April 1, 2009

Dr. Barbara Beno, President
Accrediting Commission for Community
 and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Dear Dr. Beno:

Enclosed please find the El Camino College "Follow-Up Report for April 1, 2009," in response to the Commission's request for evidence of the plans the College has undertaken toward resolving recommendations one and three.

You will see from the report that our planning and program review process has continued to progress following the Commission's recommendation. Additionally, we have successfully persisted with the on-going process to bring the Compton Center into alignment with the planning and program review processes at El Camino College.

The College has also revised its curriculum review process to ensure that the cycle of course assessment is more systematic for updating our courses. The College has also successfully integrated curriculum review into the program review process.

I would appreciate the opportunity to appear before the Commission at the June 2009 meeting to discuss the substantial progress El Camino College has made in planning, program review, budgeting, and course review since the November 2008 site visit and the long-term vision for the El Camino College Compton Community Educational Center.

Sincerely,

Thomas M. Fallo
Superintendent/President

TMF/amg

EL CAMINO COLLEGE

Follow-Up 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

April 1, 2009

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Statement of Report Preparation

Follow-Up Report
April 1, 2009

This report is written in response to the February 3, 2009, request from Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), for a first Follow-Up Report due April 1, 2009. The report will demonstrate the steps the College has taken to improve the linkages among planning, program review, budgeting, and the evaluation process. The report will also demonstrate steps the College has taken to improve the Curriculum review processes and cycles since the Accreditation Evaluation Site Visit on October 6-9, 2008.

The report was created by the Vice President of Academic Affairs (Accreditation Liaison Officer) in coordination with the Accreditation co-chairs and other contributors. Recommendation 3 was written by the Curriculum Committee Chair and revised in consultation by the co-chairs. A draft report was reviewed by the El Camino Community College District Board of Trustees at the March 16, 2009 Board of Trustees meeting and the final report will be reviewed at the April Board meeting.

An Accreditation Task Force comprising of the following members has been appointed to advise and consult on the preparation of the October 15th report:

Francisco M. Arce, ALO and Vice President of Academic Affairs
Susan Dever, Dean of Academic Affairs, Compton Educational Center
Pete Marcoux, Humanities Faculty and President of Academic Senate
Jeanie Nishime, Vice President of Student and Community Advancement
Saul Panski, History Faculty, Compton Educational Center
Luukia Smith, President of ECCE
Arvid Spor, Accreditation Co-Chair and Dean of Enrollment Services
Evelyn Uyemura, Humanities Faculty and Accreditation Co-Chair
David Vakil, Natural Sciences Faculty and President Elect of Academic Senate

Response to the Team 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)

In the following narrative, the College will demonstrate the progress it made to implement the institutional effectiveness cycle. The College recognizes the need to fully implement tracking of planning, program review, budgeting, and evaluation processes to improve institutional effectiveness at all sites, including the ECC Compton Center. The College also acknowledges the importance of program review as a critical tool for use in planning and resource allocation. Therefore, it has focused its efforts on strengthening planning and program review and ensuring that the Compton Center is included in the planning process.

The accreditation progress visit in 2007 recognized the progress made. The Progress Visit Report dated April 17, 2007 noted: "El Camino College has made progress on this recommendation [planning, program review and budgeting.] If the college maintains its schedule to complete reviews in all areas over the next two years, it will have met this recommendation." The College believes it made continued progress since the 2007 progress visit. The College planning, program review, and resource allocation processes are significantly improved since the progress visit, as is the tracking of implementation and re-evaluation of plans (Appendix 1: Progress Visit Report - April 17, 2007).

The College has continued to improve the planning process, program review, and the linkages with budget development. As a result, the College was surprised by the Commission's action.

Implementation of ECC Planning

The College publishes a detailed explanation of the planning model to describe the connections between the College mission statement, strategic initiatives, planning, master planning, program review, curriculum review, and student learning outcomes. The planning model is used to train managers, faculty and staff on the relationships among these components. To strengthen understanding of the model, several workshops were held in various forums, including the Center. As a result, all managers use the planning software as a way to recommend results from program review and departmental priorities. The model includes a narrative explaining the various components and steps in planning and budgeting and how these relate to resource allocation (Appendix 2: Planning Model).

The College annual planning process is used to set goals and objectives. Planning starts at the program level, then the unit or division level, and finally the vice president area level. At each stage plans are prioritized. After each vice president develops the priorities for the area, all of the vice presidents collaborate on the institutional priorities. These institutional priorities are brought forward to Cabinet for initial discussion. Then they are presented to the Planning and Budget Committee (PBC) for consultation and recommendation to the Superintendent/President for funding consideration.

In an effort to improve the planning process, the College investigated several software programs before selecting on Plan Builder. The College chose this software because it is robust and user-friendly for managers, faculty, and staff. Plan Builder is used to document and evaluate all planning activities, to establish measurable goals and objectives, and to prioritize technology, staffing, and facilities recommendations. It allows managers to track the processes in which they are engaged, to evaluate their

programs, and to plan future activities. All managers were trained in the use of the software when it was implemented. Plan Builder is also used at the Compton Center.

The College has invested considerable resources to strengthen the evaluation, planning, resource allocation, implementation, and re-evaluation cycle. The Dean of Enrollment Services and the Director of Staff Development are responsible for overseeing the implementation of Plan Builder. The Dean is also charged with leading the College and Center planning processes. The Dean was reassigned from his primary responsibilities to concentrate on the institutionalization of the institutional effectiveness cycle. He is also the Chair of the Planning and Budget Committee on the campus. The Center Planning and Budget Committee is co-chaired by a faculty member and the Center's business officer.

The planning process incorporates an evaluation component that allows the originators to indicate the status of the program, unit/division and area plans. Plans can be short-term (less than one year) or long-term (two to five years), require one time or on-going funding, or be cost-neutral. Plans are reviewed and updated at least twice each year in January and July.

The planning calendar listed below describes the timeline followed in the planning process:

September – October: Each program reviews, updates, and inputs program review prioritized plans into the Program Plan for the next fiscal year.

November – December: Each Division Council reviews and prioritizes program goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.

January: Goals and Objectives in the current Unit Plan are reviewed and evaluated for the first half of the current fiscal year.

January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan and create a prioritized list. Plans not requiring funding are approved at the Vice President level.

March –April: Vice Presidents/Provost present the prioritized Area Plans requiring funding to Cabinet and PBC for discussion and endorsement.

May: PBC submits a list of endorsed funding requests to the President for consideration

July: Goals and Objectives in the current Unit Plan are reviewed and the status evaluated for the fiscal year completed.

All annual planning activities follow the Planning and Budgeting Calendar. The Calendar guides the development of the College Budget by the administration in consultation with the PBC. As the budget is developed and finalized, the College may allocate discretionary funds that can be used for prioritized recommendations. The prioritized recommendations selected for funding depend on the College having discretionary funds for one-time funding. When ongoing funds are required for proposed programs or projects, the College identifies the source of funding during the budgeting process. Similarly, in budget reduction environments, the College will identify program reductions to be reviewed in the consultation process (Appendix 3: Planning and Budgeting Calendar).

Examples of Linking Planning and Budgeting

In 2006 the College developed an Enrollment Management Plan designed to grow enrollment from 18,100 to 19,300 FTES (full-time equivalent students). Plans were created targeting seven areas including course scheduling, student services, marketing and recruitment, and student retention. As a result of the success in 2006-2007, the 2007-2008 enrollment management budget was fully funded; and was substantially increased for 2008-2009. Our FTES in 2008-2009 is now projected to reach 20,400.

One of the activities in the Enrollment Management Plan was a zip-code analysis of the service area to determine where the College lost enrollment. As a result of this analysis, it was determined that the College should mail the class schedule to areas where enrollment declined the most. The following semester, enrollment from those areas increased. Consequently, the College resumed mailing the schedule to all households in the service area and has seen continued growth in enrollment.

The College has been engaged in master planning, evaluation, and resource allocation since the 1990s. An Educational Master Plan created in 1998 served as the foundation for the Facilities Master Plan and the General Obligation Bond. The bond was successfully passed in 2002 and was used to fund the 5-year Capital Construction Plan. In 2004, the College developed the Comprehensive Master Plan to update the Educational Master Plan, Technology Plan, Facilities Plan, Staffing Plan, and Resource Plan.

As a result of these plans, all of the campus is hard-wired with fiber-optic cabling, including all classrooms and offices. A new Central Plant was completed in Spring 2008 and upgrades to the campus heating and cooling system were made, reducing utility consumption and maintenance costs and providing greater service reliability. Over 160 Smart Classrooms were installed in recent years, providing instructors with access to technology in their teaching environment. In 2008, the College completed the 100,000 square foot, state-of-the-art Humanities building, which includes a fully-equipped journalism lab, foreign language labs, and several composition labs with internet and specialized software, enhancing the teaching of reading, composition, and English as a Second Language. A 15,000 square-foot addition to expand Basic Skills instruction was added to the Learning Resources Center. In summer 2009 the College is breaking ground to begin construction of the 120,000 square-foot Mathematics, Business, and Allied Health building.

Further evidence of the effectiveness of the Enrollment Management Plan was the decision to increase outreach counseling to the high schools in our service area with the greatest enrollment declines. As a result, over the past two years the decline was reversed and the number of graduating students choosing ECC increased. In fall 2008, full time student enrollment at the College increased by 10%. In addition, despite a decreasing high school graduation rate, the College has shown a 5% increase in enrollment of recent high school graduates (Appendix 4a: El Camino College 2007-2008 Enrollment Management Plan).

The Center planning and budgeting processes mirror those used by the College. As part of the planning cycle, the College is developing a Comprehensive Master Plan for the Compton Center. During the first two years of the partnership, the College focused on establishing the educational center, recovering enrollment and serving a new service area.

The College developed and implemented an Enrollment Management Plan for the Compton Center, resulting in substantial enrollment growth. One activity that impacted enrollment was a very successful high school outreach program which sent counselors and recruiters to the high schools to meet with potential students. Additionally, the implementation of a high-visibility marketing plan informed the community about the ECC Compton Educational Center. FTES increased from 2,600 in 2006 -2007 to 4,600 in 2008 – 2009, exceeding the original projections. (Appendix 4b: Compton Educational Center 2007-2008 Enrollment Management Plan).

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Program Review and Institutional Planning Processes
In the Academic Affairs area, an Academic Program Review Committee was established and charged with overseeing the complete cycle of academic program reviews. The Committee meets with the faculty and the division dean to discuss the program review. In addition, faculty participate in an orientation and are given a data set developed by the Institutional Research Office. The Associate Dean of Academic Affairs works with the departments to assist them as needed with the program review development.

A draft of the program review is due in the fall term. The draft is reviewed by the Academic Program Review committee, and comments and suggestions are provided. The final draft is due in April and upon committee approval, the completed Program Review is posted on the College Web site. This review by the Academic Affairs Program Review has improved the quality of program reviews significantly and provided for greater accountability.

The program review process in Student and Community Advancement, Human Resources, and Administrative Services is guided by the Support Services Program Review Guidelines. The process for evaluating the program reviews is under the direction of the vice presidents in each area in consultation with the originators. Once completed, the program review recommendations are included in the unit plan by the unit managers (Appendix 5ab: Program Review Guidelines).

Since 2004, the Academic Affairs area has completed 50 program reviews. The remaining 14 will be completed in spring 2009. In Administrative Services, 20 out of 20 program reviews are completed. In Student and Community Advancement, 20 out of 24 program reviews are complete. The remaining 4 will be completed in June 2009. Staff development completed program review in 2008 and Human Resources completed program review in 2009. In addition, the College created and distributed a timeline for the next round of program reviews for all programs at all sites. This will constitute the third cycle of program review in Academic Affairs and Student and Community Advancement.

At the Compton Center, Student Services has completed 14 of 16 program reviews. The Center Administrative Services programs are conducting program reviews in spring 2009. Human Resources at the Center conducted program review in 2009. Academic programs are being integrated into main campus Academic Affairs program reviews beginning in spring 2009 (Appendix 6abcd: Program Review Status).

Examples of Program Review Outcomes
As part of the planning process, program review recommendations have had a significant impact on resource allocations for various departments. Through its program review, dance faculty noted the growth in Pilates instruction in the community and indicated a need to offer this type of course at the College. Going through the prioritization process, funding was allocated for the purchase of new equipment and a course was created which is being successfully offered in multiple sections. Another need identified through program review was the improvement of dance facilities. In response, funds have been allocated for the purchase of new barres, flooring, and fans.

When the film/video program faculty conducted program review, they noted the need to update equipment in order to remain current. Resources were allocated to purchase new film and video equipment, and as a result, significant increases in enrollment in that program have occurred.

The program review in the music program pointed out the need for updating musical instruments. Consequently, a purchasing program was created to replace musical instruments. In one of the piano keyboard rooms, 24 new keyboards were purchased to replace aging equipment. As a result, enrollment in those classes has increased to the point that classrooms are overflowing.

