

El Camino College

Focused 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

March 11, 2005

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STATEMENT OF REPORT PREPARATION

In fall 2004, the interim vice president of Academic Affairs established the focused midterm report task force comprised of the co-chairs of the 2000-02 Accreditation Steering Committee, the incoming president of the Academic Senate, and representatives from Administrative Services and Student and Community Advancement. Input was sought and received from other administrators, faculty, and classified staff, involving members of the Academic Senate, College Council, Planning and Budgeting Committee, the Council of Deans, and many members of 2002 Accreditation Steering Committee. The task force consequently prepared several drafts of the report, which was reviewed by the above constituencies. The focused midterm report was accepted by the Board of Trustees at its meeting on January 18, 2005.

Following the accreditation team's visit in April 2002, progress began on the recommendations made by the accreditation team. In April 2003, El Camino College submitted a one-year progress report to the Accrediting Commission for Community and Junior Colleges. A commission evaluation team visited the campus on April 17, 2003, and submitted its progress visit report to the commission on April 28, accepting the college's progress report and recommending that a focused midterm report be prepared for 2005.

Midterm Report Task Force:

Dr. Susan Dever, President-Elect, Academic Senate
Tom Lew, Administrative Co-Chair, 2002 Accreditation Steering Committee
Donna Manno, Representative, Administrative Services
Barbara Perez, Faculty Co-Chair, 2002 Accreditation Steering Committee
Arvid Spor, Representative, Student and Community Advancement
Dr. James F. Schwartz, Interim Vice President for Academic Affairs

This focused midterm report is submitted for the propose of providing information and analysis regarding the progress made on the recommendations received from the visiting evaluation team and on those areas identified in the planning agendas of the self study.

Thomas M. Fallo
Superintendent/President

Response to Team Recommendation 1 and the Commission Action Letter

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

Description of Progress Made Toward Recommendation 1

Academic Affairs:

Under the leadership of the Vice President of Academic Affairs, a task force was formed to develop a new program review model for Academic Affairs. A faculty member was given 50% release time as a faculty coordinator to assist in developing the model. The faculty coordinator conducted a study of existing program review models recommended by the Academic Senate for California Community Colleges as well as of other literature in the field. Academic deans were interviewed to determine what they felt was needed for an effective program review and to see what they felt was wrong with the previous model. From the review and interviews, the faculty coordinator developed criteria that assisted the task force in its efforts to produce a model that blends the characteristics of the four models recommended by the Academic Senate and address the concerns from the academic deans that the previous model used only a summative review method and failed to address the changing needs of the college community in areas such as transfer institutions, demographic changes, industry needs, and changes in technology.

The task force, comprised of faculty members from a broad range of disciplines and representatives of the academic deans and the office of the Vice President of Academic Affairs, met throughout 2003 to craft a review process that would meet the needs of the college and the programs. Their goal was to develop a process that would be user-friendly but generate results that could be used at the division and college levels for planning and budgeting. In October 2003, the model (Appendix 1) was presented to the Academic Senate and Council of Deans, and in November 2003, it was approved for a pilot program in which the following programs began their reviews in spring 2004: Dance, English as a Second Language, Teacher Education Math, Early Childhood Education, and Real Estate.

Administrative Services:

The Administrative Services area began its review process with an assessment of its services. In March 2003, an on-line program review survey was made available to the campus community to evaluate the area's departments, including the Bookstore, Campus Police, Facilities and Maintenance, Fiscal Services and Accounting, Human Resources, Information Technology Services, Purchasing and Accounts Payable, Safety and Health, and Staff Development. Managers from each department discussed the survey results with their staff (Appendix 2). Program improvement strategies (Appendix 3) were developed, implemented, and where applicable entered into Q-Builder to link planning with budgeting for the fiscal 2004-05 year.

Analysis of Results Achieved to Date:

Academic Affairs:

The process is being overseen by the acting dean of Natural Sciences who participated in the development of the model. Three of the five programs that began the process last spring submitted their reports by August 2004. Real Estate requested an extension into the 2004-05 academic year. Due to unforeseen circumstances, the program review for Early Childhood Education has been postponed. Upon completion of some minor revisions, the three completed reviews will be forwarded to a committee comprised of representatives of the Academic Senate and Academic Affairs. The following programs have begun working on their program review: History, Philosophy, Music, Machine Tool Technology, Real Estate, Architecture, Astronomy, and Physics.

