3	Whirlpool -- sports medicine - replacement	5,000
			6	Concrete and grounds upgrade -- softball	50,000
SRC	1.4	3A	3	Media Storage cabinet (lockable) (Sign Language NS 14)	1,500
SLAN	Obj 3.3	1A	3	1 file system for medical records (Health Center)	10,000
Health Ctr				Treadmill - Adapted Phys. Ed. PE30	3,800
				Ice Machine (Emergency Replacement)	5,100
Rad Tech				Computed Radiography - machine (current one is broken/old and needs replacement)	40,000

	Plan 182 Obj. 1.4	3B	1	Fitness Center Equipment Cybex 750T Treadmill (5 @ \$7,895.00)	39,475
				Cybex 750AT Total Body Arc Trainer (6 @ 7995.00)	47,970
				Cybex 750AT Total Body Arc w/ Total Access	8,395
				Cybex 750A Arc Trainer (3 @ \$7,795.00)	23,385
				Cybex 750R Recumbent Cycle (2 @ 3,695.00))	7,390
				Cybex 750R Recumbent Cycle w/ Total Access	4,495
				Cybex 750C Upright Cycle (2 @ \$3,495)	6,990
				Viper LT Rope Climber	3,495
				Cybex 750T Treadmill (3 @ \$7895.)	23,685
				Cybex VR3 Total Access Chest Press # 14000	4,195
				Cybex VR3 Total Access Overhead Press #14010	4,095
				Cybex VR3 Total Access Row/Rear Delt #14030	4,095
				Cybex VR3 Total Access Lat Pulldown #14130	4,195
				Cybex VR3 Arm Curl #12070	3,595
				Cybex VR3 Tricep Press #12180	3,995
				Cybex VR3 Leg Press #12040	5,595
				Cybex VR3 Leg Extension w/ start RLD #12051	4,195
				Cybex VR3 Seated Leg Curll w/ start RLD #12061	4,195
				Cybex Bravo Functional Trainer, Tall w/ Chin up Bar #8810	6,495
				Dynamax Medicine Ball Set w/ Rack, 6-20 lbs	930
				Fitness Center Equipment Subtotal \$161,006	
				<i>Freight</i>	8,400
				<i>Delivery & Installation</i>	6,560
				Discount	-79,145
				Tax (9.75%)	14,331
				Total (Health Sciences & Athletics):	529,862
HUM	Goal 7, Object. 7.1	SI-3a	1	Document camera and related metalink upgrade to foreign language lab H114	8,400

	Goal 7, Object. 7.1	SI-3a	1	25 computers for Foreign Language Lab, estimated at 1,650 each H114	41,250
	Goal 7, Object. 7.1	SI-3a	1	Photocopier H224	15,000
				Total (Humanities):	64,650
I&T	6, 3	1.a, 1.a	1	3-Presentation Syst.- SHOP 300B, 101, 402B	45,000
	1	1.b	2	ACR Series 18 SEER Condensing Unit (3)	10,500
	7	1.b	2	Const Tech New Dust Col Sys and Install	100,000
	8	1.b	3	Const Tech Replace 3 Roll-up Doors	12,500
	1	2.c	2	Cosmo Installation of Estetician Lec/Lab	20,000
	2	1.b	2	1 -Manufacturing, Machine Tool- Kent CNC to replace manual equip with hybrid CNC	26,219
	1	1.b	3	Weld Replace 2 SMAW Machines	9,000
	1	1.b	3	Weld Replace 2 GTAW Machines	9,000
	9		3	Power compound miter saw	2,000
			1	(2) Cantilever Lumber Racks (yard area)	7,700
	8		3	Lockable rolling compute cart (auto collision)	10,000
				Total (Industry & Technology):	251,919
LRU	Lib 3.1	3b	3	Security Camera/Mirror System-LR bldg (Back of North Reading Room)	4,000
				Total (Learning Resource):	4,000
Nat Sci	Plan 314, Obj 2.5		1	Industrial size dehumidifier for Planetarium	40,000
	Plan 309, Obj 1.2	1a	3	Lab-Line refrig (need before cadaver) LS 111	6,500
	Plan 307, Obj 2.1	3a	3	laser printers, \$700 each LS101/NS105/Chem128	2,100
	Plan 316, Obj 3.1	1b	3	computers(2), monitor(2), printer(1) SSC 102F (faculty workrooms)	7,000
	Plan 309, Obj 2.5	1a	4	Somso Leg Model \$1,750 LS 109, 113	1,750
	Plan 309, Obj 2.5	1a	4	Somso Arm Model \$1750 LS 109, 113	1,750
	Plan 307, Obj 2.1	3a	4	LCD projectors, \$1,500 ea (10) (NS classrooms)	1,500
	Plan 314, Obj 2.4	1a	4	light fixtures (Planetarium)	8,000
	Plan 309, Obj 2.5	1a	5	stirrer/hot plates PC-620 (2 @ \$500) LS 111	1,000
	Plan 308, Obj 2.2	1a	5	Radiological survey Meter CP71252-02 Physics 105	1,000
	Plan 307, Obj 2.1	3a	5	Virtual computers for LS134 & Chem108 32x2 labs = 64 computers	10,000

	Plan 314, Obj 4.1	1a	6	Special effects lens (Planetarium projector)	2,000
	Plan 313, Obj 3.2	1a	8	Reverse Osmosis system, holding tank NATS 129C	1,500
	Plan 314, Obj 2.6	1a, 3a	8	sound system upgrade (Planetarium)	4,000
	Plan 308, Obj 2.1	1a	9	140 Watt power supply WLS-30972-50A Phy 105	900
	Plan 313, obj 5.1	1a	10	37 degree CO2 incubator LS 130	3,500
	Plan 313, Obj 5.1	1a	10	inverted microscope, tissue culture LS 132	2,500
	Plan 313, obj 5.1	1a	10	brightfield microscope with fluorescence LS 130	8,000
	Plan 309, Obj 3.3	1a	11	15 Microscopes-Swift M7000D, 4 obj LS 109, 113	16,000
	Plan 307, Obj 2.1	3a		Upgrade classroom computers \$1500 ea (26) NS 123, 127, 129, 205, 206, 218, 219, LS 105, 108, 109, 113, 130, Chem 101, 103, 105, 133, 153, 162, 164, 165, 166, Phys 101, 108, 109, 112, Planetarium	40,000
				Total (Natural Sciences):	159,900
				Grand Total (All Divisions)	\$2,000,452

Lincoln:Instr Eq Bond
(2010-11)

Appendix 4: Academic Affairs Program Review Template

PROGRAM REVIEW TEMPLATE

1. **Overview of the Program/Department**

- a) Provide a brief description of the program/department, including the program's mission statement
- b) Describe the degrees/certificates offered (when applicable)
- c) Discuss the status of recommendations from the prior Program Review

2. **Analysis of Institutional Research Data (include IR data charts)**

- a) Provide and analyze the following statistics/data:
 1. Course grade distribution; success and retention rates
 2. Enrollment statistics with section and seat counts and fill rates
 3. Scheduling of courses (day vs. night, days offered, and sequence)
 4. Improvement rates (when applicable)
 5. Additional data compiled by faculty
- b) List related recommendations (when applicable)**

3. **Curriculum**

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings
- c) Explain any course deletions from current course offerings
- d) Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- e) Discuss any concerns regarding department/program's courses and their articulation
- f) Discuss the degrees, certificates, and licensure exams (when applicable). If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined?
- g) List related recommendations (when applicable)**

4. **Student Learning Outcomes (SLOs)**

- a) List each course and program level SLO in the discipline
- b) Provide a timeline for the four-year cycle for course and program level SLO assessments

- c) Describe the assessment results and explain the recommended/implemented changes resulting from course and program level SLO assessment. Analyze the changes that were implemented.
 - d) Based on the Accrediting Commission for Community and Junior Colleges' (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?
 - e) List related recommendations (when applicable)
5. **Facilities, Equipment, and Technology**
- a) Describe and assess the adequacy and currency of the facilities, equipment, and technology used by the program/department
 - b) Explain the immediate (1-2 years) needs related to facilities, equipment, and technology
 - c) Explain the long-range (2-4 years) needs in these areas
 - d) List related recommendations (when applicable)**
6. **Staffing**
- a) Describe current staffing (include all employees)
 - b) Explain and justify the program/department's immediate and long-range staffing needs
 - c) List related recommendations (when applicable)**
7. **Direction and Vision**
- a) Are there any changes within the academic field/industry that will impact the program in the next four years?
 - b) Explain the direction and vision of the program and how you plan to achieve it
 - c) How does the program fulfill the college's mission and align with the strategic initiatives?
8. **Prioritized Recommendations**
- a) Provide a single, prioritized list of recommendations and needs for your program/department, including *cost estimates* for salaries, expenditures and/or purchasing needs.

*Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.

**EL CAMINO COLLEGE
STUDENT SERVICES
PROGRAM REVIEW TEMPLATE**

Program Review

Program review is a tool used by program personnel to critically evaluate the services offered by the program and to recommend necessary improvements that address the needs of the college and the community.

Desired Outcomes

Desired program review outcomes include: a thorough evaluation of the program's effectiveness using quantitative and qualitative data; recommendations for program improvement (or if appropriate program discontinuance); and placement of the recommendations into the program's annual plan.

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.
2. Describe the student population served by the program using available data. (*Data sets may be available from Institutional Research upon request.*)
3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.
4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Student Learning Outcomes (SLO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.
2. How does the program ensure that SLO's are assessed consistently?
3. Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?
2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).
3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.
2. Describe the number and type of staff and faculty (include current organizational chart).
3. Describe facilities or equipment needs for the next four years.
4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.
5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

3. ___ Continue Program
___ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized)

Revised: May 5, 2010

Appendix 6: Program Review Process for Administrative Support Services

Program Review Process for Administrative Support Services

The Self-Evaluation Process for Administrative Support Services

The suggested topics are meant to serve as guidelines for the self-evaluation process and the preparation of the report. The report may expand upon or exclude some of the topics below, at the discretion of the unit staff.

Program Description and Goals

Describe the service under review, emphasizing the unit's goals, its impact on student success, (if applicable), and how the unit supports the broader college mission.

1. Goals might include delivery of a specific service, or other activities directed at providing support to the institution or to students.
2. Discuss how the unit evaluates its effectiveness in meeting ECC's institutional mission.
3. If the unit's goals have changed since the last self-evaluation, explain how and why they have changed.
4. If applicable, summarize modifications made since the program's last self-evaluation. Show how the changes responded to changing needs, technologies, external requirements, or other relevant factors.
5. Describe how the unit engages all members in the discussion, review, assessment and revision of unit goals.

6. Describe notable achievements since your last self-evaluation.

Program Improvement

Discuss how the unit addresses improvement.

1. What activities has your unit engaged in to improve the administrative support service?
2. What changes have been made based on the result of the assessed outcomes?

Program Environment

1. If the unit operates during other than normal business hours, describe how the scheduled hours meet the needs of other units/programs/students and indicate the specific hours the unit operates.
2. Describe the influences that external factors, such as state laws, changing demographics, and the characteristics of the students served have on the structure and services and how the unit addresses these factors.
3. Describe the interactions between this unit and other units/programs on campus and any particular influences these have on the ability of the unit to meet its goals.

Program Effectiveness

Describe how the program evaluates unit effectiveness and its impact on the institution.

Conclusions & Recommendations

Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above. Include information on how the unit engages all unit members in the self-evaluation dialogue and how everyone participates in the program review process.

1. Summarize your areas of strength and areas that need improvement.
2. Identify strategies for the future. Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

Sources of Information

Administrative units may refer to the following sources of information in the self-evaluation process:

1. Program goals statements.
2. Reports from Institutional Research and state and federal sources.
3. Results of any research projects undertaken by the unit to examine any relevant area of interest.

Appendix 7: Faculty Development Committee Minutes 5/10/11

Faculty Development Committee Meeting

MINUTES

Tuesday, May 10, 2011

Committee Members:

Fazal Aasi - P	Compton Center	Donna Manno - P	Staff Development
Rose Cerofeci - A	Humanities	Cristina Pajo (Co-Chair) - P	Counseling
Kristie Daniel-DiGregorio - P	BSS	Margaret Steinberg -	Natural Sciences
Briita Halonen (Co-Chair) - P	Humanities	Mercedes Thompson - P	Humanities
Linda Ho (Sabbatical) - A	Math	Sue Warren - P	Adjunct Rep
Moon Ichinaga - P	Learning Resources	Rachel Williams - P	Humanities
Sue Dowden - P	BSS		

Guests:

Jenny Simon - P	SLO Assessment Coordinator/Humanities
Kelly Holt - P Coordinator/HSA	SLO Division Facilitator & Incoming Assessment

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Spring 2011 Meetings (in West Library Basement)
February 22, March 8, March 22, April 26, May 10 & May 24

AGENDA

- I) Core Competencies -Jenny Simon
- a. JS presented the results of the Core Competency Assessment for Communication and Comprehension.
 - i. “Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.”
 - ii. The results showed a notable disparity between the students’ assessment of their own communication abilities and the instructors’ assessment of the students’ abilities, indicating the potential need for faculty to be clearer about the standards they are applying to judge student work, along with examples of work of varying quality.
 - iii. The results also showed a disparity in self-rankings by students of various cultures.
 1. Asian students gave themselves the lowest ratings and African-Americans the highest.
 - iv. These results indicate two possible future actions:
 1. A multi-disciplinary workshop to discuss common standards with which to judge student work.
 - a. We spent most of our meeting discussing the best way to address this.
 - i. There was agreement that there needs to be a cross-campus conversation about the teaching and evaluation of our students’ writing, but how to address such a big issue?
 - ii. What is “writing”?
 1. Some instructors consider it grammar, others sentence structure, others unification, thesis or organization, and still others citation.
→ Perhaps we need to begin with how we define “writing.”
 - b. Ultimately, we decided that there needed to be a **series** of workshops to look something like this:
 - i. Explanation of Core Competency Results to get buy-in
 - ii. Placement Test explanation by a counselor

- iii. Discussion of Required vs. Recommended prerequisites
 - iv. What's taught in each class level (English & Communication Studies)?
 - v. Available Writing Resources for non-writing teachers
 - vi. How do you communicate your standards to your students?
 - 2. Faculty training in teaching culturally diverse students.
 - a. This is probably needed, but the FDC leaned toward focusing on the first workshop first.
 - b. MT mentioned a "What's in a name?" workshop given by FYE previously that explained how to pronounce student names.
- II) Fall Flex Day Discussion
- a. The Faculty Book Club would like to present their findings in a Flex Day workshop (Allison Carr to spearhead.)
 - b. Best Practices Workshop?
 - i. E.g., MT's example of mid-lecture: "If you're listening to me, raise your hand."
 - c. Bruce Peppard?
 - i. Either a demonstration of clickers and active learning or of his new English B online textbook (BH emailed him about this... no response yet)
 - d. Predominantly, we'd like to incorporate the Core Competency workshops into FLEX day in a structure like this:
 - i. **General Session:** Explanation of Core Competency Results to get buy-in
 - ii. **Break-Out Session 1:** Placement Test explanation by a counselor, discussion of required vs. recommended prerequisites & what's taught in each class level (English & Communication Studies)
 - iii. **Lunch**
 - iv. **Break-Out Session 2:** available writing resources for non-writing teachers & how do you communicate your standards to your students?