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The English department's program review included recommendations for fully equipped and consistently maintained computer labs for composition courses, orientation and mentoring of part-time faculty, and coordination and oversight of English department student learning outcomes. All these recommendations were accomplished. One result is that a faculty member was assigned to guide the SLO process for the composition program. A robust plan was created to assess all five courses and reflect on the outcomes. Rubrics were developed and a large number of essays were evaluated. A complete report was presented to the faculty and numerous suggestions were included. Plans for the next SLO assessment cycle were also created.

In the area of Student and Community Advancement, program review noted the need to institutionalize funding for the very successful First Year Experience (FYE) program by fully funding the secretary's salary and benefits and the program's operational expenses. It also recommended institutionalizing funding for Supplemental Instruction by fully funding the Supplemental Instruction (SI) Specialist and SI coach positions. Further, program review recommended centralizing FYE offices to increase program effectiveness and improve student service.

In response to these program review requests, a full time FYE secretary was hired in 2007 through District funds. In addition, in 2008-09, the SI Specialist position was funded by the District's unrestricted budget. Funding for FYE adjunct counselors and SI coaches has been made available through funding set aside for special projects. On-going funding for the program's operational expenses was budgeted by the Vice President of Student and Community Advancement in the 2008-09 budget. Furthermore, in 2008-09, space was located in the Student Services building for the FYE/LC offices so that the FYE Coordinator, SI Specialist, FYE Counselor and Secretary share a centralized location.

Evaluation of the outcomes of SI showed a substantial increase in student success rates of students who participated in SI compared to those who did not. A typical example is Math 70, in which 48.5% of non-SI students were successful, while 73.2% of SI students were successful. Similarly, in Child Development participation in SI increased success rates from 55.8% to 100%.

The Transfer Center also received increased staffing as a result of recommendations from Program Review. In spring 2008, a vacant Student Services Advisor position was filled and a second Student Services Advisor position reprioritized and moved from the Job Placement Office to the Transfer Center. In fall 2009, a full-time Counselor assigned to the Transfer Center was hired. Increased staffing has resulted in greater access for students to skilled transfer counseling and advising, increased transfer focused services and activities, and increased promotion of transfer services that leads to greater outreach to students. As a result of increasing staff, the Transfer Center doubled the number of written Transfer Admission Guarantees with students.

Evaluation and Resource Allocation
Evaluation is a significant aspect of the institutional effectiveness cycle, and all managers use the evaluation function in Plan Builder to track and evaluate the status of their annual goals and objectives. The College analyzes the results of the evaluation to determine how effective the plans were in accomplishing the goals. Plans may be rolled over into the following year's planning process to allow for continuity when the goals remain relevant. The managers have completed the first evaluation of plan goals and objectives for 2008-2009. All 163 individual program plans, including goals and objectives, are tied to measurable evaluations. Future resource allocation is contingent upon the evaluation of outcomes for funded projects from the previous year (Appendix 7ab: 2008-09 College Plans and 2008-09 Center Plans).

An example of evaluation leading to changes in resource allocation and improvements in institutional effectiveness is the change made in the photography program. In the program review conducted by the photography program, faculty recognized the decline in enrollment in the traditional film-based courses. In
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order to create a bridge between film and digital photography, two new classes were created: Photography 150, The Art of Photography, and Photography 151, Digital Imaging Lab, cross-listed under Art 150 and Art 151. These classes are currently being taught during the 2008-2009 academic year. An important element in integrating Photography into the Fine Arts division is the relocation of the entire Photography program to the Art and Behavioral Science building in the summer of 2009. The new facilities will house both a wet lab for film photography and a Mac lab for digital imaging. This will allow instruction in both film and digital photography. Program review clarified the need for this relocation and the expansion of digital capacity. Funds for this relocation were allocated from bond and a block grant sources. The result is that the photography program is experiencing growth in enrollment in all areas and has increased its visibility in the community through Open Houses and bringing in alumni to inspire and advise students in career opportunities.

Another example of resource allocation based upon evaluation of plans is the use of Core Indicator data to create plans for program improvement within the Career and Technical Education fields. Programs requesting VTEA funding must indicate how they will meet or exceed state standards based upon four Core Indicators. Plans receiving funding implement changes and evaluate the effectiveness of those changes the following year by reviewing updated Core Indicator data for that program. Future funding is contingent upon the evaluation of the success of the prior year's activities.

One of the VTEA Core Indicators calls for an increase in the number of non-traditional students in various vocational and technical majors. In response to this need, the College created a program called Women in Technology (WIT), to prepare women for high-wage jobs such as welding, construction, auto mechanics, and drafting. The WIT program has experienced considerable growth as a result of the allocation of resources, adding 159 new students – a 61% increase in a single year.

Conclusion
The College has fully implemented its processes for tracking planning, program review, budgeting, and the evaluation process, as mandated by 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 planning and program review process has been operating at the College since the 1990s and is considerably strengthened through the adoption of a new planning tool and full implementation of the evaluation component of program review. The Compton Center is being brought into alignment with the planning and program review processes at the College. By using ongoing and systematic evaluation and planning to allocate resources, the College strives to improve student learning. It supports data-driven decision making through an Office of Institutional Research which provides data and analysis for all programs conducting any type of evaluation. The College is proficient in planning, budgeting, and evaluating outcomes and is capable of sustaining these processes at all sites.

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)

El Camino College is well-respected for the quality of its curriculum and the contribution this makes to student success. Nevertheless, the College acknowledges that it was not consistently using a six-year cycle for course review and that the relationship between program review and curriculum review needed strengthening (Appendix 8: Articulation and Transfer).

Revising Curriculum Review Process and Cycle
In response to Recommendation 3, the Office of Academic Affairs analyzed the database of courses. Approximately 108 courses had not been taught recently, and these were inactivated in consultation with discipline groups. Additionally, a significant number of courses had not been reviewed within the last six years. As a result, the College Curriculum Committee (CCC) developed a two track approach to curriculum review in order to increase efficiency and to maintain a six-year cycle. The new process continues the practice of conducting technical review at the Division level and introduces two types of review at the College level: Comprehensive review or Standard review.

The Comprehensive Review Committee, consisting of the entire CCC, reviews all new courses; distance education versions; courses with pre- or co-requisites, recommended preparation, or enrollment limitation; discipline, unit or faculty load changes; and courses with revisions to lecture or lab hours, degree applicability or transfer status. Changes in AA/AS degree requirements, majors, and certificates are also submitted for Full review.

The Standard Review Sub-committee reviews courses with minor changes, title or numbering changes, and courses being inactivated. The Standard Review Committee is comprised of the curriculum committee chair; the curriculum advisor; the articulation officer; the vice president of academic affairs or designee; the academic deans' representative; the chair elect; and one rotating CCC representative. The Curriculum Advisor and the CCC Chair and Chair Elect use the criteria approved by the CCC to determine which courses need Standard review and which need Comprehensive review. The majority of courses submitted to the CCC fall under the Standard review process. These courses are placed on a consent agenda and are presented to the CCC for review and approval before going to the Superintendent/President and the Board of Trustees for final approval.

The CCC continues to meet every other week, while the Standard Review Sub-committee meets on alternate weeks. The College has approved funding to provide additional clerical support in order to increase the number of courses reviewed (Appendix 9: Curriculum Review Process Flow Chart).

The Office of Academic Affairs and the CCC have developed a Six-Year Review Cycle Report Form which allows each department to determine when their courses are to be reviewed in order to maintain a six-year cycle. Faculty members will be able to anticipate which courses are due for review and will have adequate time to prepare for Division curriculum review and College curriculum review (Appendix 10: 6-year Cycle Form).

The Compton Educational Center (CEC) has been fully integrated into the El Camino curriculum process. Each Division Curriculum Committee includes a faculty member from the CEC. In addition, a counselor and a teaching faculty member from the CEC serve as voting members on the CCC, and the CEC Executive Dean of Academic Affairs is an ex-officio member.

With this approach to curriculum review in place, the number of courses reviewed per year will increase significantly. A calendar has been created that allows all courses to be brought up-to-date. This revised process will bring the College curriculum review cycle into compliance with the Statewide Academic Senate's recommended best practices calling for course review at least once every six years.

To further improve the curriculum process, the College recently purchased CurricUNET, a commercial software program that is used by many California Community Colleges. CurricUNET has sophisticated features that allow curriculum to be developed, reviewed, and approved using an online database. Faculty have instant access to numerous links such as Title 5 sites, Bloom's Taxonomy, and courses from other colleges which utilize the CurricUNET system. The ECC Master Course file has been uploaded into CurricUNET, and certificates and degrees are being imported into the system. When the CurricUNET software is fully implemented, the software database for tracking course, degree, and certificate review dates will replace the Excel databases used in the Office of Academic Affairs.

Integrating Course Review and Program Review
The 2008 ECC Accreditation Self-Study identified some issues in processes related to program review and course review. To strengthen the process, the College created the position of Associate Dean of Academic Affairs to coordinate program review, course review, student learning outcomes, and other related programs in academic affairs. The Associate Dean reports to the Vice President of Academic Affairs.

The Office of Academic Affairs developed a process to link curriculum review more effectively with program review. Through program review, the discipline group analyzes student success, retention rates, enrollment demand, and improvements that can be made to ensure high-quality programs. Discipline groups identify the date of last review of all program courses and develop a plan to update courses, including a specific timeline for submission of these courses to the CCC.

If faculty see a need to increase course offerings or delete courses, they provide explanations for these actions in their program reviews. The program review process requires all courses in the program to specify student learning outcomes. Recommendations may be taken to the Division Curriculum Council for analysis in order to more forward to the CCC. Program review is thus linked to curriculum review as well as student learning outcome development.

An example of how program review leads to improvements in curriculum is the development of new courses in Administration of Justice. Through program review, faculty identified a need for a course in Crime Scene Investigation. The faculty member received a VTEA grant to attend a conference on the subject, created a course outline, received approval through the CCC, updated the requirements for the certificate in Administration of Justice, and is currently offering the course. The Administration of Justice program review report also noted a decline in enrollment in evening courses, and addressed that by scheduling Saturday classes and creating distance education offerings. Another new course is also being developed.

Another example of program review leading to improvements in curriculum occurred in the Child Development program. Faculty noted that Child Development 123 required Child Development 122 as pre-requisite, slowing student progress through the program. The curriculum was changed to allow for concurrent enrollment in Child Development 122 and 123. This change has resulted in increased student retention and success.

Similarly, when faculty in the reading department conducted program review, they noticed a lack of student success and retention in the lower level reading course. In order to address the needs of these students, they

created a new sequence of courses, adding a course to provide additional instruction and support for the students with the greatest needs.

Conclusion

The College has made the improvements called for in Recommendation 3. The College has revised its curriculum review process and has developed a plan to ensure that it achieves and maintains a 6-year curriculum review cycle. The College has fully integrated curriculum review into program review, not only in response to the recommendations of the Commission, but also because it recognizes the importance of this linkage to the planning process.

MAY 0 1 2007

PROGRESS VISIT REPORT

El Camino College

16007 Crenshaw Boulevard

Torrance, California 90506-0001

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior colleges

This report represents the findings of the evaluation team that visited
El Camino College on April 17, 2007

Ron Manzoni, Team Chair
Vice President of Instruction, San Diego City College

Dr. Susan Lorimer
Vice President of Instruction, Folsom Lake College

Mike Brandy
Vice Chancellor, Business Services; Foothill-De Anza Community College District

DATE: April 30, 2007

TO: Dr. Barbara A. Beno, Executive Director
             Accrediting Commission for Community and Junior Colleges

FROM: Ron Manzoni, Team Chair

SUBJECT: Progress Visit Report, El Camino College, April 17, 2007

Introduction:

In 1947, the El Camino Community College District was established to serve the
Inglewood-South Bay communities that include five unified and high school districts,
twelve elementary school districts, and nine cities with a population of nearly one million
people. El Camino College's first permanent classroom building opened in 1949. Today,
the college serves more than 30,000 students.

Since the last Progress Visit Report in April 2003, El Camino College completed a
Focused Midterm Report, March 2005, a Progress Report, February 2006, and a Progress
Report, March 2007. The purpose of the reports was to address recommendations from
the March 2002 accreditation visit that were identified by the Accrediting Commission
following the submission of the February 2006 Progress Report.

A three member team appointed by the Accrediting Commission conducted a one-day
progress visit at El Camino College on April 17, 2007. The team's primary concern was
to review documentation and interview personnel to provide information and analysis of
issues identified by the Commission.

Response:

The Accreditation Commission, in its letter of June 2006, asked the college to focus on
the institution's resolution of three recommendations and concerns from the March 2002
Accreditation Report. Two of the recommendations were from previous accreditation
visits.