Chairs of the pilot program reviews were surveyed to ascertain the effectiveness of the process. While two of the three respondents felt that the model was easy to use, one expressed concern about the focus on statistical data and its interpretation. The two chairs that received support from their colleagues did not feel as overwhelmed as the one who did all the work. All felt the process was helpful in establishing a direction for their programs.

As a result of having completed its program review, the Dance department (Appendix 4) was prepared to identify areas for expanded course offerings when funding was available. Recognizing that the college is ideally located to respond to the needs of the commercial dance market by offering a certificate program in commercial dance, the division used this information to formulate a request for an additional faculty member who would have the necessary expertise in this area.

The program review model took into consideration that there would be limited research support. However, participants indicated that more research support was needed to generate useful data and surveys. Research assistance, for example, could have facilitated the framing of survey questions so that information gathered could lead to more useful conclusions.

Administrative Services:

The Administrative Services area felt that the periodic evaluation of each department's performance, along with recommendations from each department's managers and staff, would help to establish a hierarchy for prioritizing funding and budgeting requests for improvement projects identified through the assessment survey and requiring support beyond existing budgets. In fall 2003, as the college worked to update its Comprehensive Master Plan, new goals were established for the college. Each area then developed objectives and success indicators to assist the college in achieving its goals. Administrative Services departments incorporated the results of their assessment in this process, identifying plans and the budget needed to implement them for the next three years.

During discussions for the midterm report, concern was raised that responding to a customer satisfaction survey was not in itself a program review but part of a review process. Based on this discussion, Administrative Services reviewed a variety of existing program reviews from other

colleges, including the model being used by Student and Community Advancement. In fall 2004, Administrative Services developed a comprehensive program review process and developed a three-year timeline in which to review all its programs beginning with the following programs: Human Resources, Staff Development, and Safety and Risk Management (Appendix 5).

Student and Community Advancement:

While program review for the Student and Community Advancement (SCA) area was not part of the recommendation, the college wanted to establish a sense of commonality among the various review processes. Representatives from SCA adapted the Academic Affairs model to meet the needs of the SCA programs. SCA has established a three-year timeline (Appendix 6) in which to review all its programs, beginning with the Counseling and Student Services division.

Additional Plans That the Institution Has Developed

Ensure that the recommendations identified are linked to the institution's goals and incorporated into the planning process by creating objective and success indicators for each recommendation.

Finalize the Academic Affairs Program Review model, and establish a timeline that identifies when each program will undergo review.

Response to Team Recommendation 2 and the Commission Action Letter

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

Description of Progress Made Toward Recommendation 2

In spring 2002, the Human Resources department began reinforcing with all managers the importance of a timely performance evaluation review for all classified employees. To aid in this endeavor, Human Resources designed a systematic process whereby managers are sent an e-mail list of classified employees whose evaluations are due that month. If evaluations are not received by the end of the following month, a reminder notice is sent to the manager. If the manager has not returned the evaluation within two weeks, Human Resources notifies the appropriate vice president by e-mail.

Analysis of Results Achieved to Date:

In spring 2003, significant progress was made to complete the performance evaluations for classified staff, and at the time of the progress report, 20% of the evaluations were outstanding. Unfortunately, staffing reductions impacted the Human Resources department, and the notification process and follow-up have not been as consistent as they were previously. To date, 67% of classified performance evaluations are outstanding. Even though the process designed should have yielded better results, it is too dependent on one person. It appears that an automated system needs to be developed to prevent a reoccurrence of the default rate.

In fall 2003, the college recommended adding to the evaluation process a focus on individual growth and performance improvement, including a self-evaluation. The latter was not supported by the El Camino Classified Employees (ECCE). ECCE's concern that the self-evaluation could be used for disciplinary action if goals were not met prevented its inclusion in the agreement. The college continues to encourage and assist employees to improve their skills in relationship to their current job duties and responsibilities through various on-campus staff development opportunities and the Professional Growth Program. Furthermore, the college provides training to its managers on maintaining the consistency and effectiveness of their classified staff performance evaluations. This fall, Liebert, Cassidy & Whitmore presented a workshop on performance evaluations, which encouraged managers to work more collaboratively with their employees to identify areas of improvement.