1. Library research & citation workshops, handouts, & online resources; the Writing Center (H 122); the new online English B textbook for grammar
2. Rubrics, writing samples, etc.

v. **Division/Department Meetings**

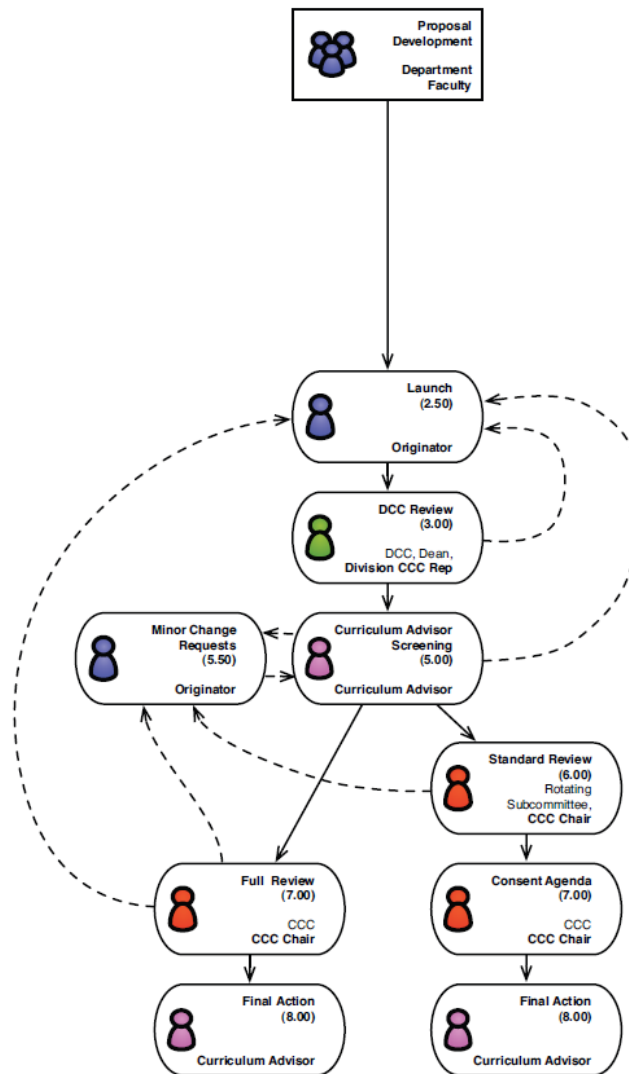
- III) Campus-wide Book Club Update
- a. Moon & the librarians have some book-funding concerns. Since we're out of time, MI & BH will begin an email chain discussion regarding this.
- IV) Webinar Update- Writing Across the Curriculum
- a. DM, CP & BH to coordinate the next viewing/discussion, possibly May 26th
- V) FDC Recruitment
- a. Shelved until the next meeting
- VI) Thanks everyone for the stellar attendance and lively discussion today!!

Appendix 8: CCC Course Review Process

Tue Mar 08 2011

Full/Standard CCC Course Review Approval Processes

Course Full Review
Course Standard Review
Program Full Revision
Program Standard Revision



Appendix 9: Course Review Timelines

Philosophy Program

The schedule for course review over the next four years is as follows:

2012:

1. Phil 10: Ancient and Medieval Philosophy
2. Phil 8: Logic
3. Phil 7: Religion

2013:

1. Phil 12: Existentialism
2. Phil 2: Intro

2014:

1. Phil 5: Critical Thinking
2. Phil 3: Ethics
3. Phil 14: Asian Philosophy

2015:

1. Phil 11: Modern and Contemporary Philosophy
2. Phil 23: Ethics and Law

Childhood Education

Course Review Timeline

Courses will be reviewed in the spring and presented to the College Curriculum Committee in the fall. The Department has reviewed all the courses listed in Year 1: Spring 2011 and has submitted them to the Division Curriculum Committee for approval.

Childhood Education Six Year Curriculum Review Cycle

Year 1: Spring 2011	Year 2: Spring 2012
CDEV 105 CDEV 108 CDEV 114 CDEV 160 CDEV 163 CDEV 166 CDEV 169	CDEV 107 CDEV 129 CDEV 130 CDEV 131
Year 3: Spring 2013	Year 4: Spring 2014
CDEV 116 CDEV 117 CDEV 118 CDEV 119 CDEV 150 CDEV 152	CDEV 103 CDEV 104 CDEV 110 CDEV 125 CDEV 126 CDEV 169
Year 5: Spring 2015	Year 6: Spring 2016
CDEV 111 CDEV 112 CDEV 137 CDEV 138 CDEV 139 CDEV 140	CDEV 105 CDEV 160 CDEV 163 CDEV 166

Life Science Department: Biology

Courses and Content

There are 16 courses offered in the 2010-2011 Catalog for this program and all are listed as Active on CurricuNET. Listed below are the courses with the curriculum review timeline (6 year cycles) included.

Curriculum Review: Academic Yr. Scheduled

Biology 8 - Biology of Plants	2012 – 2013
Biology 10 - Fundamentals of Biology for Non Majors	2015 – 2016
Biology 11 - Fundamentals of Zoology	2012 – 2013
Biology 12 - Field Zoology	2011 – 2012
Biology 15 - Environmental Biology	2015 – 2016
Biology 16 - Field Entomology	2015 – 2016
Biology 17 - Marine Biology	2013 – 2014
Biology 18 - Marine Biology Laboratory	2013 – 2014
Biology 50 - Special Topics in Biology	2014 – 2015
Biology 101 - Principles of Biology I	2012 – 2013
Biology 102 - Principles of Biology II	2012 – 2013
Biology 103 - Fundamentals of Molecular Biology	2013 – 2014
Biology 104 - Fundamentals of Molecular Biology Laboratory	2015 – 2016
Biology 99abc - Independent Study in Life Sciences	2015 – 2016
Biotechnology 1 - Basic Techniques of Biological Technology	2015 - 2016
Biotechnology 2 - Advanced Techniques of Biological Technology	2015 – 2016

Appendix 10: SLO Timelines

Childhood Education Four-Year Assessment Timeline for Program and Course SLOs

Semester/Year	Course-Level	Program-Level
Spring 2011 Year 1	CDEV 104-SLO#1 CDEV 108-SLO#1 CDEV 110-SLO#1 CDEV 114-SLO#1 CDEV 118-SLO#1 CDEV 131-SLO#1	1. An Integrated Understanding of Children's Needs: Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education. 5. Student Achievement: Students are earning Child Development Permits, Certificates of Achievement, Associate in Arts Degrees and are transferring to a four-year university to attain a B.A.
Fall 2011 Year 1	CDEV 103-SLO#2 CDEV 107-SLO#1 CDEV 112-SLO#1 CDEV 116-SLO#1 CDEV 150-SLO#1 CDEV 152-SLO#1 CDEV 154-SLO #1	
Spring 2012 Year 2	CDEV 117-SLO#1 CDEV 125-SLO#1 CDEV 126-SLO#1 CDEV 129-SLO#1 CDEV 130-SLO#1 CDEV 137-SLO#1 CDEV 138-SLO #1	2. Designing Environments for Children: Students can design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children 5. Student Achievement
Fall 2012 Year 2	CDEV 105-SLO#1 CDEV 111-SLO#1 CDEV 118-SLO#1 CDEV 160-SLO#1 CDEV 163-SLO#1 CDEV 166-SLO#1	
Spring 2013 Year 3	CDEV 104-SLO#2 CDEV 108-SLO#2 CDEV 110-SLO2 CDEV 119-SLO#2 CDEV 139-SLO#1 CDEV 152-SLO#2	3. Effective Guidance and Interaction Strategies: Students apply effective guidance and interaction strategies that support all children's social and emotional development. 5. Student Achievement

	CDEV 169-SLO#2	
Fall 2013 Year 3	CDEV 103-SLO#1 CDEV 107-SLO#2 CDEV 114-SLO#2 CDEV 118-SLO#1 CDEV 129-SLO#2 CDEV 131-SLO#2 CDEV 154-SLO#2	
Spring 2014 Year 4	CDEV 112-SLO#2 CDEV 116-SLO#2 CDEV 117-SLO#2 CDEV 125-SLO#2 CDEV 126-SLO#2 CDEV 130-SLO#2 CDEV 140-SLO #1 CDEV 169-SLO#1	4. Ethics and Professionalism Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development and a commitment to the field of early childhood education. 5. Student Achievement
Fall 2014 Year 4	CDEV 105-SLO#2 CDEV 111-SLO#2 CDEV 119-SLO#1 CDEV 150-SLO#2 CDEV 160-SLO#2 CDEV 163-SLO#2 CDEV 166-SLO#2	

Note: This cycle will repeat for the following four years.

SLO and Assessment Timeline: Four-Year Cycle

Program Name		CIS	
Year	Semester	Course-Level SLOs Assessed	Program-Level SLOs Assessed
Year 1 of 4-Year SLO Cycle <i>(2012 - 3 years before Program Review)</i>	Spring	CIS 13 – SLO 4 CIS 16 – SLO 1	
	Year 1	CIS 19 – SLO 2 CIS 29 – SLO 1,2,3 CIS 140 – SLO 2,3,4	
	Fall	CIS 13 –SLO 5 CIS 18 – SLO 3	
	Year 1	CIS 11 – SLO 4,5,6 CIS 20 – SLO 1 through 6 CIS 40 – SLO 4,5 CIS 141 – SLO 3 CIS 142 - SLO 3 CIS 143 – SLO 3,4,5 CIS 27 – SLO 8 through 14	
Year 2 of 4-Year SLO Cycle <i>(2013 - 2 years before Program Review)</i>	Spring	CIS 13 – SLO 6 CIS 29 – SLO 4,5,6,7	
	Year 2	CIS 80 – SLO 1 through 8 CIS 133- SLO 1 CIS 140 – SLO 5,6	
	Fall	CIS 13 – SLO 7 CIS 40 – SLO 6,7	
	Year 2	CIS 134 – SLO 1 CIS 141 – SLO 4,5 CIS 142 – SLO 4,5 CIS 143 – SLO 6,7	
Year 3 of 4-Year SLO Cycle <i>(2014 - 1 year before Program Review)</i>	Spring	CIS 13 – SLO 8 CIS 140 – SLO 7, 8	PROGRAM LEVEL SLO
	Year 3		
	Fall	CIS 13 – SLO 9,10 CIS 141 – SLO 6	
	Year 3	CIS 142 – SLO 6 CIS 143 – SLO 8,9	
Year 4	Spring	CIS 3 – SLO 1 CIS 13 – SLO 3 CIS 18 – SLO 1	

of 4-Year SLO Cycle (2011/2015 Year of Program Review)	Year 4	CIS 20 – SLO 1 CIS 26 – SLO 1-8 CIS 30 – SLO 1 CIS 133 – SLO 1 CIS 140 – SLO 1	
	Fall Year 4	CIS 13 – SLO 1,2 CIS 18 – SLO 2 CIS 19 – SLO 1 CIS 134 – SLO 1 CIS 11 – SLO 1,2,3 CIS 40 – SLO 1,2,3 CIS 141 – SLO 1,2 CIS 142 – SLO 1,2 CIS 143 – SLO 1,2 CIS 27 – SLO 1 through 7 CIS 28 – SLO 1 through 11	

***Note: Indicate which SLOs will be assessed in the timeline by indicating the number or title of the SLO.**

Appendix 11: CTE Program Review Questions

CTE Program Review

Use labor market data, advisory board input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program? How has the demand changed in the past 5 years and what is the outlook for the next 5 years?
2. What is the district's need for the program?
3. What is the state's need for the program?
4. How does the program address needs that are not met by other similar programs in the area?
5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of our graduates?
6. What are the completion success and employment rates for the students?
7. What impact does the advisory board have on the program?

Appendix 12: Distance Education Course Review Survey

EL CAMINO COLLEGE PRINCIPLES OF GOOD PRACTICE WORKSHEET COURSE REVIEW SUMMARY (Online and Hybrid Courses)		
Course Name:	Semester:	Date:
Instructor:		Reviewer:
COURSE REVIEW SUMMARY		
1. HOME PAGE	Does this course use a standard ECC template? <i>EXAMPLE: The course home page in the Etudes course management system (CMS) uses the ECC Skin.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	
2. COURSE SYLLABUS	Is there a course syllabus posted which includes the minimum course information? <i>EXAMPLE: The Syllabus is linked inside the course and includes instructor contact information, SLOs, prerequisites, ADA statement, etc.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	
3. COURSE ORIENTATION	Does this course provide an effective student orientation module? <i>EXAMPLE: The first module in the course is a course orientation which includes the Etudes Student User Guide.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	
4. INTERACTIVE LEARNING COMMUNITY	Does this course provide opportunities to create an interactive learning community between the students and between the instructor and individual students? <i>EXAMPLE: Group Work, Discussion Forums, Online Office hours, Chats, etc. are incorporated into the course.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	
5. TIMELY SUBMISSIONS & INSTRUCTOR FEEDBACK	Are there clear timelines for student submission of assignments and instructor feedback? <i>EXAMPLE: The Course Outline includes due dates for assignments and a timeline for instructor feedback.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	
6. INSTRUCTIONAL MEDIA & TECHNOLOGY	Are the technology and instructional media used in the course current, functioning properly and compatible with the stated requirements of the course? <i>EXAMPLE: The course includes video, graphics, audio and other emerging technology which are usable and accessible to all students.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:	

7. STUDENT SUPPORT & RESOURCES	<p>Are students provided with information regarding student support services and campus resources? <i>EXAMPLE: A link is added to the course to the ECC Distance Education web page which lists student support services and campus resources.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:</p>
8. COURSE STRUCTURE & DESIGN	<p>Is the online structure and navigation clear and facilitates learning? <i>EXAMPLE: Unused buttons are disabled and there are no broken links in the course.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:</p>
9. EVALUATION & ASSESSMENT	<p>Are there assessment and evaluation tools such as quizzes, tests, surveys, graded discussions, etc. incorporated into the course to measure effective learning? <i>EXAMPLE: Students complete online quizzes and tests and the grades are posted to the gradebook inside of the Etudes CMS.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:</p>
10. LEARNING RESOURCES	<p>Is all the course content located within one secure course management system? <i>EXAMPLE: Students access the course content by logging into the course management system.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No - Comments:</p>
<p>OVERALL COMMENTS:</p>	



EL CAMINO COLLEGE
COMPTON CENTER

1111 E. Artesia Boulevard, Compton, California 90221

Telephone (310) 900-1600 | www.compton.edu

2010-12 Recruitment Plan

Ricky Shabazz

Director of Outreach

El Camino College Compton Center

2010-12 Recruitment Plan

The Compton Center Outreach Department has had a comprehensive recruitment plan in place since 2007. The original plan primarily focused on developing recruitment strategies that would increase enrollment at the Compton Center. The first recruitment plan involved developing a comprehensive process designed to help increase enrollment on campus. The recruitment plan was intended to be an institution-wide process that crosses every aspect of the Compton Center's function and culture. However, three years have come and gone, enrollment has increased to 6400 FTES, and now there is a need to develop new strategies that are centered on sustaining the enrollment that has been achieved under the original plan. This will be accomplished by strategically marketing the Compton Center to feeder high schools and continuing to shape our messages so that we yield more prospective students from our District.