**Recommendation 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)**

The Academic Services area has completed or is in the final stages of completing reviews
for 34 or its 65 programs. The remaining programs are scheduled for review in 2007-

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2008 (18 programs) and 2008-2009 (13 programs). The review process uses an agreed upon template, is supported by data from the Office of Institutional Research, and now has a formal orientation in place for faculty beginning the review cycle. The Program Review Committee is responsible for examining the completed reviews and providing formal comments to those submitting the reviews. Comments were provided this spring both for programs which piloted the review process starting in 2004-2005 as well as for programs just completing reviews in 2006-2007. Because this portion of the review process is new, those undergoing review expressed doubt about how effectively the information from the review would be used, especially when accessing needed resources. Until the link between completing reviews and accessing resources is clearly and consistently established, program faculty are likely to remain skeptical about the benefit of completing Program Reviews. However, the college appears committed to completing the Academic Affairs Program Reviews on schedule and to continuing to work toward strengthening the link between reviews and accessing resources.

The Student and Community Advancement area has completed or is in the final stages of completing 25 of its 28 program reviews. Those interviewed, who completed reviews in 2006, expressed satisfaction that their findings have been useful in providing justification for access to resources to improve their current services, institutionalizing portions of services provided by past grants, and developing justifications for seeking new grant funding.

In past years, the Administrative Services area staff has struggled unsuccessfully to modify the Program Review process and templates used in Academic Services and Student and Community Advancement to fit the programs in their area. Under new administrative leadership, this area has settled on a new process that appears to be effective for them. The review process includes: 1) creating flowcharts to identify how things actually work within and across work units; 2) using feedback provided by a comprehensive customer satisfaction survey; and 3) setting key performance indicators by individual units to establish and meet service quality benchmarks in order to create and implement plans for improvement. All 24 Administrative Services units have elected to undergo this review process simultaneously to take advantage of evaluating their individual and crossover functions at the same time; they believe will lead to integrated improvement plans and better application of resources to implement their plans. While this approach seems very promising, until the units complete and document the outcomes of process (scheduled for completion in December 2007), a conclusion cannot be reached on its effectiveness.

Conclusion:

El Camino College has made progress on this recommendation. If the college maintains its schedule to complete reviews in all areas over the next two years, it will have met this recommendation. The team suggests that as the college continues to refine and evolve its review processes over the new few years, especially in the Academic Affairs and Student and Community Advancement areas, that it explores how implementation of student learning outcomes might be integrated into the overall Program Review process. The

team also suggests that the college considers ways to increase its current research capacity to address the growing assessment workload which will be needed to support future program review and student learning outcome processes.

Recommendation 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)

The college began working on this recommendation during spring 2002 and made progress toward completing this recommendation by spring 2003. The procedures implemented in 2005 are the foundation for the success of the current performance evaluation procedures for classified staff.

The college currently has an automated procedure in place that notifies managers and supervisors when classified evaluations are to occur. The procedure provides follow-up notification if the evaluation is late. Appropriate vice presidents are informed if evaluations are over-due. There is evidence that the current procedures results in all classified staff being evaluated as scheduled, using a common performance evaluation form.

The college participates in a consortium that provides annual training opportunity for managers and supervisors which includes conducting employee performance evaluations.

Conclusion:

The college has satisfied this recommendation.

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

The college included written evidence in the Progress Report that illustrated a decision making process which tracks a budget recommendation starting with the Program Review data, passing through the Planning and Budget Committee (PBC) and being approved by the Board of Trustees. This redesigned process for budget allocations is in its first year of implementation and has influenced only a portion of the resources to date. Their intent is to expand the recommendations coming to the PBC based on Program Reviews for all units.

The college needs to continue this planning and budget process and to articulate the budget process to the college community. The college needs to have all units submit and maintain program reviews so consistent budget decisions can be made. Currently, identification of needs in the facilities master planning projects and technology projects follow a different process than Program Reviews.

Conclusion:

The college has demonstrated sufficient progress towards this recommendation. The college is preparing their self study for the fall 2008 accreditation team visit. The evaluation of the budget decision making process should be a key element in the self study since it would have been implemented for one full budget cycle by that time.

El Camino College
Planning Model

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┌─────────────────────────────┐
│     Mission Statement       │
└─────────────────────────────┘
              ↕
┌─────────────────────────────┐
│    Strategic Initiatives    │
│      Five Year Cycle        │
└─────────────────────────────┘

        ┌──────────────────┐
        │  Program Review  │
        │  Six Year Cycle  │
        └──────────────────┘

                 ┌──────────────────┐
                 │    Curriculum    │
                 │     Review       │
                 │  Six Year Cycle  │
                 └──────────────────┘

        ┌──────────────────┐
        │ Student Learning │
        │    Outcomes      │
        │     (SLOs)       │
        │     Ongoing      │
        └──────────────────┘

┌─────────────────────────┐            ┌─────────────────────────┐
│    COMPREHENSIVE        │            │     Annual Plan         │
│    MASTER PLAN:         │            │    (Plan Builder)       │
│ Educational Master Plan │            │     Enrollment          │
│ Technology Master Plan  │            │   Management Plan       │
│ Facilities Master Plan  │            │     Yearly Cycle        │
│     Staffing Plan       │            └─────────────────────────┘
│     Resource Plan       │
└─────────────────────────┘
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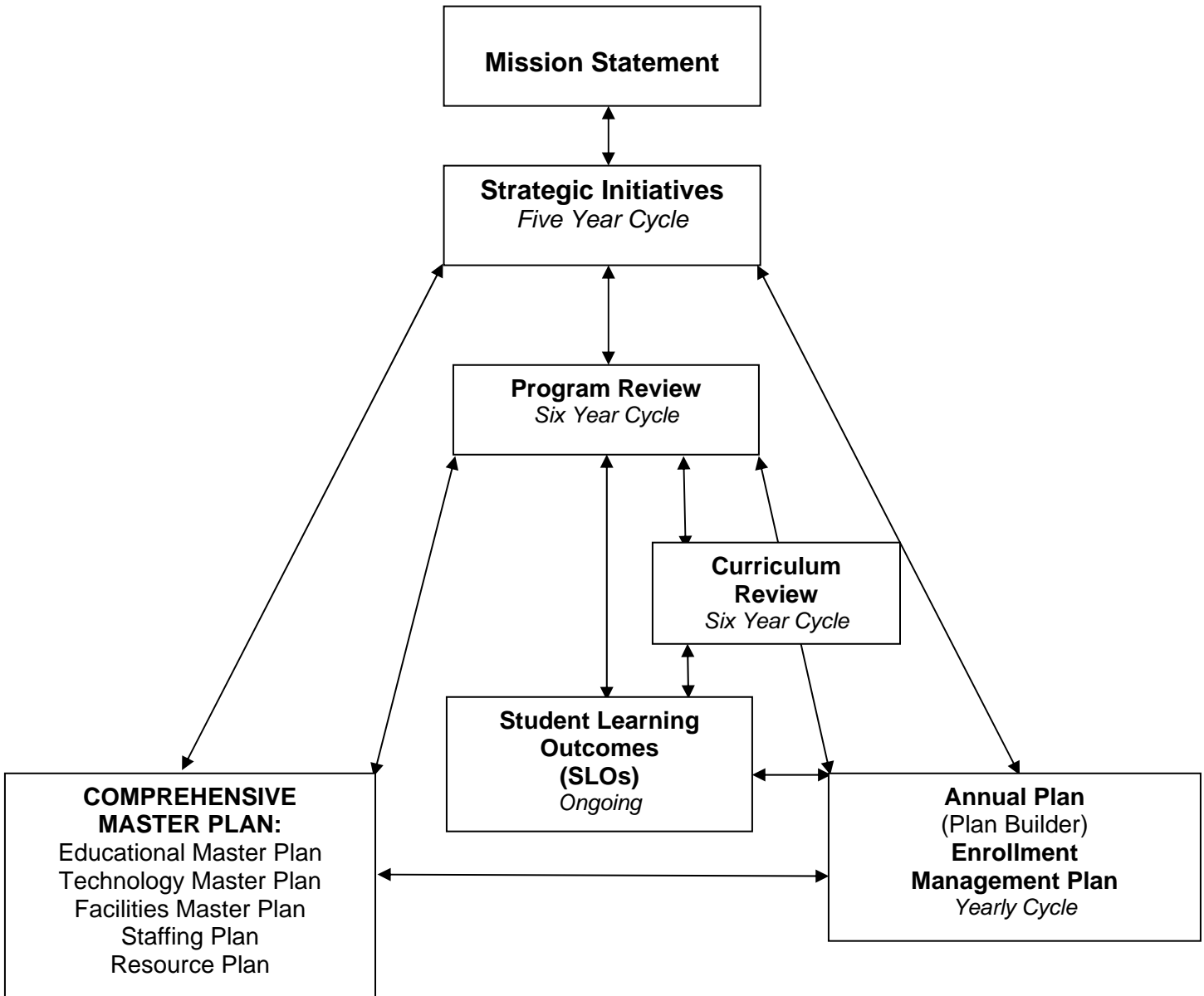
Planning components include institutional effectiveness measures that drive resource allocation.

Rev: 3/2009

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

Strategic initiatives articulate the direction the college has chosen. The initiatives are based upon our vision, mission, and value statements.

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

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

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

PROGRAM REVIEW
Program review is a process that asks members of a department to critically assess their programs, 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
1. Attend orientation workshop (department specific data distributed)
2. Designated faculty meet to write the program review
3. Present first draft to division dean for feedback
4. Present first draft to the Program Review Committee Chair for feedback
5. Faculty make revisions requested by Program Review Committee Chair
6. Submit final draft to the Program Review Committee for review and recommendations
7. Faculty and dean meet to discuss document for approval process
8. Prioritized program review recommendations are entered into division Plan Builder plans
9. Post approved program reviews on the web

Administrative Services / Human Resources
1. Attend orientation workshop
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

Student and Community Advancement
http://www.elcamino.edu/administration/vpsca/docs.asp
1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division dean 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

Curricula are reviewed and updated as needed by faculty and the Curriculum Committee at least every six years in coordination with the program review process. Revisions and review must be completed when program review is completed.

STUDENT LEARNING OUTCOMES (SLOs)
http://www.elcamino.edu/academics/slo/

Student Learning Outcomes can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order thinking skills and are measurable. Assessment plans must be completed for each student learning outcome on a regular basis.

ANNUAL PLAN (Plan Builder)
http://ecc-webapps1.elcamino.edu/pb/

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

1. September - October: Each program reviews, updates, and inputs program review prioritized plans into the Program Plan for the next fiscal year.
2. November - December: Each Division Council reviews and prioritizes program goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
3. January: Goals and Objectives in the current Unit Plan are reviewed and updated for the first half of the fiscal year.
4. January - February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan and create a prioritized list which is placed into Plan Builder under Vice President/Provost Area Plan.
5. March - April: Vice Presidents/Provost present the prioritized Area Plans requiring funding to PBC for discussion and endorsement.
6. May: PBC submits a list of endorsed funding requests to the President for consideration.
7. July: Goals and Objectives in the current Unit Plan are reviewed and the status updated for the full fiscal year.

ENROLLMENT MANAGEMENT PLAN
http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the College and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan should help to ensure the following: the achievement of enrollment targets in order to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January - February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN
http://www.elcamino.edu/administration/masterplan/cmplan.asp.

The Comprehensive Master Plan contains five plans that build upon each other. The plans are titled Educational, Technology, Facilities, Staffing, and Alternative Resources. The Comprehensive Master Plan is a descriptive document that explains the current status of the College's programs, services, and resources and projects what will be needed to address student and community needs ten to twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004. A new Comprehensive Master Plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of the Compton Center.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, and managers. The program data is used in conjunction with building usage to determine space needs. Program data are used to project department technological and facilities needs throughout the college.

The Technology Plan is created by the campus Technology Committee and is derived from program information and campuswide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. Following the staffing plan is the Alternative Resources Plan. This last plan lists potential opportunities the College could utilize to obtain state funding to assist College programs requiring funding.

All five plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the College is taking to address the needs brought forward in the plan.

Note:
A timeline for the development of the Comprehensive Master Plan has not been included as it is a unique process each time it is updated.