Additional Plans That the Institution Has Developed

Design and implement an automated process for identifying when performance evaluations are due.

Design a process to follow up on the objectives for improvement identified in performance evaluations.

Response to Team Recommendation 3 and the Commission Action Letter

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

Description of Progress Made Toward Recommendation 3

The 2004 Comprehensive Master Plan highlights the institutional linkage of budget development and planning in the chapter titled "Planning Process Evolution" and in chart form in the appendix section of the plan. These illustrate the connection between budget development and planning that begins at the department level but includes reviews, recommendations, and discussion with the area vice president before a decision is made by the President's Cabinet.

Budget development and planning information have been woven into the revised program review process. Each vice presidential area is currently revising its program review process to solicit quantitative data that can be used to substantiate the rationale for programmatic changes requiring additional funding. The program review process has been integrated into the three-year institutional planning process as noted in the "Planning Process Evolution" chapter of the 2004 Comprehensive Master Plan. The new planning process clearly states that managers must use the results of their most recent program review when creating or modifying objectives and success indicators for their departmental budgeting and planning requests, which are known as action plans. All action plans are entered into the campus planning software for viewing and updating.

The 2004 Comprehensive Master Plan contains planning agenda items at the end of each chapter. The President's Cabinet and the Planning and Budgeting Committee (PBC) will use the planning agenda items to guide budget development and planning activities.

Analysis of Results Achieved to Date

Structurally the college has linked budget development with planning in various campus documents. The linkages are evident in the 2004 Comprehensive Master Plan and the 2004-05 College Budget Book. The 2004 Comprehensive Master Plan was recently adopted by the college's Board of Trustees and is therefore relatively new to most employees. A copy of the 2004 Comprehensive Master Plan has been posted on the college's website, and bound copies have been created and distributed to all offices on campus, including the library. The college's 2004-05 budget book was distributed to PBC members and all offices on campus during the second half of 2004.

Last fall, the President's Cabinet reviewed all action plan funding requests that were posted in the college's planning software. Based upon the college's goals, the President's Cabinet allocated \$1,949,687 in funding to departments throughout the campus for the 2004-05 fiscal year (Appendix 7).

Faculty and managers involved in the collegial consultation process are aware of the importance of linking budget development and planning activities. Workshops and presentations have been given to show the structural linkages between planning and budgeting. However, more are needed for those managers, faculty, and staff who do not yet fully understand the importance of the connection. The recent release of the 2004 Comprehensive Master Plan will be instrumental in the effort to educate college personnel on how the linkages work and on the importance of linking budget development and planning.

Additional Plans That the Institution Has Developed

Continue to follow the direction set forth in the 2004 Comprehensive Master Plan.

Fully involve the PBC in the annual review and recommendation of planning-based funding considerations.

Response to Team Recommendation 4 and the Commission Action Letter

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

Description of Progress Made Toward Recommendation 4

In the three years following the receipt of the accreditation team's recommendation 4, the college has developed a coherent, unified policy and administrative procedure outlining the process for collegial consultation at El Camino College. The updated Board Policy (B.P.) 2510 and its corresponding Administrative Procedure (A.P.) 2510 (Appendix 8) were approved in June 2002 and clearly delineate the roles of all major campus constituencies and the steps through which these groups participate in the collegial consultation process. A detailed narrative concerning the development of B.P. 2510 and A.P. 2510 appears in the college's 2003 Progress Report.

Analysis of Results Achieved to Date

Although the Board of Trustees has reviewed A.P. 2510 and approved B.P. 2510, dissemination of either document has been limited since their implementation in June 2002. Neither B.P. 2510 nor A.P. 2510, for example, appears in the online editions of El Camino College's *Board Policies and Bylaws* or its *Management and Administrative Procedures*. However, in response to the need for improved channels of communication among college constituencies as noted in the 2002 Self Study, the college has provided online access to the minutes of all key campus committees through its Portal. Accessing the "Committee Minutes" function, in fact, brings the user to a menu that allows viewing of all minutes posted by committees such as the Academic Senate, the Associated Students Organization, the Board of Trustees, and all collegial consultation groups. This feature of the ECC Portal directly addresses one objective of A.P. 2510, that "the College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes."