The Mission

The mission of the Office of Outreach and Relations with Schools is to extend the educational programs offered at the Compton Center to residents in around the district, with innovative and unique opportunities for learners of various ages, interests, and goals. The Office of Outreach and Relations with Schools seeks to establish partnerships with academic and support units within the Compton Center, as well as develop partnerships with district residents, community-based organizations, and local agencies.

Primary Goals Include:

1. Increasing the number of students from our feeder high schools
2. Improving the Outreach Ambassadors Program (Student Workers).
3. Linking Academic and Recruitment Programs (increase faculty involvement in outreach activities).
4. Strengthening Outreach Programs (Yield Programs).
5. Evaluating Strategies (track what works and change what doesn't work).

Goal #1: Increasing the number of students from our feeder high schools

The Compton Center is moving from a period of increased enrollment towards needing to attract a greater number of high school students from our feeder high schools which should sustain enrollment gains over time. High schools graduates are more likely to enroll in 12 or more units and be fulltime students. This adds to the campus' ability to generate the number of students that are necessary to sustain 6400 FTES.

Action items:

1. Increase the number of offsite classes at our feeder high schools.
2. Create an internship program to place current Compton Center students at feeder high schools (networking, mentoring, and tabling during lunch/afterschool).
3. Offer annual Counselor Luncheons at each feeder high school to update counselors on Compton Center programs.
4. Increase classroom presentations and presentations to parents, teachers, and other school staff.
5. Increase the number of campus visits/tours from our feeder high schools.
6. Schedule meetings between school leadership and Compton Center leadership.
7. Develop marketing materials aimed at high school students.
8. Expand the Destination College program to bring more middle schools on campus.
9. Expand Onsite Admissions program to include training on/for the placement exam.

Goal# 2 Improving the Outreach Ambassadors Program (Student Workers)

The Student Ambassador Program recruits highly qualified students to represent the Compton Center in a number of initiatives on and off campus. Student Ambassadors serve as role models and mentors to current and prospective students. This group of highly trained students provide the campus with an additional resource of student leaders to assist new and current students in the admissions/registration/financial aid processes, represent the college in outreach efforts, assist in campus wide events (athletics, graduation, and other campus activities), and helps to promote the image of the campus by appearing in promotional materials.

Student Ambassadors represent a group of positive, enthusiastic, and well-informed representatives of the student body who are interested in working with faculty, staff and students to promote Compton Center's programs and services. Student Ambassadors will undergo extensive training across the campus as to serve as peer advisors in various offices and departments. Participants will rotate through all of the Student Services offices to receive training in the day-to-day operations of assisting students with the matriculation process.

Action items:

1. Working with Financial Aid and CalWorks to hire and train student workers to serve as Outreach Ambassadors.
2. Create internship program for students to be placed to an assigned high school to work with the college center and prospective students.
3. Students will assist prospective students with the admissions process.
4. The objective is to place students in schools where they may have attended.

Goal# 3: Linking Academic and Recruitment Programs

The Office of Outreach and School Relations will work with Academic Departments to ensure that programs offerings are presented to prospective students and community members. A student's prospective and needs will always be kept in the forefront when developing and offering services, launching new programs and initiatives, and evaluating recruitment plans. In addition to marketing the Center's programs, The Recruitment Plan focuses on creating the best learning and teaching environment for students. Therefore, the Center needs to balance such factors as academic program development, faculty development, academic policy formulation, recruitment policies and procedures, student life programs, as well as developing functional retention policies and procedures that keep students in school.

The Office of Outreach and School Relations will work with faculty and department chairs to update existing publications and other recruitment tools. Various Academic Affairs or Student Affairs departments will work with the Director of Outreach to provide pertinent information about their departments (i.e. names, phone numbers, hours, location, brief description of programs and benefits, etc.). The Director of Outreach will provide faculty members with a Faculty Profile Sheet (FPS) in an attempt to gather data to be used to assist in placing faculty in existing outreach opportunities. Faculty will be provided with a Visit Report Form (VRF) to evaluate the activities and effectiveness of the program(s). A VRF will be due in the Office of Outreach and School Relations one week after the completion of an Outreach/Recruitment activity. Faculty will be asked to complete a VRF whether or not the outreach/recruitment activity was initiated by the Office of Outreach and School Relations.

Department Chairs will be asked to provide yearly presentations (during the summer) to outreach staff. Department presentations should highlight key programs and messages that outreach staff can use to help market the department programs. The Director of Outreach and School Relations will be contacting Department Chairs to schedule presentations prior to the start of the recruitment season.

Key Objectives for Department Presentations:

1. Establish a uniform message.
2. Increase program awareness.
3. Update new and exciting opportunities.
4. Increase interaction between faculty and outreach staff.
5. Identify opportunities for recruitment partnerships.

Additionally, departments and programs will be asked to assist in the creation of a campus tours program. Departments and programs will be asked to provide one page info sheets for student tour guides to highlight key programs within the department. The Office of Outreach and School Relations will work with department chairs to establish a Tours Committee to evaluate the effectiveness of the tours program.

Goal# 4: Strengthening Outreach Programs (Yield Programs)

The Office of Outreach and Relations with Schools has spent three years developing outreach programs to increase enrollment on campus. Most of the programs have focused on bringing more students on campus and educating the community about our programs and services. The following is a list of the programs that we sponsor:

- Weekly visits to feeder high schools
- Campus visits from 13 feeder high schools
- Annual Counselor Luncheons at 13 feeder high schools to update school staff on enrollment and registration, and answer questions.
- Offering offsite classes at feeder high schools to allow high school students to interact with the college before graduation.
- Providing on-site admissions at 13 feeder high schools.
- Campus Blast is a program where we send the outreach team to the feeder schools in May/June with a DJ and giveaways as a means of generating interest in the onsite admissions days. This provides excitement and an audience to present our academic programs.
- High School Reception (and Parents Night) is the culmination of the onsite admissions days at the feeder high schools. Students and parents are invited to campus for an orientation in June.
- Creating a Destination College program for middle school students to visit the campus during the summer.
- Special workshops and presentation for high school students, counselors, and community partners. These will take place at Compton Community Center and/or at local high schools.
- Invite as many groups to campus as often as possible (increase campus tours from feeder high schools).

Campus Yield Programs

Program	Date	Person Responsible
Destination College	December	Ricky Shabazz
ESL Luncheon	Spring	Ricky Shabazz
HS Student Reception	June	Ricky Shabazz

The Outreach Team

- The Director of Outreach and School Relations.
- One fulltime Outreach Specialists
- Two limited term Outreach Specialists (1 ESL and 1 CTE)
- 15 Outreach Ambassadors (Student Workers)
- Compton Center Faculty and Staff.

Target Market:

The Recruitment Plan is designed to reach:

- High school, middle school, and elementary school students and their parents.
- Current students, parents and alumni of the Compton Community College District.
- Pockets of underserved areas in and around the district.
- Influential groups such as governmental, civic, business, church, and community leaders.
- Community, municipal, and staff at feeder high schools.

Special Target Marketing will be developed to reach:

1. English Language Learners.
2. Black and Chicano/Latino Males.
3. Prospective students who are interested in vocational education (to include women in industry and technology).
4. Adults 17-25.

Non-Traditional Outreach Methods-“Working Outside the Box”

In addition to utilizing traditional recruitment and outreach efforts, the Office of Outreach and Relations with Schools plans to focus a large portion of its effort to employ non-traditional efforts to attract and enroll students. The plan is to reestablish the Outreach Ambassadors. This

strategy utilizes a diverse group of current Compton Center students on an hourly basis (as needed) to conduct outreach activities on the Center's behalf. The Director of Outreach will hire approximately 15-20 student workers that will be strategically dispatched throughout the District as part of a team effort to promote peak registration. This approach will be known as the Outreach Ambassadors. The Outreach Ambassadors will work to pass out registration booklets and to collect as many Student Interest Cards from prospective students who may need additional information on the Compton Center's programs and opportunities.

The plan is to come into contact with as many prospective students who are out of high school (ages 17-25) and may be able to benefit from one or more of the Center's educational services. This process seeks to engage prospective students who are in need of job training, career advancement, educational enrichment, or individuals who may desire to complete transfer requirements. The Outreach Ambassadors will work 3-4 weeks prior to the start of each semester. Outreach Ambassadors will utilize non-traditional recruitment efforts which will include:

- **Booths at Supermarkets/Shopping Centers/Government Offices:** One of the best ways to meet people in the community is to get out into the community and interact with the public at the local supermarkets, shopping centers, transit stations, and government offices. This provides many opportunities for students and staff to share information about the Compton Center.
- **The Doorknob Campaign:** We will walk door to door in the community distributing flyers about our programs. While we do this, we meet many community residents and discuss with them benefits of pursuing a Center or vocational education.
- **Super Sundays** is a program where the outreach team visits churches in the District to promote registration. Students and staff visit local churches to pass out information about the college and answer questions about the status of the college and registration.

The primary objective is to use 15-20 student workers during peak registration periods to assist with a major public relations campaign before the start of each semester. The Outreach Ambassadors will engage the community with recruitment fliers, class schedules, program brochures, and Student Interest Cards. Each member of the recruitment team will work to secure locations for the Student Ambassadors to recruit prospective students. The tentative plan is as follows:

1. The Outreach Department will be responsible for securing access to government/city offices (County Offices, Transit Stations, Wal-Mart's, shopping centers, DMV, etc)
2. EOP&S will be responsible for securing access to local churches and community activities.

3. Vocational Education will be responsible for local Chicano/Latino churches and non-profit organizations.
4. The Director of Outreach will be responsible for securing access to local shopping centers and retail locations.

The plan is to gain access to key locations around the District to ensure access to prospective students. The goal is to encourage as many prospective students to enroll in a class during the peak registration period. The goal is to put this plan into effect the second or third week in August. The plan is to flood the community with information about the registration process. The Outreach Ambassadors approach will be employed during the start of each semester.

Goal# 5 Evaluating Strategies

Program evaluation is essential to the recruitment process. Evaluations will take the form of surveys, program reviews, focus groups on service effectiveness, and surveys of student needs and priorities. The Office of Outreach and Relations with Schools will effectively address its work with recruitment and outreach by creating and implementing broad, coherent, and well integrated evaluation strategies that address the needs of district residents and provides a strong program base for the Center to yield prospective students into its academic programs.

The concept of program evaluation can include a wide variety of methods to evaluate many aspects of programs. Outreach and recruitment programs will be evaluated to decide if the programs are indeed yielding prospective students to the Center. Program evaluation will focus on the impact of recruitment activities on prospective students and improving the Center's image in the district. Primary program evaluation will consist of goal-based evaluations. The evaluations will allow the Center to determine to what extent the Outreach programs are meeting established goals and objectives. The evaluation process will occur in the form of:

1. Monthly Activity Reports.
2. Quarterly Staff Reports.
3. Program Reviews.
4. Student Evaluations.
5. General Questionnaires.

The Recruitment Plan is an ongoing process which will take time, effort and a Center wide commitment to implement. Comprehensive campus collaboration is the heart of recruitment. It is the integration of many office functions, practices and procedures that is the challenge to make this recruitment plan work. The Office of Outreach and Relations with Schools will work to optimize recruitment programs and services to our constituents. It will make Compton Center a premier institution that puts students first.

Improving Compton Center's Image in the Community

The heart of the Center's marketing plan must be improving its image to district residents and community members. The Office of Outreach and Relations with Schools will make it a priority to work with local leaders and community members to work on improving public sentiment about the Center and its programs. The plan is to ensure that Outreach Staff are visible at key community activities and events. Outreach Staff will be expected to go well beyond the call of duty in providing excellent customer service and visibility in the community. Outreach Staff will be responsible for providing ongoing campus updates to partnership schools and the community at large.

An outline of the plan to improve the Center's image is as follows:

- Outreach staff and Faculty will be expected to participate in community activities.
- Visits to community-base organizations.
- Visits to local churches and religious groups.
- Visits to local business on a request basis.
- Visits to local governmental agencies.
- Participate and sponsorship of community activities (fairs, conferences, parades, etc)
- Providing an Open Campus for prospective students to sit in on classes.

The Office of Outreach and Relations with Schools will offer a full list of outreach services within the district. These services will include campus presentations, application workshops, testing and orientation (matriculation steps), and invitations to visit the campus. Some specialized presentations and visits will be coordinated with other offices such as Financial Aid, EOP&S/CARE, and concurrent enrollment programs for high school students.

Visits in the community are effective only to the degree that the outreach coordinators have access and visibility. Outreach staff will work to build and sustain relationships with community-based and civic organizations within the district. Community-based organizations can assist with marketing, informing prospective students, and provide the Center with opportunities to improve its image in the district. Improving the Center's image in the community is a major step in yielding prospective students. Outreach Staff will work to emphasize the value of the Compton Center in our community as a transfer institution, a vocational education program provider, basic skills provider, and a workforce training entity.