Planning Budgeting Calendar

Dates	Activity	Responsible
October – December	1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions	Planning & Budgeting Committee (PBC)
Dec 11th	1. Last day to submit prioritized program plans for 2010-2011	Program faculty and managers
January - February	1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues—Including the Funding of High Priority Planning Initiatives 4. Evaluation of 2009-10 program plan goals/objectives completed by Jan. 31	Vice President of Administrative Services PBC Program faculty and managers
February 26th	1. Last day to submit prioritized 2010-2011 unit plan recommendations	Deans/Directors

March - April	1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF
	
	2. Vice presidents jointly determine ongoing operational costs including:
	  a. Full-time salaries
	  b. Benefits
	  c. Utilities
	  d. Legal and contract obligations
	  e. GASB
	
	3. Develop Line Item Budgets for Operational Areas
		VP Academic Affairs with Cabinet approval
		
		Vice President of Administrative Services
		
		Cabinet for full-time positions
		
		Vice Presidents

March 31st	1. Prioritized 2010-2011 area plan recommendations presented to PBC and Cabinet 2. Assess outcomes from prior year funding cycle	Vice Presidents

Dates	Activity	Responsible
April 15th	1. Tentative budget information completed for PBC review	Vice Presidents
April 15th	1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized	PBC Cabinet
May 17th	1. President submits tentative budget to Board of Trustees for first reading presentation. 2. PBC submits endorsed recommendations for funding requests to the President	President PBC
June 21st	1. Tentative Budget is presented to Board 2. Final evaluation of 2009-2010 goals and objectives completed	President Program faculty and managers
July 1st	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August 5th and 19th	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC	PBC President Fiscal Services
September 7th	1. Final Budget Submitted to Board 2. PBC conducts annual evaluation	President PBC

EL CAMINO COLLEGE
2007 - 2008 ENROLLMENT MANAGEMENT PLAN

Submitted by

Dr. Francisco M. Arce, Vice President Academic Affairs
Dr. Jeanie Nishime, Vice President Student Services
Dr. Arvid Spor, Dean Enrollment Services

November 8, 2007

Acknowledgements

Members of the Enrollment Management Committee and subcommittees were instrumental in the construction of this 2007 – 2008 Enrollment Management Plan – their work was invaluable to this plan.

Enrollment Management Committee Members
Francisco Arce, Hal Bateman, Cathy Brinkman, Keith Curry, Susan Dever, Ann Garten, Irene Graff, Karen Lam, Ken Key, Pete Marcoux, Gloria Miranda, Bill Mulrooney, Jeanie Nishime, Dawn Reid, Stephanie Rodriguez, Regina Smith, Arvid Spor, Harold Tyler, John Wagstaff, and Satish Warrier

Enrollment Management Subcommittee Members
Technology and Information Systems
Bill Mulrooney, Jim Noyes, Irene Graff, Dave Snowden, Chris Wells, John Wagstaff, and Satish Warrier

Curriculum and Educational Programs
Gloria Miranda, Janet Young, Ken Key, Quajuana Chapman, Lars Kjeseth, and Lori Suekawa

Course Scheduling
Francisco Arce, Quajuana Chapman, Tom Lew, Don Goldberg, Gloria Miranda, James Schwartz, Virginia Rapp, Irv Drew, Alice Grigsby, Tom Jackson, Barbara Jaffe, Dipte Patel, Barbara Grover, Susie Dever, and Ngoc Tran

Student Services
Jeanie Nishime, Regina Smith, Dawn Reid, Maribel Hernandez, Cynthia Mosqueda, Dipte Patel, Diane Martinez, Martha Angel, Marjorie Hall, Linda Gallucci, and Abetta McQueen

Student Recruitment
Robin Dreizler, Margaret Quinones, Arvid Spor, Cathy Brinkman, Cece Fuentes, Emily Rader, Harold Tyler, John Means, Julieta Ortiz, Michelle Arthur, Rory Natividad, Sharon Van Enoo, Stephanie Rodriguez, Susie Dever, Tom Hazell, Veronica Herrera, Vicki Mack, and Helene Ansel

Marketing
Ann Garten, Arvid Spor, Helene Ansel, and Julieta Ortiz

Student Retention
Don Goldberg, Ruth Banda-Ralph, Luis Barrueta, Nancilyn Burruss, Griselda Castro, Kristie Daniel-DiGregorio, Susan Dever, Maria Dominguez, Elizabeth Fernandez, Margarita Gonzalez, Suzanne Herschenhorn, Barbara Jaffe, Peggy Kidwell, Elaine Moore, Daryle Nagano, Margaret Quinones, and Cynthia Silverman

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ENROLLMENT MANAGEMENT COMMITTEE HISTORY

Creation of the Committee
Around July 2005 the president and vice presidents became concerned over the lower than expected number of continuing and new students enrolling for fall semester courses. To address this issue the newly hired Interim Vice Presidents of Academic Affairs and Student Services assembled a group of managers primarily from Student Services to assess possible problems and potential solutions to the enrollment issue.

It was determined at one of the earliest meetings that this group needed to meet regularly and must expand and collaborate with managers from Information Technology Services and Academic Affairs in order to grow our enrollment. With a more diverse and expanded group came the decision as to who should lead this ad hoc group, and what should be the title of the group. It was clear to the Vice Presidents of Student Services and Academic Affairs that this was more than a Student Services issue as it had originally started out to be.

Both vice presidents agreed that they should jointly chair the meetings and that the appropriate title for the group was the Enrollment Management Task Force. As co-chairs, the Vice President of Academic Affairs and the Vice President of Student Services worked jointly to plan the meetings and to actively address plans that could promote growth.

Developing the Committee
Within a matter of months it became obvious that an Enrollment Management Plan was needed to set a direction for the task force to focus its energies. With the development of the plan came a need for an activities calendar of specific tasks and key people so that the task force knew what activities were expected to occur by each week throughout the year and who to contact before or after the event to more effectively coordinate activities.

In January of 2006 the vice presidents chose to create a series of three enrollment management workshops to obtain input from faculty, staff, students, and managers from both the main and Compton campuses of the college. The workshops were primarily facilitated by faculty and structured in the Great Teacher's seminar fashion of what's working, what's not working, and creative solutions.

The input from the workshops was instructive and plentiful as it had the effect of expanding the Task Force's scope of duties. With expanded duties and a sense of longevity of efforts the vice presidents decided to change the name of the task force to the Enrollment Management Committee.

Keeping the committee on task was becoming more challenging due to the sheer amount of content that needed to be discussed and the limitation of hour-long weekly meetings. The vice presidents decided to seek the outside assistance of Noel-Levitz consultants. The consultants were brought to the college in late March to assess enrollment management activities and potential opportunities. One of the few recommendations related to the committee was to create subcommittees of faculty, staff, and managers that would research, assess, discuss, and

recommend content and action for each of the seven areas of the action plan component of the enrollment management plan.

Results
As mentioned above the Task Force started before the start of the fall 2005 semester. The college engaged in a number of enrollment management activities that summer and fall which resulted in an unduplicated headcount of 24,494 students, a drop of about 3% from fall 2004 (25,296). Although the college experienced a drop of about 3% it is thought that the enrollment management activities dampened the student decline from what it could have been for the college.

Additional activities during the 2005 – 2006 year also did not produce the growth that was desired. In fact the unduplicated headcount for fall 2006 actually dropped to 23,928 – about a 2.5% reduction from fall 2005. This drop of approximately 500 students from the previous fall semester and a 1,300 student decline from fall 2004 was disheartening, but not as severe as the decline occurring at other urban colleges throughout the state.

Perseverance and collaboration appears to have paid off as the preliminary unduplicated student headcount for fall 2007 shows the college at 24,956, which is 1.3% below fall 2004 and a 4.3% increase over fall 2006.

PURPOSE

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not. The plan should help to ensure the following:

1. the achievement of enrollment targets in order to obtain the maximum resources available to the college

2. maintenance of the greatest possible student access consistent with educational quality

3. a well-balanced and varied schedule, responsive to the needs of our students and community

4. a comprehensive educational program that is responsive to the needs of our students and community

BASIC PRINCIPLES

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

Technology and Information Systems

1. The college will develop the necessary information infrastructure to provide faculty with multimedia technology in all classrooms and staff direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.

Total cost: $18,000

1. A. The college will utilize additional measures to enable more students to successfully use the "Search-for-Classes" function of the Portal by January 2008. No additional costs. Lead: Maribel Hernandez

   Action Steps
   1. A.1. – Student Services and Information Technology Services (ITS) representatives conduct student focus groups to better understand the challenges faced by student's intent on using the search function.

   1. A.2. – Registration tutorial will be made available before students' login.

   1. A.3. – Provide a survey to assess student satisfaction of the registration process. Tack on to the end of the online and phone registration services.

1. B. The college will create an online "Add/Drop" process by summer 2008. No additional costs. Leads: Satish Warrier, Bill Mulrooney

   Action Steps
   1. B.1. – ITS creates an online Add process

   1. B.2. – Admissions personnel alpha test the online Add process.

   1. B.3. – ITS modifies the process based on feedback from Admissions.

   1. B.4. – Selected academic divisions beta test the online Add process.

   1. B.5. – ITS modifies the process based on the feedback from the academic divisions.

   1. B.6. – The online Add process goes live to all divisions.

C. The college will implement online rosters for all instructors by January 2008. Leads: Bill Mulrooney; Francisco Arce. Budget: $18,000 for 9 printers

    Action Steps

    1. C.1. – Admissions and ITS provide instructions for online rosters.

    1. C.2. – Information regarding the 100% conversion to online rosters is sent to instructors in fall.

    1. C.3. – Staff development provides training to instructors. ITS Help Desk is suggested to assist with access issues.

    1. C.4. – Modifications to the online rosters are made annually based on feedback from the faculty.

Curriculum and Educational Programs

2. The college will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.

Funding not requested

2. A. The Vice President of Academic Affairs in coordination with the College Curriculum Chair will establish uniform principles and policies regarding prerequisite and co-requisite waiver and clearance procedures. Additional input needed from the Director of Admissions & Records and the Dean of Counseling & Student Services.

    Action Steps

    2. A.1. – Poll each division on policies, procedures, and forms used for prerequisite clearance or waiver. (October 30)

    2. A.2. – Assemble into a report and present to the Academic Senate for input and recommendations. (November 15)

    2. A.3. – Establish uniform principles, policies, and procedures for the use of prerequisite clearance or waiver forms. Provide training to all faculty members, academic divisions, and Admissions staff (spring 2008).

3. B. The Vice President of Academic Affairs, ITS, Dean of Counseling & Student Services and the Director of Admissions & Records will establish a means of simultaneously clearing a student to enroll in all courses for which they have completed a common pre- or co-requisite course at another institution.

    Action Steps

    2. B.1. – Present to the Senate and ITS for input and recommendations. (October 30)

    2. B.2. – ITS modifies Colleague to allow this new feature to work. Counselors beta test this function for accuracy (fall 2008).

2. B.3. – ITS modifies the function based on Counselor feedback (fall 2008).

2. B.4. – Global course clearance function is made live to Counselors (winter 2009).

<u>Course Scheduling</u>
8. **The Vice President of Academic Affairs and Deans will regularly and systematically assess the educational needs of students, business and the community to design programs, schedules, and services to more effectively respond to the needs of the community.**

Total cost: $15,000
$600,000 budget for growth sections to reach 19,300 FTES
(*Italicized numbers indicate secured funding.*)

3. A. The college will redesign or develop new programs to attract new students.

   <u>Action Step</u>
   3. A.1. – Complete a first and second eight week general education two year program that serves students that cannot attend a full semester. Utilize hybrid courses that will allow students to attend class every other week. Lead: Lisa Raufman (October 15)

3. B. The college will develop more flexible and varied patterns of scheduling in order to meet a greater range of student needs.

   <u>Action Step</u>
   3. B.1. – Utilize test server to determine where scheduling conflict exist, counselors to provide feedback on scheduling conflicts. Leads: John Wagstaff and Regina Smith (November 2007)

3. C. The college will increase online course offerings to reach new students and the returning adult students.

   <u>Action Step</u>
   3. C.1. – Fund additional faculty training programs to increase the number of faculty that are eligible to teach online during fall and spring semesters and the winter intersession.   Lead: Alice Grigsby; Budget: *$130,000*

3. D. The college will develop course offerings on site at service area high schools.

   <u>Action Step</u>
   3. D.1. – Twenty-five courses are being offered at local high schools in fall 2007. In spring 2008 an equivalent number of courses will be offered.   Leads: Renee Dorn, Robin Dreizler, Academic Deans; Budget: $15,000

3.E. The college will increase the large lecture format of course offerings in selected areas. This is a contractual issue that must be discussed before action can occur.

Action Step
3.E.1. – The Deans will identify courses to be offered in large lecture format for implementation spring 2008.

Student Services
4. The college will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the college intake systems.

Total cost - $20,000

9. A. Counseling and instructional faculty will develop learning communities linking basic skills (English, reading, and mathematics) students with counseling services.

Action Step
4. A.1. – Utilize the Basic Skills Initiative (BSI) to fund the program
Leads: Barbara Jaffe, Ruth Banda-Ralph; Budget: *$25,000* (Funding expected from the CCC System Office) (November 1)

4. B. The college assures that potential students and their parents receive accurate information enabling the students to successfully matriculate prior to the start of classes.