Despite the availability of the ECC Portal "Committee Minutes" feature, the posting of committee minutes themselves has been uneven. Minutes for each meeting of the College Council or the Board of Trustees, for example, are filed scrupulously and are always current. The posting of minutes for other collegial consultation groups has been less consistent. The last posting of minutes for one area council, for example, was September 10, 2002, and some division area councils have never posted their minutes at all. In some cases, the spotty nature of the postings results in part from the lack of regular meetings for some committees, as well as from a shortage of personnel to record and post minutes in the aftermath of severe budget reductions in the past three years. Furthermore, access to the minutes of the meetings of the Academic Senate is not possible through the "Committee Minutes" function. While the Academic Senate is listed as a committee whose minutes are available through this feature, only the minutes of its subcommittee, the College Curriculum Committee, can be accessed.

Individuals interested in reading minutes of the Senate meetings must log on to the Senate's own web page, which is not accessible through the "Committee Minutes" screen.

Even among the academic divisions, awareness of rank and file faculty concerning the process of collegial consultation could be improved. Two of the instructional divisions, Learning Resources and Industry and Technology, conduct regular monthly meetings of their division councils, report on area and unit activities, and employ this platform as a means of making recommendations to the Academic Affairs Area Council and, subsequently, to the College Council. Other division councils meet on a periodic or on an as-needed basis.

The role played by the Academic Senate, however, as a vehicle for recommendations regarding academic and professional matters continues to be an issue of some discussion. Under A.P. 2510, the Senate is able to make recommendations directly to College Council. The president of the Senate, in fact, is a standing member of the council and is a regular presence at meetings of the Board of Trustees. The growing pains of the new consultation process continue to linger, however, among some Senate members, who believe that their recommendations on issues do not make a substantive impact on college governance. There have been past suggestions that the College investigate the establishment of a bilateral process that provides one avenue for Senate issues and another for other campus issues. Concern still persists among Senate leaders regarding the stipulation in A.P. 2510 that Senate recommendations will be "shared" with the College Council. This language, they believe, does not adequately recognize the legal mandate giving the Senate a status different from that given other consultation groups.

The emphasis on improving the communication process among consulting groups also continues to require attention. Although B.P. 2510 was designed to facilitate a broad-based consultation process, proposals and policy changes affecting various areas and departments still occasionally bypass the full consultation process. Lapses in communication, however inadvertent, foster the impression among some college constituencies, including faculty, classified employees, and management, that consultation after the fact undermines the spirit of B.P. 2510.

Another perspective comes from the faculty collective bargaining unit. Its chief representative finds that the College Council can be effective in providing a forum for the concerns of the faculty and in serving as a satisfactory vehicle for representing the bargaining unit's constituency. This perception, however, is not shared by the entire constituency. Misunderstandings are frequently due to problems in communicating information to all affected parties. Collegial consultation is definitely a work in progress.

Among classified employees, there is also some perception that, even though the college successfully developed a single policy and procedure on consultation, a satisfactory implementation has yet to be accomplished. The process is in place, some believe, but efforts to implement the spirit of collegial consultation and thorough communication have yet to be totally fruitful. The College Council, some believe, is now effective at identifying issues facing the institution but not in creating solutions. The president/superintendent, as chair of the College Council, has been receptive to discussion of issues brought to it by Council members, though the minutes of its meetings do not typically reflect the depth of discussions or concerns voiced. Also

lingering is the sense that, while the Council functions as the college's chief forum for issues affecting the campus, the role of the Council in the actual decision-making process remains a modest one. One other consideration affecting successful communication is the perception that, once decisions have been made, the individuals involved in making decisions have been reluctant to provide adequate rationale for the decision, a disappointing conclusion to what was, for some individuals, a commitment of substantial time and resources.

A self-evaluation questionnaire (Appendix 9) completed by the members of the College Council in fall 2004 indicates that the majority of Council members believe that they are fulfilling their responsibilities as outlined in A.P. 2510. All ten of the Council members responding to the survey agreed that the Council serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies. Eight of the members either agreed or strongly agreed that the Council provides feedback to the superintendent/president regarding such issues as planning, policy development and coordination, and campus and council priorities. Six of the members, however, did not believe that the Council was active in reviewing recommendations from committees designated as collegial consultation committees. The members were evenly divided on whether or not the Council focuses on broad issues as opposed to day-to-day administration of the college.