The more prospects that turn into applicants, enroll, and complete their programs, the better the Center will be viewed in the market place. Outreach staff will focus on developing key Yield programs that promote the benefits of attending the Compton Center. Yielding potential students is extremely important to stabilizing enrollment. Over the next six months, the Office of Outreach and Relations with Schools will:

- Focus more consciously on improving the Center's image to district residents by consistently assessing the learning needs of the community; designing and delivering outreach programs to meet those needs; and evaluating our efforts, especially with regards to marketing outreach programs to the community.
- Maintain and enhance access to the Center's academic and vocational programs; by being attentive to the needs of community-based and civic organizations that work with first-generation students, ESL students, adults 25-33, Chicano/Latino students, and students with disabilities.
- Supporting current recruitment processes by improving the use of technology, researching, and acquiring new and more effective recruitment processes.
- Develop more fruitful relationships by creating more effective partnerships with community groups, agencies, and other institutions that operate in the district.
- Plan and implement effective strategies that create interest to market outreach programs and services in and out of the district.
- Identify underserved areas of prospective students in and outside of the district.

Appendix 14: Recruitment Results at Compton Center (2006-2010)

School	2006-07	2007-08	2008-09	2009-10
Buena Vista High (Cont.)			1	1
Cabrillo Senior High	15	37	36	30
Carson Senior High	316	612	622	660
Centennial High	75	140	158	173
Compton High	219	362	410	433
Dominguez High	190	273	276	327
Firebaugh High			1	1
Gardena Senior High	381	736	724	725
Jordan (David Starr) Senior High	41	88	99	83
Jordan High	78	156	191	235
King/Drew Medical Magnet High	110	245	231	248
Locke (Alain Leroy) Senior High	87	227	223	233
Lynwood Adult		1	1	2
Lynwood High	145	266	285	285
Paramount High	52	87	91	102
Riley (Thomas) High		5	9	8
Tubman High	2	2	2	1
Vista High (Cont.)	11	17	11	24
Grand Total	1722	3254	3371	3571

Appendix 15: Male Conference 2009 Focus Group Survey Results






Male Conference 2009








1. The Male Conference provided useful information			
		Response Percent	Response Count
Strongly disagree		2.2%	10
Disagree		3.0%	14
Niether Agree or Disagree		12.3%	57
Agree		46.1%	213
Strongly Agree		36.4%	168
answered question			462
skipped question			4

2. The information provided better prepared me to make a decision about attending Compton Center			
		Response Percent	Response Count
Strongly disagree		3.0%	14
Disagree		5.2%	24
Niether Agree or Disagree		21.3%	99
Agree		42.0%	195
Strongly Agree		28.4%	132
answered question			464
skipped question			2






3. The Outreach staff appeared to be committed to the success of recruiting students.

		Response Percent	Response Count
Strongly disagree		2.0%	9
Disagree		6.1%	28
Niether Agree or Disagree		20.8%	96
Agree		45.1%	208
Strongly Agree		26.0%	120
answered question			461
skipped question			5






4. The Compton Center staff was knowledgeable about services within the college

		Response Percent	Response Count
Strongly disagree		2.6%	12
Disagree		7.5%	34
Niether Agree or Disagree		18.0%	82
Agree		38.2%	174
Strongly Agree		33.8%	154
answered question			456
skipped question			10






5. The Compton Center appears to be heading in the right direction to recruit students

		Response Percent	Response Count
Strongly disagree		2.9%	13
Disagree		7.5%	34
Niether Agree or Disagree		19.5%	89
Agree		36.8%	168
Strongly Agree		33.3%	152
answered question			456
skipped question			10





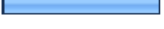
6. The presentation provided me with info about careers, majors, and financial aid?

		Response Percent	Response Count
Strongly disagree		4.6%	21
Disagree		6.2%	28
Niether Agree or Disagree		14.5%	66
Agree		36.7%	167
Strongly Agree		38.0%	173
answered question			455
skipped question			11






7. It is important for me to know that the Compton Center has staff interested in recruiting me.

		Response Percent	Response Count
Strongly disagree		5.1%	23
Disagree		5.3%	24
Niether Agree or Disagree		18.1%	82
Agree		35.9%	163
Strongly Agree		35.7%	162
answered question			454
skipped question			12






8. In the past I did not know anything about Compton.

		Response Percent	Response Count
Strongly disagree		11.6%	53
Disagree		12.3%	56
Niether Agree or Disagree		19.3%	88
Agree		29.0%	132
Strongly Agree		27.7%	126
answered question			455
skipped question			11

9. In the Past I did not consider attending Compton.

		Response Percent	Response Count
Strongly disagree		10.8%	49
Disagree		10.4%	47
Niether Agree or Disagree		20.3%	92
Agree		26.0%	118
Strongly Agree		32.6%	148
answered question			454
skipped question			12



10. I am now considering attending Compton Center?



		Response Percent	Response Count
Strongly disagree		8.2%	38
Disagree		7.5%	35
Niether Agree or Disagree		23.0%	107
Agree		27.5%	128
Strongly Agree		33.8%	157
answered question			465
skipped question			1

Appendix 16: CEC Outreach Program’s SLO Survey and Results



SLO Survey




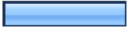
1. The Outreach Rep was knowledgeable			
		Response Percent	Response Count
Strongly Agree		89.1%	90
Agree		10.9%	11
Disagree		0.0%	0
Strongly Disagree		0.0%	0
answered question			101
skipped question			0

2. The rep was courteous and helpful			
		Response Percent	Response Count
Strongly Agree		91.1%	92
Agree		8.9%	9
Disagree		0.0%	0
Strongly Disagree		0.0%	0
answered question			101
skipped question			0

3. The rep explained processes and steps clearly

		Response Percent	Response Count
Strongly Agree		88.1%	89
Agree		11.9%	12
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	101
		skipped question	0

4. I can now make an informed decision about the Compton Center programs and services

		Response Percent	Response Count
Strongly Agree		78.2%	79
Agree		21.8%	22
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	101
		skipped question	0

Appendix 17: Library Advisory Committee

El Camino College Library Advisory Committee

The **Library Advisory Committee** exists as a liaison between the library staff and representative members of the learning community. It facilitates cooperation and communication to provide recommendations for mutual benefit.

The Committee provides the librarians with information on library materials needed to support the College's instructional and curricular programs and collaborates in the weeding of materials in various subject areas.

In addition, the Library Advisory Committee advocates for the Library in areas such as the following: a) funding, b) library/information science classes, c) information competency and d) other needed services/programs.

The Committee shall be 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 will chair 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.

Appendix 18: Library Satisfaction Survey

Library Media Technology Center

Response	Frequency	Percent	Mean: 2.02
Daily	82	14.80	
Weekly	86	15.52	
Occasionally	149	26.90	
Never or Almost Never	237	42.78	

Online Library Catalog [Millennium]

Response	Frequency	Percent	Mean: 3.33
Very Satisfied	169	32.13	
Somewhat Satisfied	159	30.23	
Somewhat Unsatisfied	32	6.08	
Very Unsatisfied	6	1.14	
No opinion or Not Applicable	160	30.42	

Reference Librarian

Response	Frequency	Percent	Mean: 3.35
Very Satisfied	174	34.87	
Somewhat Satisfied	142	28.46	
Somewhat Unsatisfied	22	4.41	
Very Unsatisfied	9	1.80	
No opinion or Not Applicable	152	30.46	

Periodicals/Reserve Department

Response	Frequency	Percent	Mean: 2.90
Very Satisfied	129	25.70	
Somewhat Satisfied	127	25.30	
Somewhat Unsatisfied	24	4.78	
Very Unsatisfied	8	1.59	
No opinion or Not Applicable	214	42.63	

Schauerman Library

Response	Frequency	Percent	Mean: 4.31
Very Satisfied	309	58.19	
Somewhat Satisfied	156	29.38	
Somewhat Unsatisfied	24	4.52	
Very Unsatisfied	3	0.56	
No opinion or Not Applicable	39	7.34	

Book Collection

Response	Frequency	Percent	Mean: 3.27
Very Satisfied	134	29.19	
Somewhat Satisfied	150	32.68	
Somewhat Unsatisfied	24	5.23	
Very Unsatisfied	8	1.74	
No opinion or Not Applicable	143	31.15	

Circulation Department

Response	Frequency	Percent	Mean: 3.04
Very Satisfied	137	30.04	
Somewhat Satisfied	113	24.78	
Somewhat Unsatisfied	21	4.61	
Very Unsatisfied	2	0.44	
No opinion or Not Applicable	183	40.13	

Electronic Reserves [ERes]

Response	Frequency	Percent	Mean: 2.83
Very Satisfied	112	24.94	
Somewhat Satisfied	110	24.50	
Somewhat Unsatisfied	20	4.45	
Very Unsatisfied	4	0.89	
No opinion or Not Applicable	203	45.21	

Music Library

Response	Frequency	Percent	Mean: 2.73
Very Satisfied	132	25.88	
Somewhat Satisfied	96	18.82	
Somewhat Unsatisfied	25	4.90	
Very Unsatisfied	14	2.75	
No opinion or Not Applicable	243	47.65	

Library Media Technology Center

Response	Frequency	Percent	Mean: 3.23
Very Satisfied	179	34.10	
Somewhat Satisfied	133	25.33	
Somewhat Unsatisfied	22	4.19	
Very Unsatisfied	13	2.48	
No opinion or Not Applicable	178	33.90	

5. How often do you check-out books either for personal or class use?

Response	Frequency	Percent	Mean: 1.79
Daily	29	4.99	
Weekly	91	15.66	
Monthly	192	33.05	
Never or Almost Never	269	46.30	

Learning Resources Center

Response	Frequency	Percent	Mean: 3.60
Very Satisfied	224	45.90	
Somewhat Satisfied	112	22.95	
Somewhat Unsatisfied	14	2.87	
Very Unsatisfied	10	2.05	
No opinion or Not Applicable	128	26.23	

4. If you use the Schauerman Library, what do you use it for?

Response	Frequency	Percent	Mean: -
To check out books	229	39.55	
To study	435	75.13	
To use study rooms	213	36.79	
To borrow textbooks	185	31.95	
To use a computer	370	63.90	
To seek assistance from a librarian	119	20.55	
Other [please specify]	49	8.46	

6. Do you feel safe when using the Library facilities?

Response	Frequency	Percent	Mean: 1.48
Always	359	62.22	
Usually	168	29.12	
Sometimes	42	7.28	
Rarely	5	0.87	
Never	3	0.52	

7. If you sought research assistance from a reference librarian, please indicate the kind(s) of assistance.

Response	Frequency	Percent	Mean: -
To find a book	334	71.22	
To search the Internet	127	27.08	
To search library databases	159	33.90	

9. If you use the Circulation Department of the library, what do you use it for?

Response	Frequency	Percent	Mean: -
To check out books	229	57.97	
To reserve a study room	172	43.54	
To place book[s] on hold or search status	55	13.92	
Other [please specify]	47	11.90	

11. If you use the Music Library, what do you use it for?

Response	Frequency	Percent	Mean: -
To check out materials	123	42.12	
To use the practice rooms	92	31.51	
To use audio or visual equipment	82	28.08	
To seek the assistance of the music library staff	49	16.78	
Other [please specify]	80	27.40	

8. If you have used the Library website, what did you use it for?

Response	Frequency	Percent	Mean: -
Online/electronic books	188	37.30	
Databases	234	46.43	
Book catalog	151	29.96	
Ask a Librarian [reference]	22	4.37	
Never used	81	16.07	
Distance Education	48	9.52	
Other [please specify]	20	3.97	

10. If you use the Periodicals/Reserve Department of the library, what do you use it for?

Response	Frequency	Percent	Mean: -
To check-out reserve textbooks	216	66.67	
To check-out periodicals	84	25.93	
To use the microfilm machines	32	9.88	
Other [please specify]	40	12.35	

12. If you use the Learning Resources Center, what do you use it for?

Response	Frequency	Percent	Mean: -
Basic Skills	162	39.32	
Tutoring	229	55.58	
To view Distance Education videos	28	6.80	
To view videos assigned by a professor	29	7.04	
To study human body models	54	13.11	
Other [please specify]	52	12.62	

13. How did you find out about the Learning Resources Center?

Response	Frequency	Percent	Mean: -
Instructor/Counselor	310	65.13	
Peer/Friend/Classmate/Family	170	35.71	
Website	59	12.39	
Flyer/Brochure/Catalog/Schedule of Classes	44	9.24	
I was not aware of LRC services	33	6.93	

14. If you use the Library Media Technology Center what do you use it for?

Response	Frequency	Percent	Mean: -
Study/tutorial software	163	39.47	
Printing	223	54.00	
Word processing	184	44.55	
Internet	257	62.23	

DRAFT

FACILITIES MODIFICATION OR ADDITIONS PROCEDURE

PURPOSE – This procedure and the Facilities Modification or Addition Request Form are to be used to request modifications to existing facilities or the addition of new facilities. This procedure replaces Procedure 519 Add/Move/Change Service Request.

I. APPROVAL TO PREPARE COST ESTIMATE AND SCHEDULE

- A. The requesting manager completes Section I A – E of the Facilities Modification or Addition Request form providing a description and justification for the request and transmits to the Area Vice President.
- B. The Area Vice President will review the request and if in agreement will sign.
- C. The request will then be sent to the Director of Facilities Planning & Services (FPS) for cost estimating and schedule development, I G.

II. DETERMINATION IF PROFESSIONAL DESIGN SERVICES ARE REQUIRED - FPS staff will determine if professional design services are required.

- A. Requests not requiring professional design services will be processed following the steps in Section III.
- B. Requests requiring professional design services will be processed following the steps in Section IV.

III. REQUESTS NOT REQUIRING PROFESSIONAL DESIGN SERVICES

- A. FPS staff will prepare a cost estimate/schedule and complete section III.

- B. The request will then be sent to the Vice President of Administrative Services, who will schedule a time for review of the request by Cabinet for approval or disapproval.
 - 1. If disapproved, the Area Vice President of the requesting manager will return the request form to the manager with a copy to FPS.

 - 2. If approved, Cabinet will identify the funding source, transmit to FPS for implementation and notify the division manager.

IV. REQUESTS REQUIRING PROFESSIONAL DESIGN SERVICES

- A. FPS staff will obtain a proposal for design costs and complete section IV A.

- B. The request will then be sent to the Vice President of Administrative Services, who will schedule a time for review of the request by Cabinet for approval or disapproval.
 - 1. If disapproved, the area Vice President of the requesting manager will return the request form to the manager.

 - 2. If approved, Cabinet will identify the funding source, transmit to FPS for implementation and notify the division manager.

- C. A cost estimate and schedule will be produced when the design is at the point where accurate cost and schedule information can be determined. The cost estimate and schedule will be entered on the request form.