Action Steps
4. B.1. – Conduct "how to register" sessions for students and parents at high schools and during New Student Welcome Day. Lead: Maribel Hernandez; Budget: *$500* (August 22)

4. B.2. – Place 1 large screen monitor in the Student Services building to play registration power point during peak periods and informational videos during non-peak periods. Lead: Dawn Reid; Budget: $5,000 (November 15)

4. B.3. – Translate Matriculation Steps and Admissions letter into Spanish and purchase Spanish version of CCCApply. Leads: Maribel Hernandez, Regina Smith, Bill Mulrooney; Budget: $15,000 (November 1)

4. B.4. – Add additional staff during peak periods to walk lines and answer phones
Leads: Dawn Reid, Bill Mulrooney; Budget: *$10,000* (Each registration period).

4. C. The Vice President of Student Services will assure that all student services employees are providing accurate information to potential and current students.

    <u>Action Step</u>
    4.C.1. – Coordinate office hours in the Student Services building, and update and disseminate current program contact information beginning fall 2007. Lead: Mattie Eskridge; Budget: *$50,000* (August 27)

<u>Student Recruitment</u>
5. The college will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources so as to strengthen relationships with the community to increase students' motivation and preparation for college.

Funding not requested

5. A. The college will standardize outreach materials to present a more consistent message of the college in the community.

    <u>Action Steps</u>
    5. A.1. – By November 1st the Outreach and School Relations office in collaboration with the Director of Athletics will create and disseminate a recruitment notebook describing programs, services, and providing contact information for all outreach personnel (counselors, coaches, instructors, staff, and student ambassadors). Lead: Robin Dreizler; Budget: *$150*.

5. B. The college will expand the use of peer recruitment at the high schools beginning this fall.

    <u>Action Steps</u>
    5. B.1. – The Director of Outreach and School Relations will recruit up to 15 students from Inter-Club Council and service-oriented clubs that require service credit (i.e., AGS, SOL, Circle K) to serve as student ambassadors for ECC at the high schools. Estimated cost for student stipend *($7,000)*. (November 1)

5. C. The college will create an outreach plan targeting adults ages 25+ with the goal of increasing fall 2008 attendance from this population by 3% when compared to the same population attending fall 2007.

    <u>Action Steps</u>
    5.C.1. – Managers from Marketing, Outreach, and Community Advancement will address the coordination of outreach activities to local businesses including, mass-mailings, working adult schedule distribution, educational presentations, and tracking of prospective students. Lead: John Means (End of fall 2007).

Marketing

6. The college will review and enhance its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.

Total Cost: $40,000

6. A. Refer Web-related notes from the Enrollment Management and Planning workshops to the ECC Web Task Force

    Action Steps
    6.A.1. – Provide notes to Web Task Force by August 1, 2007

    6.A.2. – Request a listing of 1-2 short-term goals with measurable objectives be provided to the Marketing Subcommittee by October 30, 2007. Web Task Force to address.

    6.A.3. – Request long-term goals with objectives be provided to the Marketing Subcommittee by February 1, 2008 Web Task Force to address.

6. B. Review, assess and make recommendations for making the class schedule a direct mail marketing piece vs. an informational tool only. Leads: Ann Garten, Francisco Arce, Jeanie Nishime; (October 1)

    Action Steps
    6. B.1. – By September 30, 2007 present outline for class schedules revamped as a direct mail marketing piece. Determine what mailing options to utilize to reach targeted audience. Budget: $40,000

    6. B.2. – Determine mailing options to reach target audience. Lead: Ann Garten. Budget: *$50,000*

6. C. Utilize data to better understand current students and best ways to reach potential students

    Action Steps
    6. C.1. – For fall 2007 and spring 2008 semesters, utilize researchers to analyze available data to identify demographics of current students, five-year high school trends, and to ascertain similarities of populations within our service area to target for recruitment. Lead: Irene Graff.

    10.C.2. – During the 2007-08 academic year, hire a professional research firm to conduct a community survey to match data of our current students and identify underserved populations to target for recruitment. Lead: Ann Garten.

Student Retention

7. The Vice Presidents of Student Services and Academic Affairs will coordinate ongoing and systematic research of student success, retention and persistence. In coordination with the appropriate deans and faculty will continue to develop intervention methods to achieve a college-wide retention rate of 80% for 2007-08.

Total cost - $23,000

7 A. Classroom Retention Initiative – Encourage instructors to take steps to increase retention in their classes. Lead: Ruth Banda-Ralph; Budget: $3,000

> Action Steps
> 7. A.1. – Each semester, develop list of steps utilizing expertise from instructional and counseling division faculty and staff.
>
> 7. A.2. – Present steps to instructors at Flex Day meetings or department/division meetings in fall semester. Distribute steps to all instructors via biannual newsletter.
>
> 7. A.3. – Follow-up reminders to instructors using list-serve communication.
>
> 7. A.4. – Invitations to workshops presenting "On Course" strategies for instructors.

7. B. In an effort to bolster student retention, the college will increase the number of new students who receive an educational plan by 10% in 2007/08 as compared to the number of new students who received educational plans in 2006/07.

> Action Steps
> 7. B.1. – Increase adjunct counselors by 400 hours. Budget: $20,000.
>
> 7. B.2. – Dean of Counseling, together with staff, will determine deployment of counselors to highest-need areas.

7. C. The college will increase student enrollment in Human Development (HDEV) – 8 Orientation to College and Educational Planning.

> Action Steps
> 7. C.1. – Encourage all students, especially those placing into one or more developmental courses (in Math, Reading or Writing), to enroll in HDEV-8, taking this step.
>
> 7. C.2. – Create additional sections of HDEV-8 as needed, to meet student demand. Lead: Gloria Miranda

7. D. The college will improve upon services used with basic skills students.

> 11. D.1. – Provide training for all faculty to better serve basic skills students. Review the effectiveness of assessment tools used to place students in basic skills courses. Leads: Barbara Jaffe, Donna Manno.

Total projected cost: $116,000

2007 - 2008
ENROLLMENT MANAGEMENT PLAN

Submitted by

Mr. Keith Curry, Acting Dean Student Services, Co-chair
Dr. Art Flemming, Professor, Co-Chair

November 15, 2007

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Acknowledgements

The Enrollment Management Committee and subcommittees were instrumental in the construction of this 2007 – 2008 Enrollment Management Plan - their work was invaluable to this plan.

Enrollment Management Committee Members
Ignacio Alvarez, Celia Arroyo, Hal Bateman, Mary Callahan, Keith Curry, Aurora Cortez-Perez, Ann Garten, Tabetha Jackson-Pie, Ricky Shabazz, Arthur Flemming, Chester Fredd, Jeanie Nishime, Rudy Ramos, Arvid Spor, Annaruth Garcia, David Simmons, and Nehasi Lee

Enrollment Management Subcommittee Members

Academic Programs: Mary Callahan, Essie French-Preston, David McPatchell, Wanda Morris, Saul Panski, Patricia Bonacic, Harvey Estrada, and Estina Pratt

Student Services/ Registration: Ignacio Alvarez, Michael Odanaka, Celia Arroyo, Hal Bateman, Mary Callahan, Reginald Hall, Tyler Robbins, Chester Fredd, LaVetta Johnson, Valarie O' Guynn, Elizabeth Martinez, and Toni Wasserberger

Marketing/Outreach: Ann Garten, Ricky Shabazz, Rodney Murray, August Hoffman, Carolyn Ward, Joyce Duren, Ignacio Alvarez, Celia Arroyo, James Ho, Tabetha Jackson, and Alicia Zambrano

2007 - 2008 Enrollment Management Plan Target Populations

During the 2007– 2008 Academic Year, the Enrollment Management Plan focused on increasing these student populations:

1. Younger students (ages 17-21)
2. Working Adults(ages 25-44)
3. Enrollment of residents within the Compton Center services area
4. ESL Course enrollment
5. English Language Learner and African American Male students

Compton Community Educational Center
2006-2007 Enrollment By Ethnicity and Gender

Ethnicity	Gender	Headcount
African-American	Female	2,147
African-American	Male	1,064
African-American	Unknown	9
American Indian/Alaskan Native	Female	8
American Indian/Alaskan Native	Male	6
Asian	Female	80
Asian	Male	112
Asian	Unknown	1
Filipino	Female	68
Filipino	Male	47
Hispanic	Female	1,619
Hispanic	Male	837
Hispanic	Unknown	9
Other Non-White	Female	36
Other Non-White	Male	50
Pacific Islander	Female	33
Pacific Islander	Male	34
Unknown/Non-Respondent	Female	190
Unknown/Non-Respondent	Male	127
Unknown/Non-Respondent	Unknown	128
White Non-Hispanic	Female	73
White Non-Hispanic	Male	48
Grand Total		6,726

Sources: California Community College Chancellor's Office, college data system (Datatel)

PURPOSE

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the El Camino College – Compton Educational Center and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not. The plan should help to ensure:

1. Achievement of enrollment targets to obtain maximum resources available to the Center

2. Maintenance of the greatest possible student access consistent with educational quality

3. A well-balanced and varied schedule, responsive to the needs of our students and community

4. A comprehensive educational program that is responsive to the needs of our students and community

BASIC PRINCIPLES

The enrollment management strategies of the Center should ensure that all programs and services are as effective as they can possibly be, within the scope of the Center's resources, in meeting the educational needs of this community and serving all of its diverse populations.

The Center will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. The Center is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, and will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

Academic Programs
1. The Center will ensure that it provides curriculum that is timely and responsive to the changing needs of students, the community, and the labor market.

Total Costs: $50,000

1. A. The Enrollment Management Sub-Committee on Academic Programs will prioritize program offering initiatives at the Compton Center
    <u>Action Step</u>
    1.A. 1-Poritize curriculum into three categories – existing curriculum, partial curriculum, and curriculum to be developed by Fall 2007. Lead: Dr. Callahan
    1.A.2-Hire consultants and provide release time to faculty members to develop new curriculum by Winter 2008. Cost: $40,000. Lead: Dr. Callahan

1. B. The Center will increase the number of online course offerings by 20% from Fall 2006. Lead: Dr. Callahan
    <u>Action Steps</u>
    1.B.1-Provide stipends to faculty for participation in the development of online courses. Cost: $10,000
    1.B.2-Provide training, under the auspices of El Camino College, for faculty planning to teach courses on line.

<u>Outreach</u>
2. Center staff will improve recruitment and outreach efforts to all potential populations especially English Language Learners and African-American males.

Total Cost: $150,000

2. A. Two new Outreach representatives and one counselor to assist with the Compton Center ESL population, will be hired by December 2007 to develop a bilingual recruitment plan; develop retention activities; and marketing materials that specifically target African-American and English Language Learner students.

    <u>Action Step</u>
    2. A.1. - The main goal of the outreach representatives will be to increase student enrollment of these two underserved populations by 30% by fall of 2008 when compared to fall 2007. Lead: Mr. Shabazz. Cost: $80,000

2. B. The outreach representatives and the English Language Learners counselor will develop programs that encourage English Language Learners and males to enrollment in courses offered at Compton Center.

    <u>Action Step</u>
    2. B.1. - The goal of the outreach representatives will be to increase student contact (measured by the number of inquiries from these two underserved populations) by 50% by fall 2008 when compared to fall 2007. Lead: Mr. Shabazz.

2. C. The outreach representatives will develop a conference that focuses on issues related to increasing the number of English Language Learners and African American males that attend Compton Center.

Action Steps
2. C.1. - The goal is to increase the number of English Language Learners students and males visiting the campus by 25% by spring of 2008 when compared to spring 2007. Lead: Mr. Shabazz. Cost: $10,000 ($5,000/conference)

2. C. 1 – Each outreach representatives will assist in developing summer readiness programs that support the retention of English Language Learners and African American Male students.

2. D. The outreach representatives will develop concentrated recruitment activities that generate interest and increase enrollment from residents in the communities and cities of North Long Beach, Paramount, Lynwood, Carson, and Compton.

Action Step
2. D.1. - Student enrollment from these communities will increase by 15% compared to Fall 2007.

2. E. The English Language Learners counselor will monitor the progression and success of English Language Learners students as they negotiate the application and enrollment processes at the Compton Center. ($60,000)

Action Step
2. E.1. – Successful access to college for English Language Learners will be improved by 100% by June 2008.

Marketing
3. The Center will revise and improve its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.

Funding not requested

3. A. Redesign the Compton Center webpage to improve student access and enhance the navigation and usefulness of information on the web

Action Steps
3. A. 1 - Work with MIS staff to update and improve the current home page; identify top priority web pages to be made current with links from home page so basic updates are completed by August 23, 2007
3. A. 2 - Contract with web design consultant by September 15, 2007
3. A. 3 - Compton Webpage subcommittee work with consultant to unveil redesigned web page by December 21, 2007
3. A. 4 - Appropriate Compton staff participate in Omni Update training (for updating web pages once the redesign is completed) October 2007 – February 2008

3. B. Enhance students' experience on the Compton campus

    <u>Action Step</u>
    3. B. 1 - Identify and develop an outreach manual that includes a customer service training component in which all faculty, staff and student workers participate by June 2008

3. C. Utilize information obtained by the Registration/Student Services subcommittee to identify underserved populations within the Compton District to reach target FTES of 3650 for the 2007-2008 Academic Year.