Although much progress has been made in educating all campus constituencies to their roles in the collegial consultation process, perhaps the greatest gains have been made with the college's largest constituency, the students. A.P. 2510 has provided students with the opportunity to have an impact on the manner in which the college operates. Through the guidance of the college's director of student activities, all students elected to office in the Associate Students Organization (ASO) are apprised of their functions within the institution's consultation scheme. The ASO provides student representatives to all major campus committees, such as the Planning and Budgeting Committee, the Calendar Committee, all area councils, all division councils, and, notably, the College Council, where the student representative enjoys equal standing with representatives from all other campus constituencies.

All student representatives are required to report to the student senate regarding activities of the committees on which they serve, strengthening the communication link between the college and its students. Student representatives, in fact, receive notebooks detailing the role of the ASO in the consultation process, as well as instructions on the duties and responsibilities of each individual in the governance structure. The ASO, furthermore, dedicates a special session to training on the collegial consultation process. The last three ASO presidents, in particular, have been quite active in representing student interests to the campus-at-large. The ASO president for 2002-03, for example, made a presentation to the Board of Trustees opposing the removal of catering trucks from the campus. Past student presidents have also made Board presentations expressing student views on issues such as parking fees. The student trustee on the Board, moreover, has been active in discussions of college issues, and frequently Board members will solicit the student trustee's comments on agenda items before expressing their own views. For some years now, it has been a practice to record the advisory vote of the student trustee.

Additional Plans That the Institution Has Developed

Establish stronger connections among the division councils, area councils, and the College Council concerning their role in collegial consultation so that all have a better understanding of the process that provides the opportunity for the college's constituencies to be heard as issues and recommendations ascend through the college governance structure.

Redouble efforts of the College Council to provide comprehensive communication on proposed policies and issues to all areas that will be affected. Consider developing a procedure that ensures discussion and more comprehensive reporting on any item that will have an impact on other areas of the campus.

Institute an annual self-evaluation process by the College Council regarding its effectiveness in implementing the consultation process set forth in B.P. 2510 and A.P. 2510, and use the results of the evaluation to establish objectives for further improvement of communication and consultation among the college's constituent groups.

Response to Self-Identified Issues

The Planning Agenda section of El Camino College's 2002 Accreditation Self-Study organized the self-identified issues into themes. Since the number of self-identified issues makes it difficult to address each one individually, a review of each theme and the work being done in that area is presented.

Planning

A majority of the planning agenda items in the planning theme focused on the notions of designing, establishing, developing, and implementing operational systems. The systems include reports to inform the campus community, the Chancellor's Office, and the community surrounding El Camino College.

Due to State budget cuts, some of the desired planning agenda items have not been implemented, although progress has been made in several areas. The recently adopted 2004 Comprehensive Master Plan lists the three-year strategic plan and institutional priorities, details the linkages between planning and budgeting, and describes the plans for campus improvement. This plan is used by the Planning and Budgeting Committee to guide decision-making activities. The college utilizes the monthly President's Newsletter and the college website to notify the campus and community of progress made toward increased institutional effectiveness. Other planning agenda items will be reviewed and discussed over the coming months to determine their relevancy in the current planning and budgeting environment.

Assessment

Several of the planning agendas regarding assessment focused on program review and planning processes. These areas were also the focus of the recommendations for the visiting team and are being addressed separately.

The college has begun to design a process for establishing student learning outcomes (SLOs) for its programs and services. During the fall Flex program, the importance of establishing a dialogue in this area was presented to the faculty and staff. Dr. James Schwartz, the Vice President of Academic Affairs, has convened a task force with representatives from each academic division, the Academic Senate, and the administration to help establish the process by which faculty will begin to establish SLOs for their courses and programs and serve as resources for their colleagues. Several workshops are being planned for this academic year to provide the foundation necessary to begin the process.

The college is taking steps to fill the Office of Institutional Research director position, but the lack of a fully staffed research office will impede progress toward establishing a culture of evidence and conducting effective assessment. Of those faculty who participated in the first pilot of program review, the respondents expressed a desire to have more data than what was available.