- D. The request will then be sent to the Vice President of Administrative Services, who will schedule a time for review of the request by Cabinet for approval of disapproval.
 - 1. If disapproved, the Area Vice President of the requesting manager will return the request form to the manager with a copy to FPS.

 - 2. If approved, Cabinet will identify the funding source, transmit to FPS for implementation and notify the division manager.

- V. **Completion** – Upon completion of the work, FPS will prepare a completion notice and transmit to the requesting manager and Vice President.

Appendix 20: Facilities Modification or Addition Request Form

DRAFT

FACILITIES MODIFICATION OR ADDITION REQUEST FORM

I. - Approval to Prepare Cost Estimate (To be completed by requesting manager)

A) Describe the modification you are requesting. (be specific and attach a sketch if possible)

B) Explain why it is needed.

C) When is completion required?

D) Will this request be funded by a special program, grant funding or your budget?

1. If so, provide appropriate account code:

E) Requesting Manager Signature:

F) Approving Vice President's Signature

G) Approved requests are sent to FPS for Cost Estimating and schedule development.

II. – Determination If Professional Design Services Are Required

(To be completed by FPS)

A – Will professional design services required: YES NO

1. If no – Section III of the Procedure will be followed.
2. If yes – Section IV of the Procedure will be followed.

III. - Estimate & Schedule

COST ESTIMATE			
Estimating Division	Prepared by	Date	Amount
FPS			
ITS			
Other			
TOTAL			

SCHEDULE	
ACTIVITY	DURATION
Design	
Regulatory Approval	
Procurement	
Construction	
Commissioning	
Completion	

Comments:

Cost Estimate & Schedule reviewed and approved by:

IV. – Request Approval or Denial

Cabinet Approval Date:

Approved Amount:

Account Code:

Administrative Services Vice President Signature:

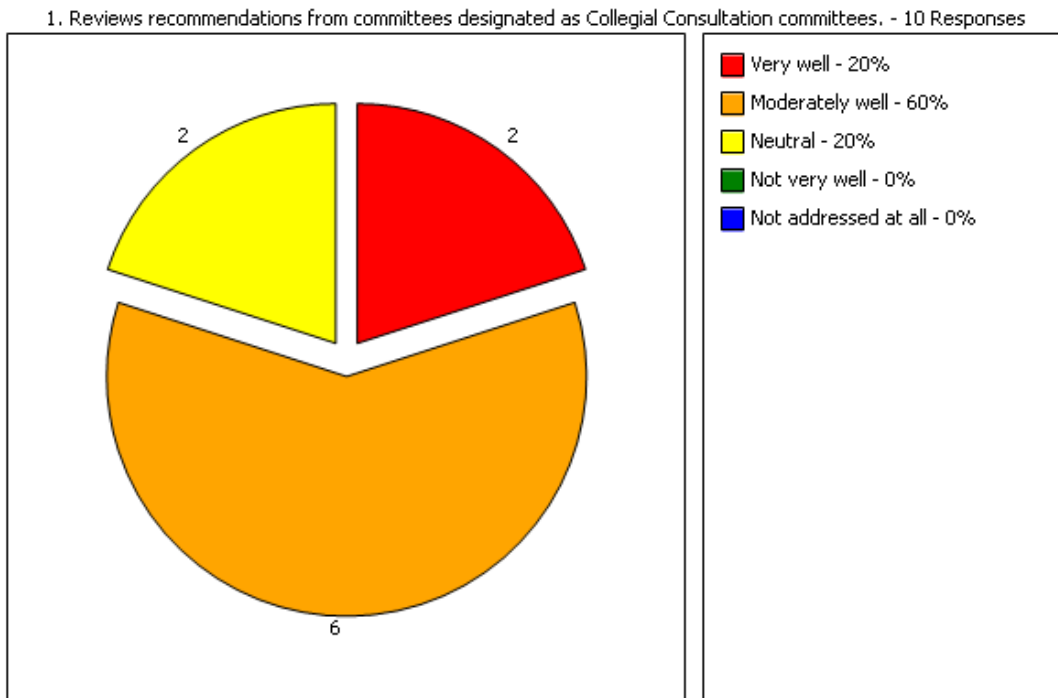
Appendix 21: 2009-2010 College Council Self-Evaluation Questionnaire Results

ECC College Council Self-Evaluation Questionnaire
2009-2010

A. COLLEGE COUNCIL RESPONSIBILITIES

1. Reviews recommendations from committees designated as Collegial Consultation committees.

Response Count: 10



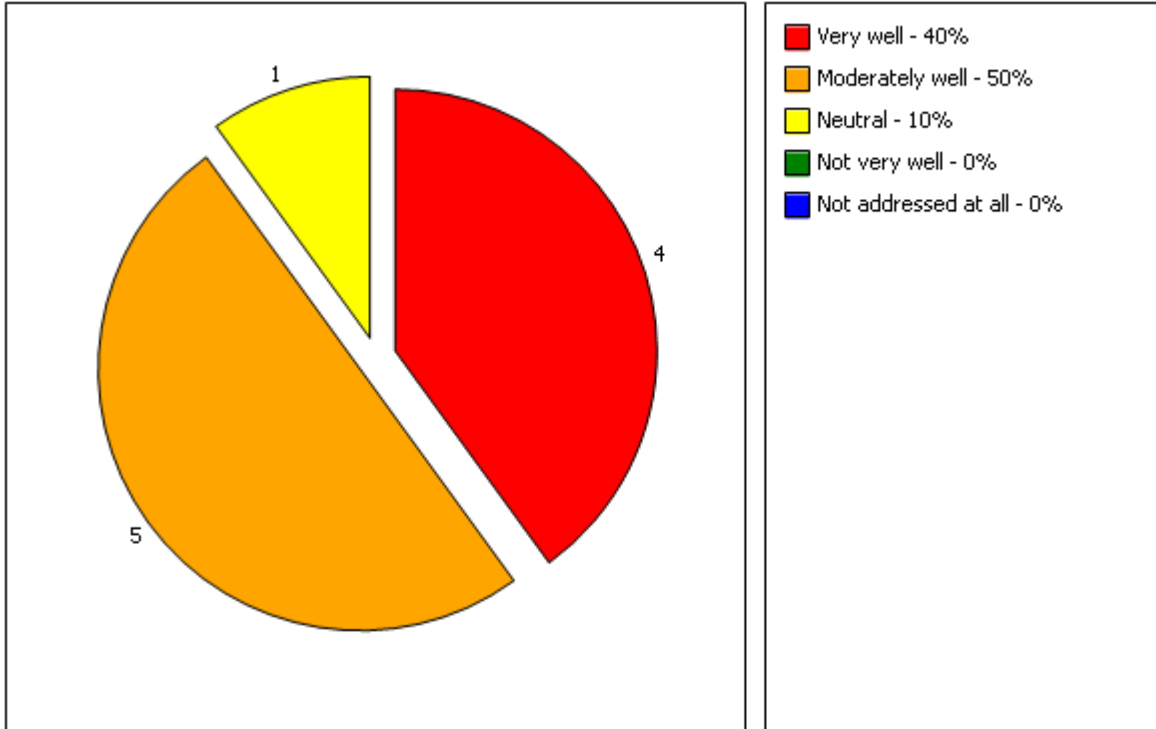
Comments: (Response Count: 5)

1. not formal but adequate
2. This comment applies to 1-9. College Council responsibilities are broad and cover important areas. Since we only meet for one hour each week (with one meeting each month devoted to reports and a second meeting to the board agenda) it is only possible to fulfill the responsibilities in a limited manner.
3. Most recommendations come to College Council, but not all.
4. I don't think all of the consultation committees send their recommendations through College Council. I don't recall seeing anything from the college Technology committee. We need to make the consultation channels clearer to everyone.
5. Other than Board Policies/Procedures, I'm not aware of doing this much at all.

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies.

Response Count: 10

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues

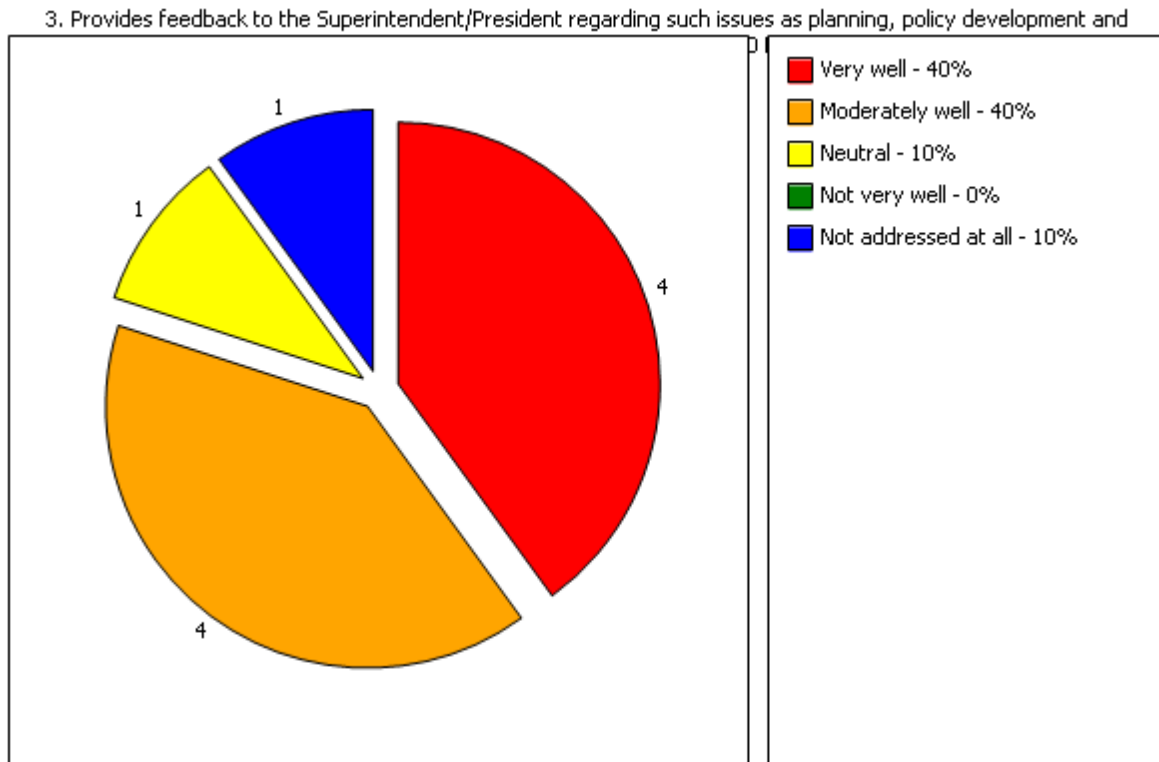


Comments: (Response Count: 4)

1. Management and unions tend to guard any discussion
2. Discussion is limited but it does provide the faculty and staff representatives important information on campus wide issues and policies.
3. There are many sources for such discussion. I would not call College Council the "primary" one. It's more like part of the team.
4. Yes, by default; what other option is there?

3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities.

Response Count: 10

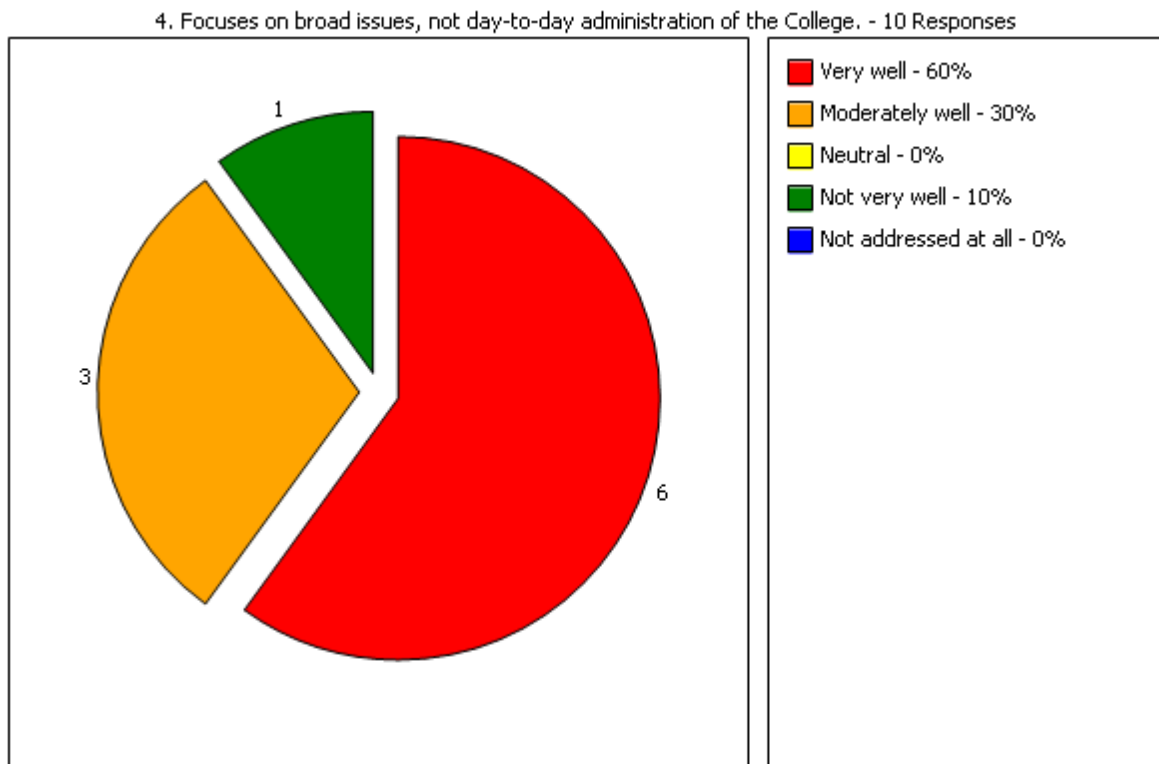


Comments: (Response Count: 4)

1. Again...main benefit is for the staff and faculty groups to have another way to provide feedback to the Superintendent/President.
2. Many of these discussions seem to take place in Cabinet, particularly related to budgeting as it's linked to planning. College Council provides feedback, though.
3. Again, more of the constituency and consultation need to bring recommendations to College Council.
4. "Feedback" suggests that a genuine inquiry went out and that the response will be taken into account in final decision-making. I'm not sure that the President actually gets sufficient feedback regarding campus priorities (v. campus complaints).