    <u>Action Steps</u>
    3. C. 1 - Identify viable target markets for spring recruiting
    3. C. 2 - Develop marketing and promotional materials for the various target groups for spring semester

3. D. Establish an ongoing presence at area high schools and community events

    <u>Action Steps</u>
    3. D. 1 - Prioritize high schools and events to target for recruitment
    3. D. 2 - Develop appropriate collateral materials for target audiences

<u>Student Services</u>
4. The College will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the College intake systems.

Total Cost: $25,000

4. A. The College will assure that potential students and their parents receive accurate information enabling the students to successfully matriculate prior to beginning of a semester or session.

    <u>Action Steps</u>
    4. A. 1. – Conduct "how to register" sessions for students and parents at high schools and during New Student Welcome Day.
    Timeline: Aug. 22; Lead: Ms. Arroyo and Mr. Shabazz

    4. A. 2. – Place TV monitors in Student Services building to play registration PowerPoint during peak periods and informational videos during non-peak periods.
    Timeline: Nov. 15; leads: Mr. Fredd and Mr. Ramos; Use 2 Portable monitors that already exist on the Compton Center campus.

    4. A. 3. –Translate matriculation steps and admissions letter into Spanish. Purchase Spanish version of CCCApply. Timeline: Nov. 1; Lead: Dr. Parker. Services provided with District Matriculation funding.

    4. A. 4. – Add additional staff during peak periods to walk lines and answer phones
    Timeline: Each registration period; Lead: Mr. Fredd, Dr. Bateman $10,000, which includes overtime for classified staff and police department.

4. A. 5. – Locate space for a one-stop orientation, counseling, and registration center for registration periods. Lead: Mr. Curry

4. A. 6. – Permanent directional signs for the Compton Center.
Timeline: Each registration period; leads: Mr. Fredd, Ms. Martinez. $15,000

Student Retention
5. The College will conduct ongoing and systematic research of student success, retention and persistence and develop intervention methods to achieve a college-wide retention rate of 75% for 2007-08.

Total Cost: $12,000

5 A. In an effort to bolster student retention the College will increase the number of new students who receive an educational plan by 10% in 2007/08 as compared to the number of new students who received educational plans in 2006/07.

Action Steps
5. A.1. - Increase adjunct counselors by 200 hours. Estimated cost: $12,000.
5. A.2. - Dean of Student Services, together with Counseling Department staff, will determine deployment of counselors to highest need areas.

5. B. The college will increase student enrollment in the Human Development (HDEV) 8 course - Orientation to College and Educational Planning.

Action Step
5. B.1. - Encourage all students, especially those placing into one or more developmental courses (in Math, Reading or Writing) to enroll in HDEV 8. Leads: Dr. Callahan, Mr. Curry, Dr. Lyles, and Ms. Arroyo.

5. B.2. - Create additional sections of HDEV 8 as needed, to meet student demand. Leads: Mr. Curry, Dr. Lyles, Ms. Arroyo, and Dr. Callahan

Total Projected Cost: $237,000

Academic Affairs Program Review Guidelines

ECC/CEC Guidelines for Completion of Program Review 2008-2009

I	General Information - Overview

A) **Program Review (PR) is a self-study process to…**
1. recognize and acknowledge program/department performance
2. assist in program/department improvement through self-reflection
3. provide recommendations

B) The **Program Review (PR) format:**
1. helps programs/departments justify the need for the College's resources through qualitative and quantitative data and analysis
2. provides faculty the opportunity to write about the strengths and weaknesses of their programs/departments

C) **The Timeline:**
1. A PR will be submitted every *six years*
2. An annual PR update will be submitted in the spring semester.
3. Annual updates enable faculty to:
   a) identify new resource needs and recommendations (e.g. faculty positions, space, equipment, etc…).
   b) provide the status of current year's goals and assessments
   c) provide any additional information not included in the most recent PR

II	Program Review Timeline

1. At the fall semester PR Orientation Meeting:
   a) All PR packets are distributed to faculty working on the assessment.
   b) Packets include Institutional Research (IR) data to help in the analysis of the *specific* department/program. Data provided both in hard-copy and electronic access.
   c) Faculty have the *option* to design and conduct surveys with assistance from IR.
2. Drafts, submitted to Academic Affairs, due at the end of fall semester
3. Responses from the PR Committee or Designee will be provided by beginning of spring semester
4. Final drafts due by April
5. Faculty members and deans meet with PR committee to discuss document
6. Full or conditional approval given. Revisions might be needed.
7. Approved PRs will be posted on the web.
8. Faculty and dean ensure:
   a) PR prioritized recommendations placed into the college's planning software (Plan Builder).

III	**Program Review Step-by-Step Content**

1   Overview of your Program/Department
Include:
a) A complete description of the program/department
b) Information on degrees/certificates offered (where applicable)
c) Status of previous recommendations

2   Analysis of Institutional Research Data
Include:
a) Course grade distribution; success and retention rates
b) Enrollment statistics with section and seat counts; fill rates
c) Improvement rates (where applicable)
d) Recommendations (where applicable)

3   Curriculum - Course, Content, and Articulation
List:
a) Courses not reviewed in the last 5 years
b) Specific timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review
c) Course additions to current course offerings with explanations
d) Course deletions from current course offerings with explanations
e) Concerns and explanations regarding department/program's courses and their articulation
f) Recommendations (where applicable)

4   Student Learning Outcomes (SLOs)
List:
a) SLOs for each course in the discipline
b) Courses with assessments
c) Description of changes resulting from assessment of the courses
d) Program certificate and degree SLOs and manner of assessment
e) Results of the assessment
f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
g) Recommendations (where applicable)

5   Facilities, Equipment, and Technology
List:
a) Facilities, equipment, and technology used by the program/department
b) Adequacy and currency of these facilities, equipment, and technology
c) Immediate needs of facilities, equipment, and technology
d) Long-range needs in these areas

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6   Staffing
     Examine:
     a) Current staffing
     b) Program/department's current needs
     c) Program/department's future needs
     d) Recommendations (where applicable)

7   Planning
     List:
     a) Internal and external changes or trends impacting program in the next five years
     b) Direction of program in five years
     c) Goals and objectives of program related to the College mission and strategic initiatives Information is found at the following site:
          http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

8   Conclusion and Summary
     List:
     a) Prioritized recommendations and needs of your program/department.
     b) Provide *estimates* of any probable expenditures or purchasing needs.
     c) Questions to guide you in this process and the format of the PR, for example:
          1. Where is the program/department now?   Mention the status of your previous recommendations.
          2. Where does the program/department want to be in 5 years?
          3. What does the program/department need to do to get there?
          4. How will you validate (or account for) the program/department's progress?
          5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the College's planning software.

ECC and CEC Program Review Organization

The goal of Program Review is to provide an introspective examination and analysis of each department/program *on both campuses* with ultimate recommendations for the betterment of the department/program. From the analyses, the Colleges can make informed budgetary decisions and recommendations. It is understood that not all programs/departments exist at both campuses. For consistency, CEC will follow the Program Review Cycle of the Torrance campus with regards to the specific department/programs to be reviewed each academic year.

In terms of the actual program review documents from ECC and CEC, when possible, the faculty from both campuses will be encouraged to work together, and the documents will be joined (e.g. Section 1 and Section 2) once each *separate* document has been approved by the respective campus committee - ECC Program Review Committee and the CEC Institutional Effectiveness Committee. The entire document, reflecting both campuses, will then be placed on the Portal. Prioritized recommendations from each program review will be put into the planning software, Plan Builder.

Support Services Program Review Guidelines

Program review is a process that asks members of a department to critically assess their programs, 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 by posting the recommendations in the College's planning software, and compliance with accreditation and other mandated reviews.

WHAT IS THE PROGRAM REVIEW PROCESS?
The program review process for Support Services will consist of three steps: *program review documentation, approval*, and *dissemination*. It is expected that these four steps of the program review process will take less than one academic year to complete and that each program will be reviewed on a scheduled 6-year cycle.

Program Review Documentation
Program representatives will collect and report documentation to describe the program's current status and to create a basis for all program improvement recommendations. Program representatives will work with the Institutional Research Office to design and conduct a student or client satisfaction survey to gain insight from others who are outside of the program. All program personnel should be given the opportunity to review and comment on a draft of the report prior to the submittal of the report to the Area Vice President or President.

Approval
The Area Vice President or President will review and provide comments to the program manager prior to approval and dissemination.

Dissemination
Approved program reviews must be made available in the department/division offices. Recommendations for program improvements in the form of objectives and success indicators must be linked to the College's strategic goals and be entered into the College's planning software before the end of the fiscal year in which the review was conducted. Additional reports will be provided to the President's Cabinet for review upon request.

PROGRAM REVIEW OUTLINE

The program review has four sections: *Overview, Program Data, Program Requirements*, and *Recommendations*. Each section seeks information that will aid program personnel with describing the program, environmental factors that might impact the program, and recommendations for program improvement. An outline of the program review is listed below. Instructions have been listed in each section throughout this document.

I. Overview
    A. <u>Program Profile:</u> Provide descriptive information about the program including objectives, funding source, student or client profile, etc.
    B. <u>Status of Previous Recommendations:</u> List the current status of recommendations that were made in the last program review.
    C. <u>Continuing Recommendations:</u> List prior recommendations that are expected to continue.

II. Program Data
    A. <u>Student or Client Satisfaction:</u> List and analyze student or client satisfaction survey data. Work with the Institutional Research Office to create and disseminate a customer satisfaction survey in order to complete this portion of the program review.
    B. <u>Student or Client Outcome Data:</u> Provide trend analysis of program data and recommendations for program improvement.
    C. <u>Program Data Recommendations:</u> List all recommendations made in the three Program Data sections (Student or Client Satisfaction and Student or Client Outcome Data).

III. Program Requirements
    A. <u>Program Support or Collaboration:</u> List efforts that are needed to support or strengthen the program, and ideas that should be pursued for program improvement.
    B. <u>Facilities and Equipment:</u> Comment on the adequacy and immediate- and long-range facilities and equipment needs of the program.
    C. <u>Staffing:</u> Describe the adequacy of the program's current and future staffing levels and list personnel training needs.
    D. <u>Planning:</u> Analyze external and internal information to determine changes or trends that will impact the program within the next six years. Explain how the program's planning process involves program staff, and ties into student learning outcomes.
    E. <u>Program Requirement Recommendations:</u> List the recommendations from the four Program Requirement sections (Program Support, Facilities and Equipment, Staffing, and Planning).

IV. Recommendations – Provide a prioritized list of all recommendations made throughout this program review. List strategies program personnel will utilize to aid in the achievement of each recommendation. Create objective statements and success indicators for each recommendation and enter into Plan Builder.

I. Overview

A. Program Profile

Instructions: The program profile should contain the program name, primary objectives, funding source(s), a profile of the students or clients served, and any other information that will provide the reader with a more complete understanding of the program.

B. Status of Previous Recommendations

Instructions: List the current status of recommendations that were provided in the last program review.

C. Continuing Recommendations

Instructions: List the recommendations that are expected to continue as a result of this program review.

II. Program Data

A. Student or Client Satisfaction

Instructions: List and analyze the results of the student or client satisfaction survey. Based upon the analysis what program improvements should be made. Assistance from Institutional Research may be necessary to create, distribute, and tally the survey.

B. Student or Client Outcome Data

Instructions: This section requires the analysis of student or client program data that has been collected over the past three years. Data should be thought of as program specific data such as the <u>number</u> of students or clients who utilized various segments of your service over a specific period of time.

Examples include the number of students who met with a counselor, successfully completed their financial aid packet, applied on-line, referred to a company for an interview, or completed training.

Analyze program data. Identify and list trends found in the data.

Based upon the trends and performance indicator data what changes, if any, should be made to improve the program? All program improvements must be tied to the data.

C. Program Data Recommendations

Instructions: List all recommendations from section II (Program Data A and B).

III. Program Requirements

A. Program Support or Collaboration
Instructions: List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each. What efforts with the campus and external community that are designed to benefit the program. List how the collaborative efforts should be strengthened and what new collaborations or partnerships should be pursued to improve the program.

All programs depend upon the support of other departments on campus. What is the impact of those departments on this program and what can program personnel do to further strengthen those relations?

What program functions are dependent upon external collaborations or partnerships with other programs or services on campus or in the community? Describe the effectiveness of each collaboration or partnership.