Staff Development

The majority of staff development planning agenda items listed have been completed. For the past four years, orientation programs have been successfully underway for new full-time faculty, part-time faculty, and staff. Several training sessions have been conducted for managers on how to write objectives and success indicators and how to input them into the campus planning software system. Administrators and supervisors are regularly notified of workshops addressing employee performance evaluation. The ECC Portal provides an online venue for the posting of college policies and procedures, committee minutes, and other campus information. The Office of Safety and Risk Management offers workshops throughout the year on emergency preparedness, and Staff Development offers classes on CPR. The Special Resource Center (SRC) also provides training on emergency response information for individuals with disabilities. Finally, a full-time trainer/instructional technology specialist will be hired in January 2005. Beginning in the spring semester, all aspects of technology training will be resumed on an ongoing basis.

Curriculum

The focus of the recommendations in this area included expanding and marketing the college delivery systems and modes of instruction, developing a plan to incorporate a variety of instructional delivery methods into the curriculum, and exploring the feasibility of offering electronically delivered degree programs. The college has institutionalized its First Year Experience (FYE) program, and the coordinator has been responsible for increasing the participation in the First Year Experience and nearly doubling the number students participating in the Learning Communities program. In fall 2001, there was only one course linked in FYE; in fall 2004, there were six linked courses. And, since fall 2000, the number of learning communities has nearly doubled. At the same time, the college began to offer supplemental instruction in some of its courses. In summer 2002, supplemental instruction was offered in four math sections, serving 80 students. In fall 2004, supplemental instruction was offered in 20 sections of math, English, reading, political science, and psychology, serving 245 students.

In support of the college's goal to support and constantly improve the quality of its educational offerings, the Distance Education program will expand its offerings over the next three years. Several new online courses, including an oceanography class, have been added. The Distance Education program is also working to establish an online degree program.

Financial Resources

Funding sources with connections to the District were the first to be targeted to supplement existing funding. The ECC Foundation has instituted an annual campaign soliciting donations from college vendors and contractors, local corporations, and community members to meet some of the needs identified by the District. The Foundation has also instituted an employee-giving campaign specifically to provide grants to employees to better serve students who are enrolled in special projects and to fund textbook purchases for students. Foundation staff and Board members have also been successful in obtaining some major gifts designated for certain programs and departments on campus. The college has also been the recipient of several planned gifts that have come to the college upon the death of the donor. Since the last accreditation visit, the Foundation has raised \$1,230,000 in funds for the college.

Divisions under the Student and Community Advancement area, such as Grants Development and Management and Community Advancement, are helping to generate additional funds. Personnel who work with grants actively advertise the availability of funds. The Community Advancement staff seeks to develop partnerships and activities to bring resources or new funding to the District general fund. Through profits from contract education, Community Education, and the El Camino Language Academy, the Community Advancement division has been able to contribute at least \$100,000 per year to the General Fund. As profits continue to grow, that contribution may increase.

A multi-year computer replacement plan was developed, but ongoing funding to support the plan has not materialized. The College Technology Committee has recognized the need for systematic replacement of items over time. The Planning and Budgeting Committee provided software funding recommendations to the president for the 2004-05 budget. While the recommendations were almost fully funded for that year, ongoing funding has not been committed.

The adequacy of staffing suffered a major setback in 2002-03, when a hiring freeze was instituted from which the campus has not recovered. In addition, no formulas for standardization of staffing have been developed. A prioritization for hiring was set in September 2004, but it does not appear it will be fully instituted due to the uncertainties of 2005-06 State funding.

Student Services and Development

Planning agenda items listed under the Student Services and Development theme focused on making services and information available to students and faculty members. Services and information that have become available since the 2002 Accreditation Self Study Report include a greater offering of student services online, re-opening of services to students on Fridays, workshops for students with undeclared majors, articulation workshops for faculty, placement online of the college *Catalog* and *Schedule of Classes*, and publications of college policies to increase student awareness. Establishment of other services proposed in the Student Services and Development theme will be re-evaluated based upon available funding and college need.