4. Focuses on broad issues, not day-to-day administration of the College.

Response Count: 10

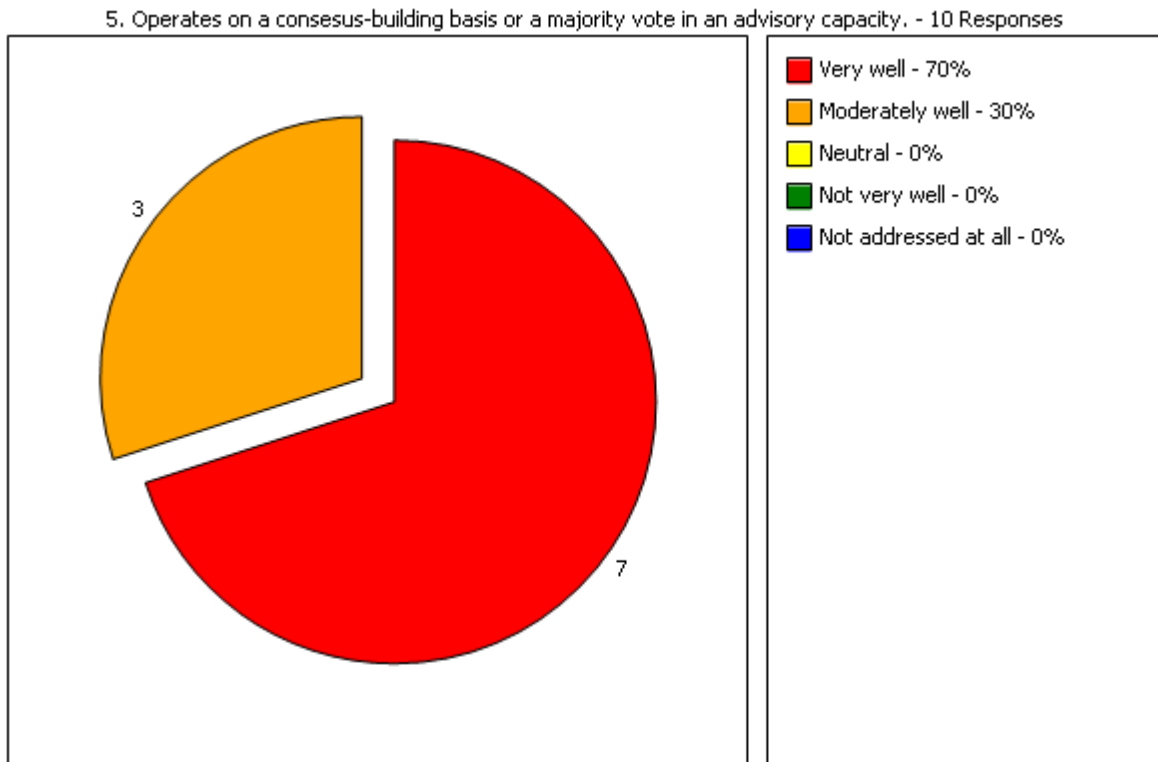


Comments: (Response Count: 2)

1. A lot of the communication, particularly about budget issues, is "day-to-day" rather than broad.
2. As appropriate.

5. Operates on a consensus-building basis or a majority vote in an advisory capacity.

Response Count: 10

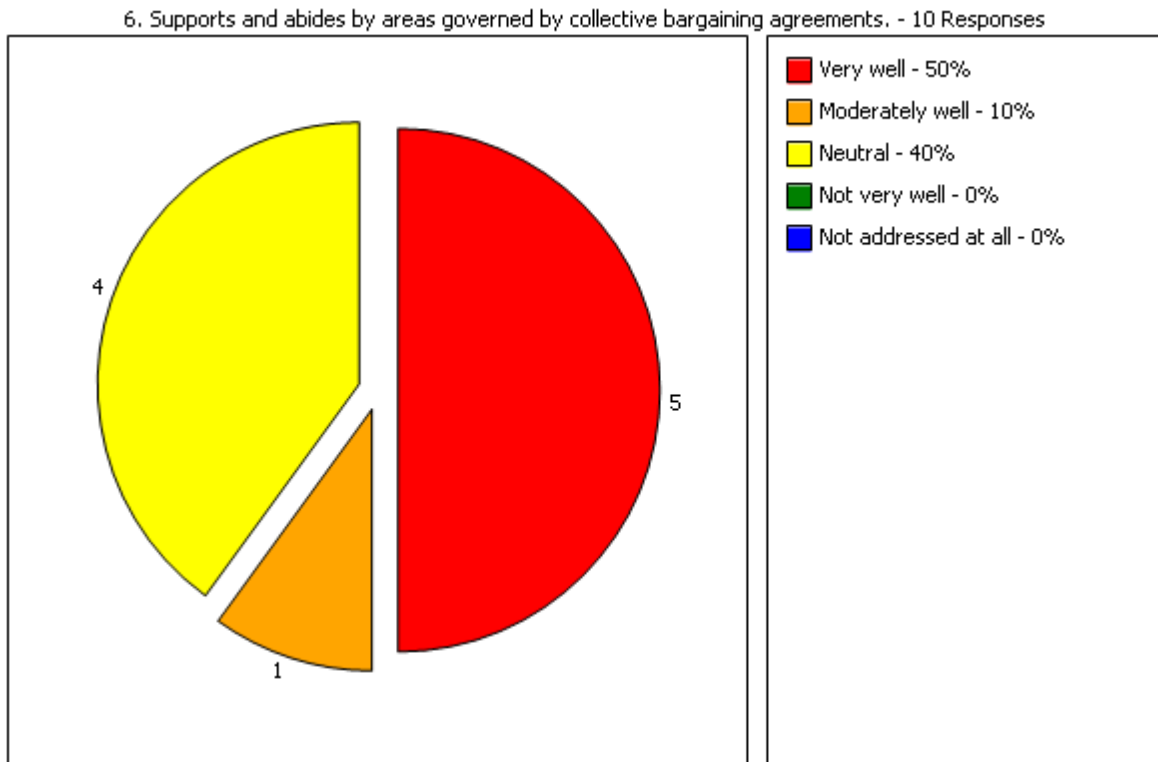


Comments: (Response Count: 3)

1. Only one vote in the history of the committee
2. I always feel the group comes to consensus on items of discussion.
3. Hard to answer, though. Absolutely, everyone at the table is heard and can table/review/call for more discussion of a particular order of discussion. On the other hand, the composition of the council is heavily skewed to administration. Voting, there are 5 Administrators (Arce, Fallo, Higdon, Nishime, and Solomita), 1 person connected to Administration (Graff), 2 faculty representatives (Vakil, Shadish), 1 faculty representative from Compton (Odanaka), and 1 student representative (Casper). In addition, there are persons present (Pickens, Spor, Garten) who are occasionally asked for their opinions to inform votes. Let's break out the numbers. At best, there are 5 Administrators and 4 Faculty and Students. Take away students, and there are 5 Admins and 3 Faculty. The other 3 other persons present - who are occasionally called upon to provide data or input for CC consideration - are aligned with Administration.

6. Supports and abides by areas governed by collective bargaining agreements.

Response Count: 10



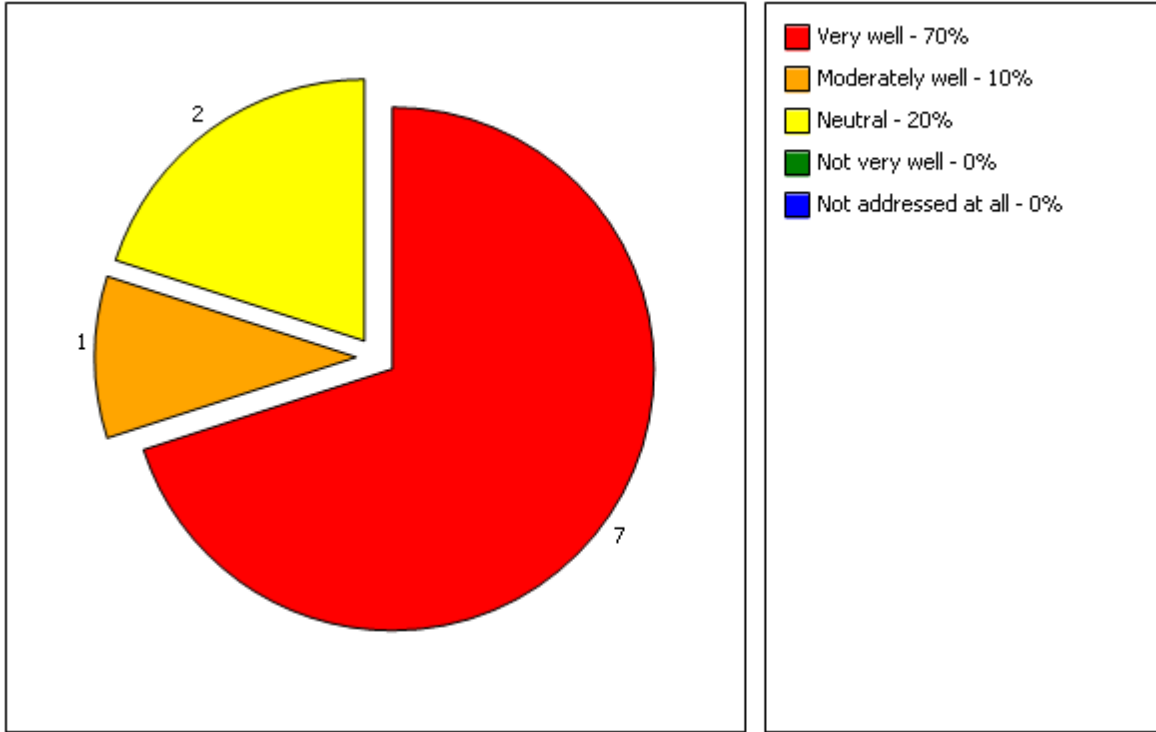
Comments: (Response Count: 3)

1. Do fine in this area.
2. I can't pick "I don't know" but I would if I could, so I pick "neutral."
3. If you mean, doesn't address these in College Council in any meaningful way, yes. If you mean accepting agreements so long as these don't interfere with District priorities, yes. I don't see any pro-active attention to collective bargaining agreements at all.

7. Supports and abides by areas involving professional activities legally delegated to Academic Senate.

Response Count: 10

7. Supports and abides by areas involving professional activities legally delegated to Academic Senate. - 10 Responses



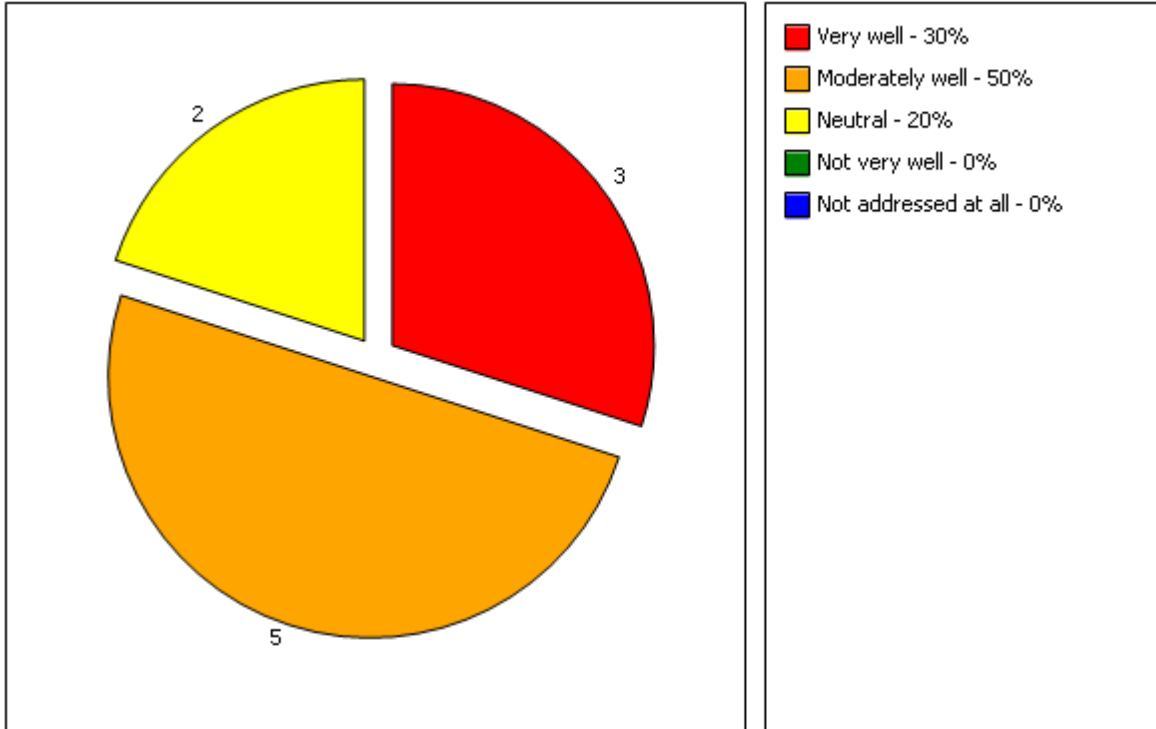
Comments: (Response Count: 3)

1. Do fine in this area.
2. We have not had any challenges this year related to potential violations of senate responsibility.
3. Does anyone really know what is legally delegated to the AS? Have we had a discussion about this, prior to delegating responsibilities regarding College Council?