How can program personnel strengthen these collaborations or partnerships?

What other collaborations or partnerships should program personnel pursue for program improvement and why?

B. Facilities and Equipment
Instructions: Provide a summary of the current state of the program's facilities and equipment and list recommendations if appropriate.

Describe the adequacy of the facilities and equipment available to the program.

List recommendations regarding the facilities and equipment used by the program.

C. Staffing
Instructions: Describe the adequacy of the program's current staffing level and the training needs of program personnel. List recommendations based upon question responses.

Describe the adequacy of the program's current staffing level.

Personnel Trend

Personnel Type	Current Level # of Staffing	Current Level FTE	Adequate staffing in 3 - 5 years # of Staffing	Adequate staffing in 3 - 5 years FTE	Retirement # of Staffing	Retirement FTE
Full-time Faculty (Tenure Track)						
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty						
Full-time Classified Staff						
Part-time Classified Staff (Permanent)						
Part-time Classified (Temporary)						
Casual Employees						
Student Employees						
Manager						
Supervisor						
Temporary Project Administrator						
Faculty Coordinator						

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)

How does this data impact the future of the program?

Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program.

List and prioritize all staffing recommendations.

D. Planning

Instructions: Analyze external (advisory committee input, academic/trade journal articles, or other appropriate sources) and internal information to determine changes or trends that will impact the program within the next six years. Show how the program's planning process involves program staff.

What major changes or trends might impact the program in the next six years? What program plans are in place or will be created to respond to major changes or trends?

Explain how program personnel are involved in the creation and implementation of program plans?

List program Student Learning Outcomes (SLOs) and describe how the SLO and assessment results tie into the program plans.

E. Program Requirement Recommendations

Instructions: List all recommendations made in section III (Program Requirements A – D).

IV. Recommendations

Instructions: Provide a prioritized list of all recommendations made throughout this program review (sections I, II, III). Each recommendation must be tied to at least one of the College's Strategic Initiatives and show the costs associated with any recommendation that requires funding. Enter all recommendations into Plan Builder.

Academic Affairs Program Review Status

Department/Program	Year Completed	Next Review Cycle
1. Dance	2004	2009-2010
2. Physics	2004	2009-2010
3. Astronomy	2004	2009-2010
4. English as a Second Language	2004	2009-2010
5. Speech Communications	2004	2009-2010
6. Air Conditioning and Refrigeration	2006	2009-2010
7. Construction Technology	2006	2009-2010
8. English – Reading	2006	2010-2011
9. Mathematics – Engineering	2006	2010-2011
10. Machine Tool Technology	2006	2010-2011
11. Music	2006	2010-2011
12. Real Estate	2006	2010-2011
13. Teacher Education Program	2006	2010-2011
14. Administration of Justice	2007	2010-2011
15. Architecture	2007	2011-2012
16. Auto Collision Repair/Painting	2007	2011-2012
17. Childhood Education	2007	2011-2012
18. Computer Information Systems	2007	2011-2012
19. Electronics & Computer Hardware Technology	2007	2011-2012
20. Film/Video	2007	2011-2012
21. Fire and Emergency Technology	2007	2011-2012
22. Life Sciences	2007	2012-2013
23. Music Library	2007	2012-2013
24. Anthropology	2008	2012-2013
25. Art	2008	2012-2013
26. Business	2008	2012-2013
27. CADD	2008	2012-2013
28. Cosmetology	2008	2012-2013
29. English	2008	2013-2014
30. Environmental Horticulture	2008	2013-2014
31. History/Ethnic Studies	2008	2013-2014
32. Kinesiology	2008	2013-2014
33. Learning Resources Unit	2008	2013-2014
34. Mathematics – Developmental	2008	2013-2014
35. Philosophy	2008	2014-2015
36. Photography	2008	2014-2015
37. Physical Education – Athletics Program	2008	2014-2015
38. Political Science	2008	2014-2015
39. Sociology	2008	2014-2015
40. Sign Language/Interpreter Training	2008	2014-2015
41. Welding	2008	2014-2015
42. Honors Transfer Program (HTP)	Annual Update	
43. Radiological Technology	Annual Accreditation Report	

Department/Program	Cycle
44. Respiratory Care	Annual Accreditation Report
45. MESA & Pre-Engineering	Annual Update/Accreditation Report
46. Nursing	Annual Accreditation Report
47. Paralegal Studies	Annual Accreditation Report
48. Distance Education	Annual Update
49. Study Abroad Program	Annual Update)
50. Licensed Vocational Nursing (LVN)	Annual (CEC only) Accreditation Report

Program Reviews First Draft Due in April 2009 (08/09 cycle):

51. Chemistry (draft submitted and reviewed)
52. Computer Science
53. Earth Sciences (Geology, Geography, Oceanography) (draft submitted and reviewed)
54. Economics
55. Engineering Technology (draft submitted and reviewed)
56. Fashion (draft submitted and reviewed)
57. Foreign Languages (draft submitted and reviewed)
58. Health Center (draft submitted and reviewed)
59. Human Development (draft submitted and reviewed)
60. Journalism
61. Psychology (draft submitted and reviewed)
62. Special Resource Center/Adapted PE (draft submitted and reviewed)
63. Theatre (draft submitted and reviewed)
64. Automotive Technology (draft submitted and reviewed)

Student & Community Advancement
Program Review Status

Department/Program	Year Completed	Next Review Cycle
1. Freshman Year Experience	2006	2011-2012
2. Assessment & Testing	2006	2011-2012
3. Financial Aid & Scholarships	2006	2011-2012
4. Outreach & School Relations	2006	2011-2012
5. Admissions	2006	2012-2013
6. Evaluations	2006	2012-2013
7. Records	2006	2012-2013
8. Registration	2006	2012-2013
9. Veteran's Affairs	2006	2012-2013
10. International Student Program (ISP)	2006	2012-2013
11. Athletics	2007	2013-2014
12. Counseling & Student Services	2007	2013-2014
13. EOPS/CalWORKs/CARE	2007	2013-2014
14. Career Center	2007	2013-2014
15. Transfer Center	2007	2013-2014
16. Project Success	2007	2013-2014
17. Puente Program	2007	2013-2014
18. Student Development	2008	2011-2012
19. Foundation & Scholarships	2008	2014-2015
20. Grants Office	2008	2014-2015
21. Institutional Research		2015-2016
22. Contract & Community Education		2015-2016
23. El Camino College Language Academy (ECLA)		2015-2016
24. Inglewood Center		2015-2016

In progress for completion June 30, 2009:
1. Institutional Research
2. Contract & Community Education
3. El Camino College Language Academy (ECLA)
4. Inglewood Center

Administrative Services Program Review Timeline

Department/Program	Year Completed	Next Review Cycle
Purchasing	2008	2010-2011
Parking Services	2008	2010-2011
Material Receipt & Delivery	2008	2010-2011
Recycling & Waste Management	2008	2010-2011
Technical Services	2008	2010-2011
Financial Reporting & Accounting	2008	2011-2012
Bookstore	2008	2011-2012
Accounts Payables	2008	2011-2012
Patrol/Cadet Services	2008	2011-2012
Building & System Maintenance	2008	2011-2012
Custodial Operations	2008	2011-2012
Utility Management	2008	2011-2012
Network Services	2008	2011-2012
Risk Management	2008	2012-2013
Dispatch Services	2008	2012-2013
Facilities Planning & Construction	2008	2012-2013
Grounds Maintenance	2008	2012-2013
Application Support	2008	2012-2013
Student Accounting Services	2008	2013-2014
Live Scan Services	2008	2013-2014

Compton Educational Center Student Services Program Review Status

Department/Program	Year Completed	Next Review Cycle
1. Assessment & Testing	2007	2011-2012
2. Outreach & Relations with Schools	2008	2011-2012
3. Financial Aid	2008	2011-2012
4. Admissions & Records	2008	2012-2013
5. Registration	2008	2012-2013
6. Athletics	2008	2013-2014
7. Matriculation	2007	2013-2014
8. CalWORKs/TANF	2007	2013-2014
9. EOPS/CARE	2007	2013-2014
10. Transfer Center	2007	2013-2014
11. Student Support Services	2007	2014-2015
12. Upward Bound	2008	2014-2015
13. Upward Bound Math/Science	2008	2014-2015
14. Special Resource Center (DSPS)	2008	2015-2016
15. Student Development/Student Life		2011-2012
16. Counseling		2013-2014

In progress for completion by June 30, 2009:
1. Student Development/Student Life
2. Counseling

2008 – 2009 El Camino College Plans

PlanID	Year	Type	Submitted	Area	Unit	Program
2	2008-09	Program	3/13/2008	Administrative Services	Human Resources	Staff Development
15	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Chemistry
16	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Astronomy
17	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Biological Sciences
18	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Special Resource Center
19	2008-09	Unit	4/1/2008	Student Services	Enrollment Services	
20	2008-09	Program	2/29/2008	Student Services	Enrollment Services	FYE/SI
21	2008-09	Program	3/26/2009	Student Services	Enrollment Services	Student Development
22	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Geography
23	2008-09	Program	2/19/2008	Academic Affairs	Behavioral & Social Sciences	Child Development Center
24	2008-09	Program	3/26/2008	Student Services	Community Advancement	CACT
25	2008-09	Unit	3/14/2008	Academic Affairs	Health Sciences & Athletics	
26	2008-09	Program	3/17/2008	Academic Affairs	Health Sciences & Athletics	Nursing
27	2008-09	Program	In Progress	Academic Affairs	Health Sciences & Athletics	Kinesiology/PE
28	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Athletics
29	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Health Center
30	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
31	2008-09	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Respiratory Care
32	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Sign Language Interpreter Training
33	2008-09	Program	3/13/2008	Student Services	Enrollment Services	Assessment Center
34	2008-09	Unit	3/20/2008	Student Services	Admissions & Records	

PlanID	Year	Type	Submitted	Area	Unit	Program
35	2008-09	Unit	4/13/2008	Academic Affairs	Behavioral & Social Sciences	
36	2008-09	Unit	3/11/2009	Administrative Services	Information Technology Services (ITS)	
37	2008-09	Program	In Progress	Academic Affairs	Humanities	Humanities
38	2008-09	Program	7/22/2008	Academic Affairs	Mathematical Sciences	MESA
39	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	CalWORKs
40	2008-09	Unit	3/12/2009	President	Staff & Student Diversity	
41	2008-09	Program	3/3/2009	Academic Affairs	Fine Arts	Music
42	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Administration of Justice
43	2008-09	Unit	3/14/2008	Student Services	Institutional Research	
44	2008-09	Unit	3/12/2008	Student Services	Resource Development/Grants Dvlp& Mgmt	
45	2008-09	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
46	2008-09	Program	2/28/2008	Student Services	Enrollment Services	Financial Aid & Scholarship
47	2008-09	Unit	3/14/2008	Student Services	Counseling & Student Services	
48	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Library
49	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	EOP&S/CARE
50	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Center for the Arts
51	2008-09	Program	3/4/2008	Student Services	Community Advancement	Small Business Services
52	2008-09	Unit	2/25/2009	Administrative Services	Bookstore	
53	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Adult Re-Entry Center
54	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Earth Sciences
55	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Environmental Horticultural Science

PlanID	Year	Type	Submitted	Area	Unit	Program
56	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Life Science for Allied Health
57	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Physics
58	2008-09	Unit	3/14/2008	Academic Affairs	Natural Sciences	
60	2008-09	Unit	3/24/2008	Academic Affairs	Learning Resources	
61	2008-09	Unit	10/3/2008	Administrative Services	Fiscal Services	
62	2008-09	Unit	7/23/2008	Academic Affairs	Mathematical Sciences	
63	2008-09	Unit	3/3/2009	Academic Affairs	Business	
64	2008-09	Program	3/11/2008	Student Services	Community Advancement	Workplace Learning Resource Center
65	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Computer Science
66	2008-09	Program	In Progress	Administrative Services	Fiscal Services	Financial Reporting and Accounting
69	2008-09	Program	3/31/2008	Academic Affairs	Fine Arts	Dance
70	2008-09	Unit	3/2/2009	Administrative Services	Facilities Planning & Services	
71	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Veterans Services
72	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Anthropology
74	2008-09	Area	In Progress	Administrative Services		
75	2008-09	Program	3/14/2008	Student Services	Community Advancement	CITD
77	2008-09	Program	3/20/2008	Student Services	Admissions & Records	International Students Program
78	2008-09	Unit	2/27/2009	Academic Affairs	Industry & Technology	
79	2008-09	Program	7/1/2008	Academic Affairs	Industry & Technology	Air Conditioning and Refrigeration
80	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Architecture
81	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/ Painting
82	2008-09	Program	3/11/2009	Academic Affairs	Industry & Technology	Automotive Technology