Policies/Procedures

A number of planning agendas identified the need for a policy or procedure, and many of these recommendations are in progress or completed. One recommendation involved the review and revision of both the Student Equity Plan and the Faculty and Staff Diversity Plan. A new Student Equity Plan is now being written that complies with guidelines established by the Chancellor's Office. The Chancellor's Office is currently on the fourth draft of its guidelines for faculty and student diversity; work on a new plan cannot begin until that document is finalized. Progress on developing procedures for creating and maintaining web sites has been similarly slow until the recent hiring of a web developer. The oversight of web pages has been assigned to the Public Relations and Marketing department, which published general guidelines for web creation in its September 2004 handbook, *Communications Guide and Publications Standards*.

In the area of curriculum, the college is in the process of establishing more precisely defined policies on the number of units required at El Camino in order to qualify for certification to CSU.

The college curriculum advisor also initiated a new system for updating the faculty listing in the college *Catalog* in 2003-04, which has produced greater accuracy in terms of faculty rank and inclusion of eligible adjunct instructors. In the area of hiring processes, the Human Resources department continues to facilitate hiring. One recent addition to the process has been a statement of confidentiality and conflict of interest, reinforcing the need for discretion, balance, and fairness. In fall 2004, furthermore, the Human Resources department presented a workshop for managers on guidelines for employee selection and hiring. Periodic review of minimum qualifications for faculty has not been a pressing issue in recent years. In 2002, though, the curriculum qualifications for faculty has not been a pressing issue in recent years. In 2002, though, the curriculum office initiated a review of the course disciplines list, which allows departments to cross-list their areas with other subject areas from which qualified faculty can be drawn. The disciplines list is now updated yearly. One last planning agenda recommended the development of criteria for prioritizing facilities modification requests. The Facilities Planning and Services department has since developed a scope levels matrix as part of the master plan for building renovation. This matrix reflects an evaluation of all modification needs, broken down by scopes, or categories, which address various tiers of renovation. In anticipation of the college's successful bond passage in 2002, a second prioritization schema was designed, in which approximately 80 facilities projects were assessed and grouped into nine categories.

Governance

In July 2002, the Board of Trustees adopted a new consultation policy and related procedures (Board Policy 2510 and Administrative Procedure 2510) to replace those adopted in 1992 in response to A.B. 1725. While the texts of B.P. 2510 and A.P. 2510 were unfortunately not disseminated at the time, efforts have since been made to reorganize the college consultative committee structure with the goal of strengthening shared governance across the college.

The remaining planning agenda items related to the Governance theme include increasing participation within the governance structure by all segments of the college and defining and strengthening consultative councils.

A common theme that came to light in surveys prior to the 2002 Accreditation Self Study was that while most respondents felt that they had ample opportunity to be involved in decision-making at the local level, the majority did not feel that they had sufficient opportunities to be involved at the college level. Additionally, responses indicated there was some belief that many of the most important decisions impacting constituent groups on campus were unilaterally made by the upper management of the college.

While various explanations for limited faculty participation were offered by respondents, it seemed apparent that many did not understand their role in the governance process. Although an effort has been made through the President's Newsletter and presentations by administrators to inform the college community about ECC's shared governance structure and the roles of administrators, faculty, staff, and students, it appears that many participants in college-level councils become familiar with their roles only when they are appointed to a consultative committee by their constituent groups.

The lack of faculty participation on the District Planning Council was remedied by combining it with the Budget Development Committee, which from its origin had significant faculty

participation. As a result, while the number of faculty representatives has not increased, with the establishment of the Planning and Budgeting Committee, their role in college-wide planning has. Effort has also been made to include faculty on various ad hoc committees. Recent examples include the Admissions and Records Advisory Council, the Copyright Policy Committee, and the various groups associated with the update of the Educational Master Plan.

Many of the consultative committees are currently reviewing their goals and priorities and assessing their effectiveness both as individual entities and as part of the college's shared governance structure. Committee members regularly express frustration because they believe the role of consultative committees is advisory, not decision-making. And discussion continues within the Planning and Budgeting Committee on how the members can play a more pro-active role in college planning and budgeting.

Discussion within several of these committees has pointed out the critical interrelationship between "shared governance" and open multi-directional communication among all consultative groups. It has been pointed out that clear communication up, down, and across college committee structure is essential in order to ensure that committees have sufficient information to make informed recommendations. Communication is also essential in order to make clear to committee participants the administration's rationale behind decisions made about issues on which the committees have forwarded recommendations.