8. Ensures that major recommendations of the College are consistent with the educational mission of the College.

Response Count: 10

8. Ensures that major recommendations of the College are consistent with the educational mission of the College. - 10

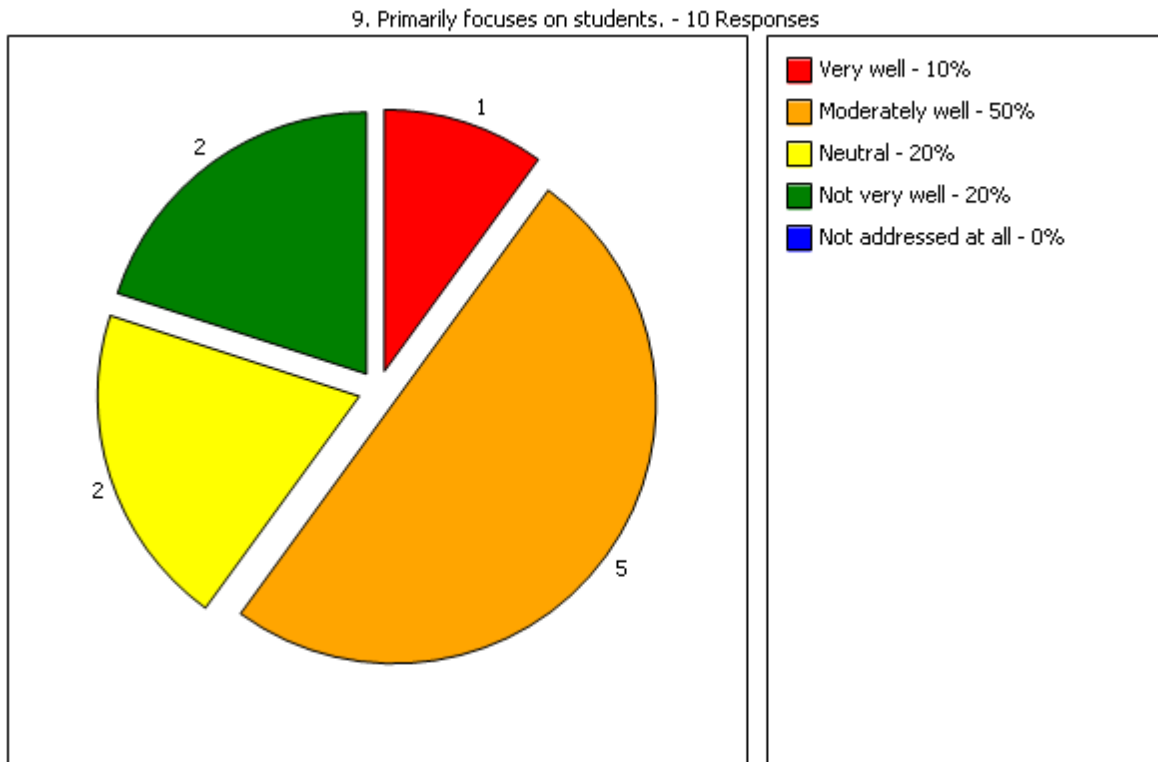


Comments: (Response Count: 3)

1. Our mission is very vague and almost anything could fit the mission. Of more importance is making sure our recommendations fit with the goals and strategic initiatives. We don't discuss those often enough to give this a "well" rating.
2. I don't know what a "major recommendation" of the College is. Is this something coming from College Council? Something coming from Accreditation? Something coming from Academic Senate? Some combination of the above? Given that the higher education plan in California is virtually dead, who is deciding what the educational mission of the College is? Assuming that the College Council is the default decision-making body for this campus, the recommendations are consistent with the latest trend in Higher Education.
3. I was torn between "Very well" and "Moderately well." I felt that, yes we did our "best" to abide by the Mission Statement of El Camino College, but there was room for improvement.

9. Primarily focuses on students.

Response Count: 10



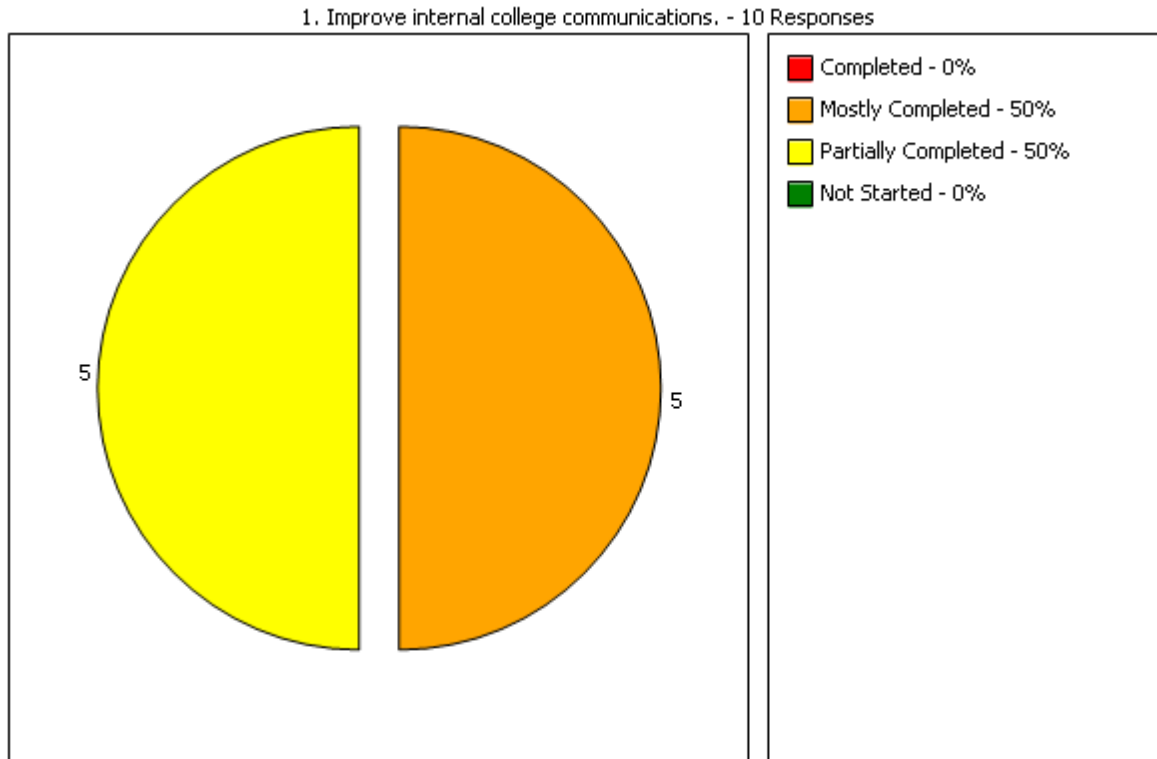
Comments: (Response Count: 3)

1. Students and student concerns are not generally the focus of our discussions.
2. Without students, we're dead, and everyone knows this. But in my view, the focus of the college and the college council is Accreditation and Accreditation only. Whether that helps students or not is an open question.
3. It didn't always feel like discussion was related to the students. That's a problem. Especially since we are all here BECAUSE of the Students. But, I recognized that we DID focus on the Students ALOT, but not as much as we should, given the mission statement of the college.

B. 2009-2010 GOALS

1. Improve internal college communications.

Response Count: 10

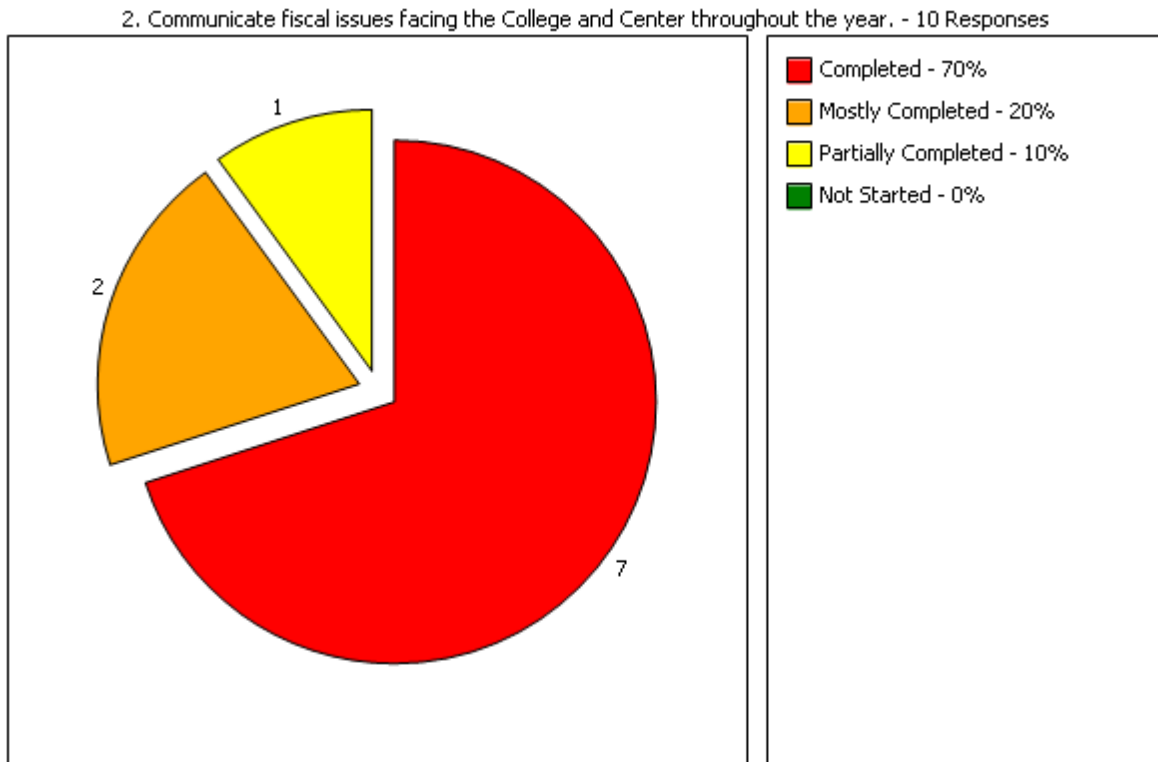


Comments: (Response Count: 5)

1. I have no idea how much information actually gets out to the constituent groups.
2. We have not really explored new avenues of communication.
3. No benchmarks or targets established to measure achievement of goal so it is difficult to determine how well goal was met. However, anecdotally, this group appeared very conscientious about communicating major issues to and from constituent groups.
4. Meaning, did we report back to our constituents regarding what we learned in College Council? Or did College Council communications result in any significant changes in college policies/practices as a result of college council meetings?
5. I believe that communication on campus wasn't the greatest. It was ok, but there has been room for improvement.

2. Communicate fiscal issues facing the College and Center throughout the year.

Response Count: 10



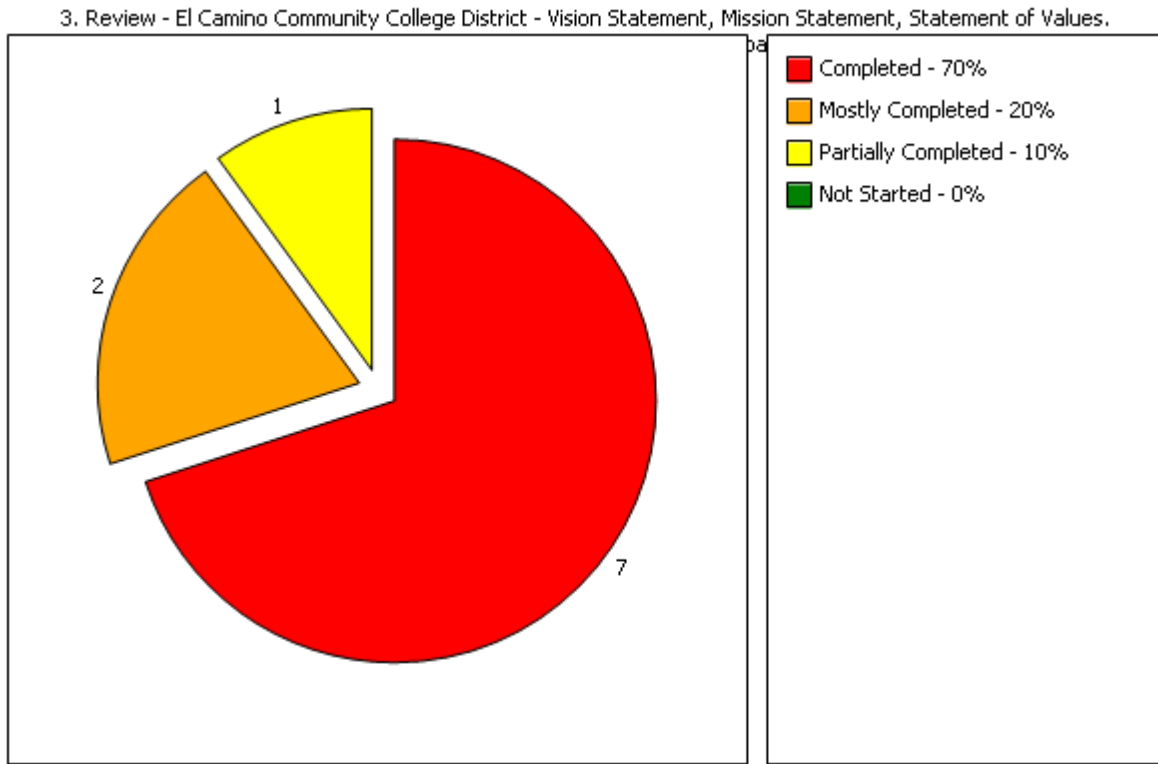
Comments:

Response Count: 3

1. More information provided through Budget and Planning committee.
2. We do this all the time, perhaps to a fault.
3. as much as we can at this point

3. Review - El Camino Community College District - Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.

Response Count: 10

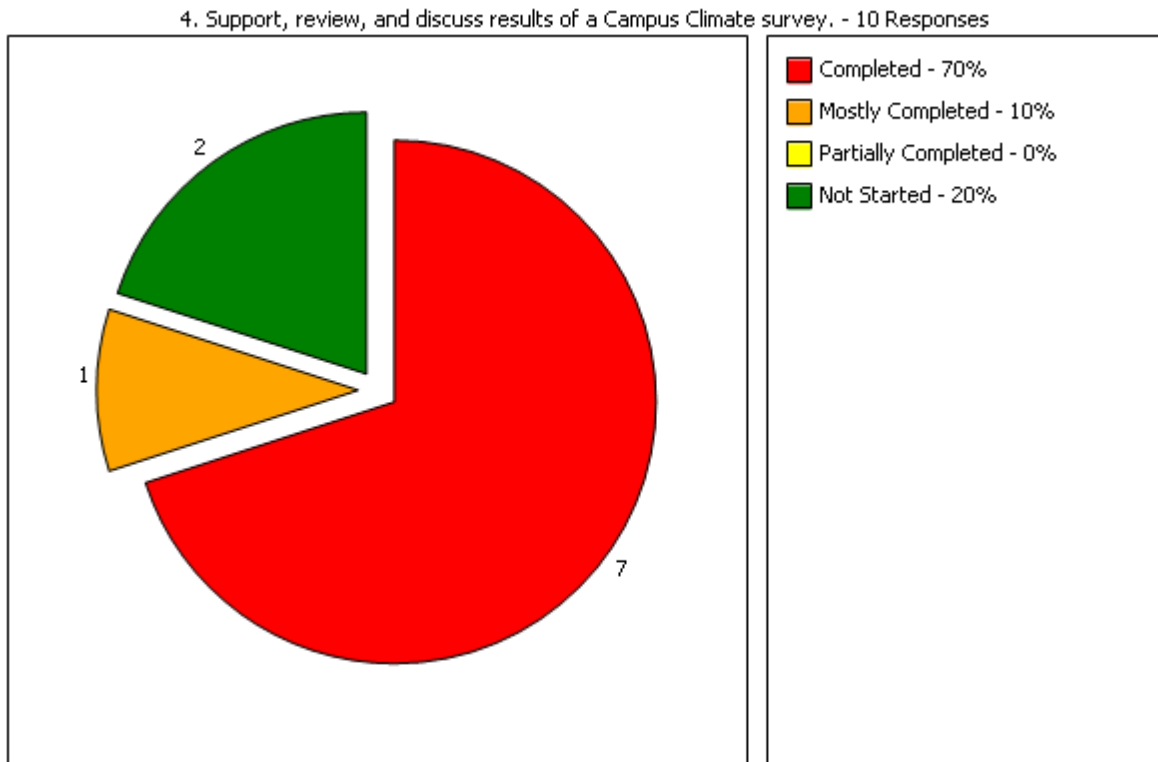


Comments: Response Count: 2

1. I don't recall going over any of these in the past year, except the strategic initiatives.
2. Done. No evidence of a difference. Or at least a difference that matters

4. Support, review, and discuss results of a Campus Climate survey.

Response Count: 10

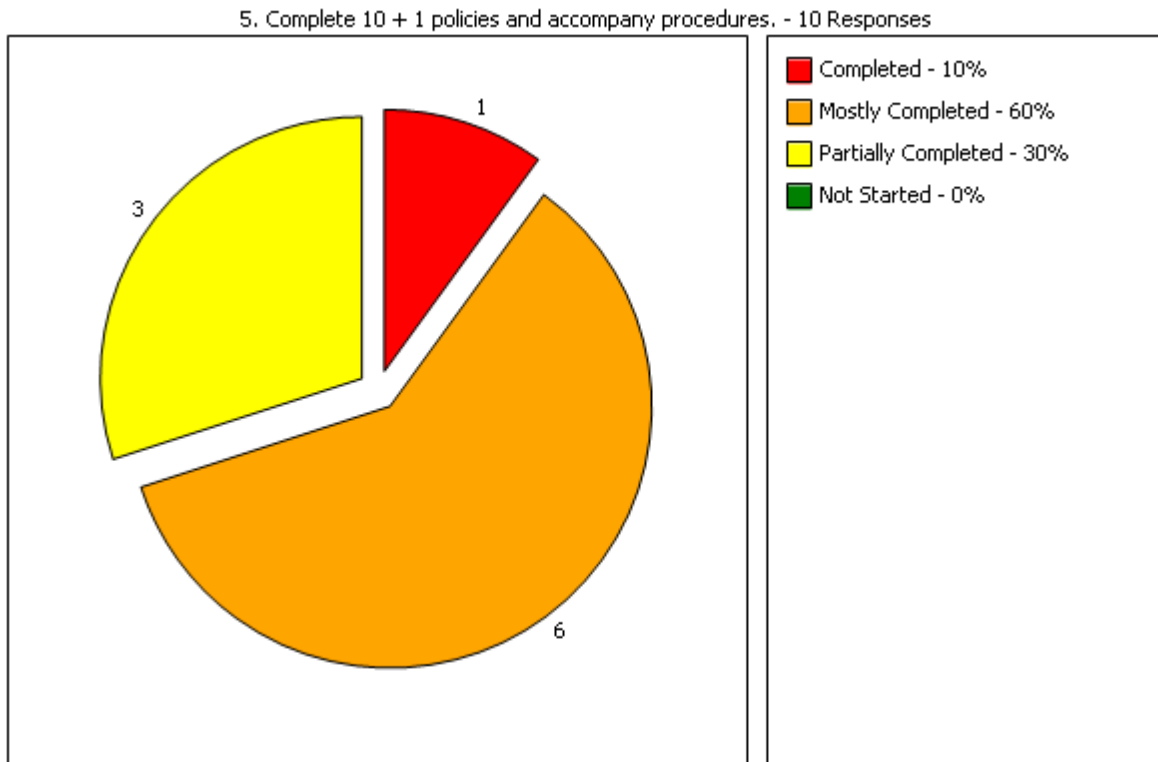


Comments: (Response Count: 4)

1. Nice presentation and discussion of the Campus Climate Survey. Not sure how, or if the college, departments, and/or divisions are doing to make use of the information.
2. Haven't seen the results yet.
3. Since the survey was just completed, we may still have time to address this issue before the end of the year.
4. I don't know. Other than passing them along to votes by others, when have we discussed this?

5. Complete 10 + 1 policies and accompany procedures.

Response Count: 10

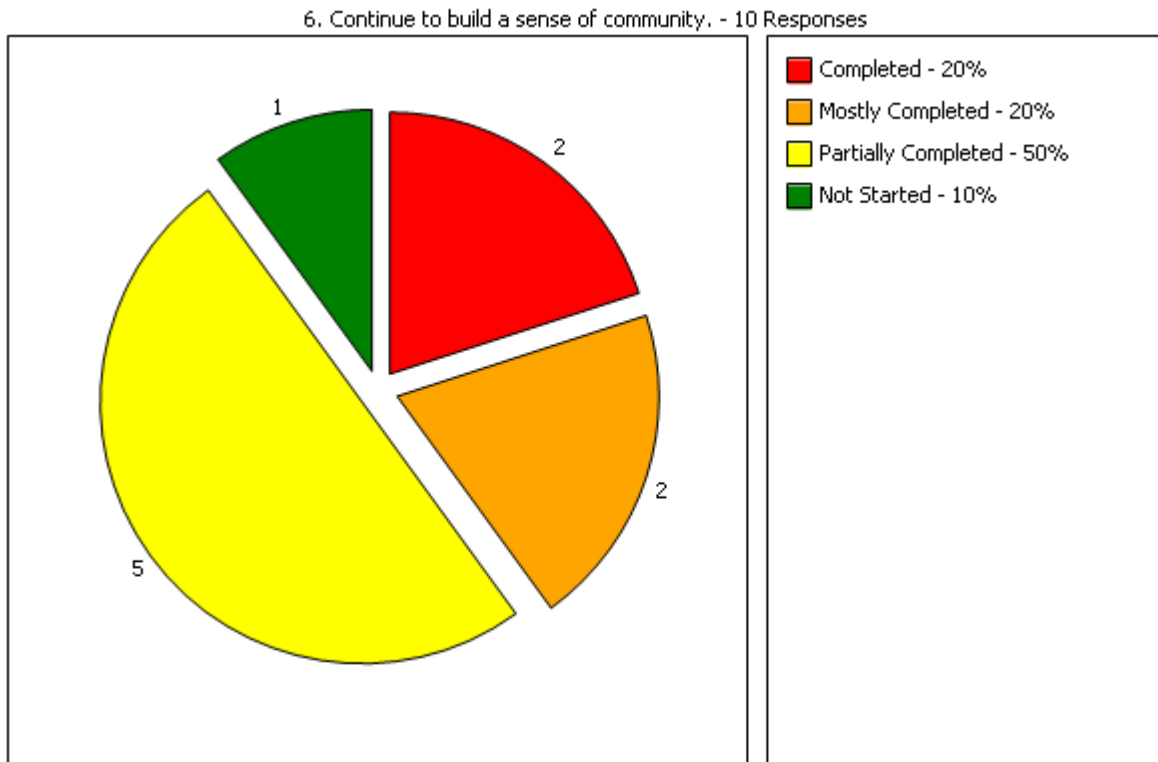


Comments: (Response Count: 3)

1. Not good in math...is that a positive or a negative one
2. The "plus one" was abandoned, and we won't make our goal of 10.
3. We've done a good job of pairing the procedure with the policy even though this takes more time. Perhaps we need to attempt a lesser number next year.

6. Continue to build a sense of community.

Response Count: 10

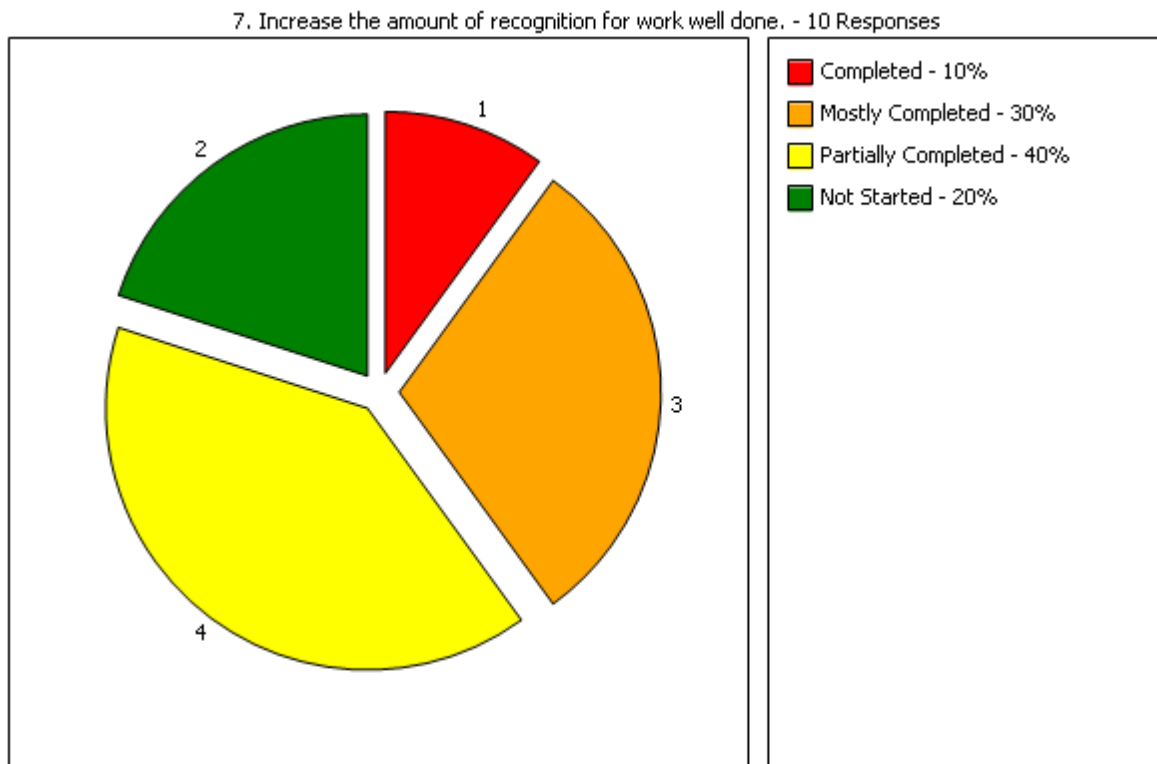


Comments: (Response Count: 6)

1. Together with Planning Summit
2. There has been progress in this area. The Board resolution was a good step. But there aren't enough activities in this area, and we rely too much on Luukia and Angela to carry this burden.
3. Same comment here as for goal #1.
4. This is always a work in progress.
5. I don't think we know how to do this yet, as a campus council.
6. I felt like our sense of community has greatly improved, but not to the point where it should be. If I could, I would place my vote somewhere between "Mostly Completed" and "Partially Completed."

7. Increase the amount of recognition for work well done.

Response Count: 10

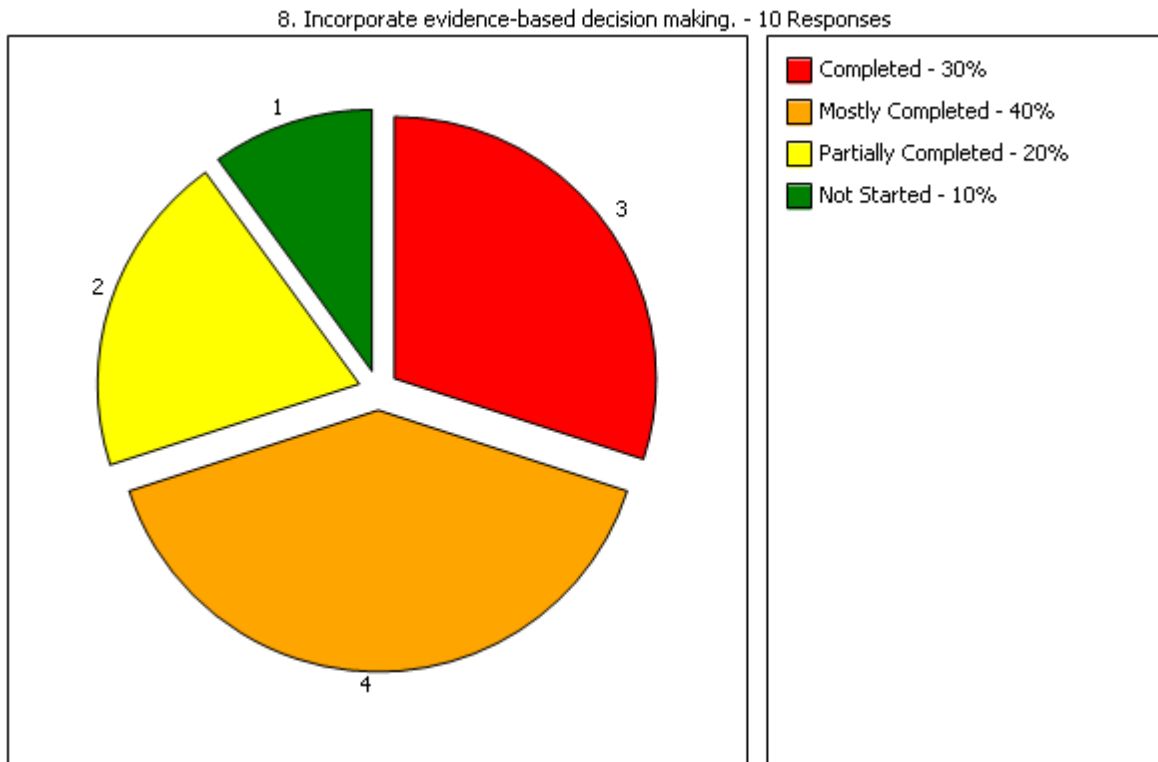


Comments: (Response Count: 6)

1. Do not think this was done through this group.
2. Still does not appear that there is a comprehensive effort throughout the college to do this.
3. The Board resolution was the biggest effort in this area. But we have not done much to praise individuals' efforts.
4. I don't remember any work conducted or coordinated by College Council to achieve this aim.
5. Much more, good stuff
6. It has improved.

8. Incorporate evidence-based decision making.

Response Count: 10



Comments: (Response Count: 4)

1. We are using more data today than in the past to make decisions. But we still have a long way to go.
2. College Council reviewed more data and survey findings this year than in previous years. But I am not sure what the target was.
3. As an institution, we're doing a better job at this.
4. Until evidence-based decision making is applied to all aspects of the college, including the VP offices (and not just through compilations of how their departments are doing, since these are presumably already documented in other studies), then this will be a meaningless exercise.