PlanID	Year	Type	Submitted	Area	Unit	Program
84	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Evaluations
85	2008-09	Unit	3/11/2009	Administrative Services	Business Services	
86	2008-09	Unit	3/13/2008	Academic Affairs	Humanities	
88	2008-09	Unit	3/14/2008	Student Services	Development Alumni & Annual Giving	
89	2008-09	Program	3/13/2008	Academic Affairs	Humanities	English
90	2008-09	Program	3/20/2008	Student Services	Admissions & Records	Admissions, Records, Registration
91	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Articulation
92	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Transfer Center
93	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Career Center
94	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Project Success
95	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Puente Project
96	2008-09	Program	4/1/2008	Student Services	Community Advancement	Inglewood Center
97	2008-09	Program	3/14/2009	Student Services	Community Advancement	Workforce & Community Development
98	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Computer Aided Design/ Drafting
99	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Construction Technology
100	2008-09	Program	2/23/2009	Academic Affairs	Industry & Technology	Cosmetology
101	2008-09	Program	2/25/2009	Academic Affairs	Industry & Technology	Electronics & Computer Hardware Technology
102	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Fashion
103	2008-09	Program	2/24/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
104	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Machine Tool Technology

PlanID	Year	Type	Submitted	Area	Unit	Program
105	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Manufacturing Technology
106	2008-09	Program	2/19/2009	Academic Affairs	Industry & Technology	Welding
108	2008-09	Program	2/19/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
109	2008-09	Program	3/22/2008	Academic Affairs	Behavioral & Social Sciences	American Studies
118	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Joy of Music
120	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Distance Education
121	2008-09	Program	6/18/2008	Academic Affairs	Fine Arts	Art
122	2008-09	Program	3/25/2008	Academic Affairs	Fine Arts	Art Gallery
123	2008-09	Program	4/4/2008	Academic Affairs	Fine Arts	Film/Video
124	2008-09	Program	3/13/2008	Academic Affairs	Fine Arts	Photography
125	2008-09	Program	3/24/2008	Academic Affairs	Fine Arts	Speech Communication
126	2008-09	Program	In Progress	Academic Affairs	Fine Arts	Theatre
127	2008-09	Program	4/1/2008	Academic Affairs	Learning Resources	Media Services
128	2008-09	Program	4/24/2008	Academic Affairs	Learning Resources	Learning Resources Center
129	2008-09	Unit	2/27/2009	President	Community Relations	
130	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Academic Strategies
131	2008-09	Program	3/13/2008	Academic Affairs	Humanities	ESL
132	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Foreign Languages
133	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Journalism
134	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Accounting
135	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Admin/Management/ Marketing/Supervision
138	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Office Administration

PlanID	Year	Type	Submitted	Area	Unit	Program
139	2008-09	Program	3/3/2009	Academic Affairs	Business	Computer Information Systems
141	2008-09	Program	3/3/2009	Academic Affairs	Business	Law/Paralegal Program
142	2008-09	Program	3/3/2009	Academic Affairs	Business	Real Estate
144	2008-09	Program	3/17/2008	Administrative Services	Human Resources	Human Resources
145	2008-09	Unit	3/5/2009	Student Services	Community Advancement	
146	2008-09	Program	In Progress	Student Services	Community Advancement	Community Education
148	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Women's Studies
149	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
150	2008-09	Program	4/4/2008	Academic Affairs	Behavioral & Social Sciences	Economics
151	2008-09	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Philosophy
152	2008-09	Unit	3/11/2009	Administrative Services	Human Resources	
153	2008-09	Area	In Progress	Student Services		
154	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Sociology
155	2008-09	Program	4/16/2008	Academic Affairs	Behavioral & Social Sciences	Childhood Education
156	2008-09	Program	4/15/2008	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
157	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Political Science
158	2008-09	Unit	4/4/2008	Academic Affairs	Fine Arts	
159	2008-09	Area	In Progress	Community Advancement		
160	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Psychology
161	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	History
162	2008-09	Program	4/10/2008	Academic Affairs	Behavioral & Social Sciences	International Education
163	2008-09	Program	4/12/2008	Academic Affairs	Behavioral & Social Sciences	Honor's Transfer Program
164	2008-09	Program	4/28/2008	Academic Affairs	Behavioral & Social Sciences	Human Development

PlanID	Year	Type	Submitted	Area	Unit	Program
165	2008-09	Area	In Progress	Academic Affairs		
167	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Mathematics
168	2008-09	Program	7/21/2008	Academic Affairs	Mathematical Sciences	Pre-Engineering
170	2008-09	Review	In Progress	Academic Affairs	Health Sciences & Athletics	Special Resource Center
205	2008-09	Unit	In Progress	Human Resources	Human Resources Unit	
236	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Custodial Operations
248	2008-09	Program	In Progress	Administrative Services	Facilities Planning & Services	Grounds Maintenance
249	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Utility Management
252	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Building and System Maintenance
253	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
258	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
264	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction

2008 – 2009 Center Plans

PlanID	Year	Type	Submitted	Area	Unit	Program
104	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Geography
103	2008-09	Program	In Progress	Academic Affairs	Academic Programs	MESA
102	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Music
101	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Library
100	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Earth Sciences
99	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Environmental Horticultural Science
98	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Life Science for Allied Health
97	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Physics
96	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Natural Sciences
95	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Mathematical Sciences
94	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Dance
93	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Humanities
92	2008-09	Program	In Progress	Academic Affairs	Academic Programs	English
91	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Distance Education
90	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Film Video
89	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Speech Communication
88	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Theatre
87	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Learning Resources
86	2008-09	Program	In Progress	Academic Affairs	Academic Programs	ESL
85	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Foreign Languages
84	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Journalism

PlanID	Year	Type	Submitted	Area	Unit	Program
83	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Women Studies
82	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Ethnic Studies
81	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Economics
80	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Philosophy
79	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Sociology
78	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Political Science
77	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Psychology
76	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Human Development
75	2008-09	Program	In Progress	Academic Affairs	Academic Programs	History
74	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
68	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Fire & Emergency Technology
65	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Real Estate
64	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Welding
63	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business Accounting
62	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business
60	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Collision/Repair
59	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business/CIS
57	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Chemistry
56	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Biological Sciences
52	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Astronomy
51	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Art
50	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Administration of Justice

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PlanID	Year	Type	Submitted	Area	Unit	Program
49	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Anthropology
48	2008-09	Program	2/23/2009	Academic Affairs	Health and Human Services	Nursing
47	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Academic Strategies
44	2008-09	Program	2/23/2009	Academic Affairs	Health and Human Services	Childhood Education
13	2008-09	Program	In Progress	Academic Affairs	Academic Affairs	Basic Skills
10	2008-09	Unit	In Progress	Academic Affairs	Health and Human Services	
9	2008-09	Program	In Progress	Academic Affairs	Health and Human Services	Child Development Center
4	2008-09	Unit	In Progress	Academic Affairs	Career & Technical Education	
3	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Math/Sciences
54	2008-09	Program	In Progress	Administrative Services	Fiscal Affairs	Accounting
53	2008-09	Unit	In Progress	Administrative Services	Fiscal Affairs	
11	2008-09	Unit	In Progress	Administrative Services	Bookstore	
107	2008-09	Area	In Progress	Provost		
58	2008-09	Unit	In Progress	Provost	Management Information Systems	
40	2008-09	Area	In Progress	Student Services		
36	2008-09	Unit	1/22/2009	Student Services	Special Programs & Services	
33	2008-09	Review	2/13/2009	Student Services	Admissions & Records	Admissions & Records
18	2008-09	Unit	7/1/2008	Student Services	Financial Aid	
17	2008-09	Unit	In Progress	Student Services	Transfer Center	
16	2008-09	Program	4/17/2008	Student Services	Trio Programs	Student Support Services
15	2008-09	Program	11/3/2008	Student Services	Admissions & Records	Admissions & Records
14	2008-09	Unit	In Progress	Student Services	Admissions & Records	

PlanID	Year	Type	Submitted	Area	Unit	Program
12	2008-09	Unit	In Progress	Student Services	EOPS/CARE	
8	2008-09	Unit	9/1/2008	Student Services	CALWORKS/TANF, GAIN	
6	2008-09	Program	In Progress	Student Services	Trio Programs	Upward Bound
5	2008-09	Program	5/1/2008	Student Services	Trio Programs	Upward Bound Math/Science
2	2008-09	Unit	7/1/2008	Student Services	Athletics	
1	2008-09	Unit	12/11/2008	Student Services	Outreach & School Relations	

Appendix 8

Articulation and Transfer

One indication of the strength of the curriculum at El Camino College is the success of our students in transferring to four-year institutions. Articulation agreements, which depend on quality, comprehensive course outlines, contribute to student success. The curriculum review process at El Camino College ensures that courses are aligning with general education and transfer guidelines. In addition, instructional faculty are instrumental in developing course outlines to meet those guidelines.

Also, the Lower Division Transfer Pattern (LDTP) set forth by the CSU system is one of several ways that California Community College (CCC) students may use to prepare for study at the California State University (CSU). Courses outlines are submitted to the LDTP review committee to create articulation between the community college course and the course descriptor developed by the CSU. El Camino College submitted 48 courses and achieved 80% acceptance of courses submitted to the LDTP review committee.

Another indication of the quality of the curriculum at El Camino College is data provided by the California Postsecondary Education Commission (CPEC) on the number of transfer students to the University of California and the California State University.   As mentioned, successful articulation leads to higher transfer rates to four-year institutions. Each year the college submits courses for major preparation and general education to the University of California, California State University, IGETC, CSUGE Breadth, and LDTP review. Courses meeting the components for articulation (general education and major preparation) are vital to the success of student transfer. The following matrix from CPEC demonstrates the increasing numbers of transfer students from El Camino College.

Number of Students who Transfer to 4-Year Schools, by Year

Four-Year Institution	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
University of California, Berkeley	18	19	21	19	24	13	23	17	25	19	16	17	24	26	32	23	25	21	47
University of California, Davis	4	6	1	12	6	8	5	5	5	2	3	8	6	3	8	5	8	4	10
University of California, Irvine	29	43	38	44	40	39	55	43	27	36	45	44	71	45	51	52	42	60	55
University of California, Los Angeles	95	163	117	131	130	121	125	127	109	111	131	118	116	120	142	131	141	116	133
University of California, Merced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	1	1
University of California, Riverside	3	4	6	10	15	7	11	17	12	9	10	16	18	13	13	12	22	14	17
University of California, San Diego	5	9	2	13	12	11	10	8	14	11	11	14	21	19	13	20	26	26	39
University of California, Santa Barbara	18	26	24	24	25	31	24	21	21	19	14	19	23	26	19	23	32	25	13
University of California, Santa Cruz	2	12	5	12	10	14	8	6	10	3	6	10	3	4	10	11	10	5	8
UC Total	174	282	214	265	262	244	261	244	223	210	236	246	282	256	288	277	309	272	323
California Maritime Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	3	0	0	0	3
California Polytechnic State University, San	31	17	23	19	23	11	17	6	12	6	6	7	4	2	4	3	12	2	5

Institution																			
Luis Obispo																			
California State Polytechnic University, Pomona	28	28	32	26	37	32	34	36	35	23	20	29	32	29	23	30	44	47	29
California State University, Bakersfield	0	3	3	2	5	3	3	2	5	1	1	7	5	6	2	3	4	5	2
California State University, Channel Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	3	2	3	1	6
California State University, Chico	16	7	9	13	6	11	7	14	11	4	6	4	5	9	9	18	12	6	2
California State University, Dominguez Hills	297	331	360	360	324	296	310	329	329	255	341	339	358	373	356	337	358	349	346
California State University, East Bay	2	1	4	8	6	4	5	5	3	1	3	1	1	2	0	3	2	3	4
California State University, Fresno	4	9	9	4	4	7	0	2	0	1	3	4	7	2	3	4	2	2	1
California State University, Fullerton	45	58	55	57	45	56	41	52	33	55	40	50	59	50	51	100	69	83	99
California State University, Long Beach	392	419	320	286	285	300	353	366	277	297	322	304	385	380	311	369	342	449	434
California State University, Los Angeles	52	60	44	24	46	38	44	31	44	47	29	41	66	60	68	91	90	74	90
California State University, Monterey Bay	N/A	N/A	N/A	N/A	N/A	N/A	2	2	1	1	2	5	0	1	5	3	3	2	2
California State University, Northridge	42	67	52	44	57	42	41	54	27	30	29	35	36	40	34	40	50	55	55
California State University, Sacramento	5	9	3	3	5	4	0	0	2	3	2	1	4	2	3	4	4	0	6
California State University, San Bernardino	8	15	9	4	7	15	4	7	8	9	7	7	3	10	4	10	7	9	4
California State University, San Marcos	0	1	2	5	3	3	3	1	2	1	2	5	1	0	1	2	0	2	2
California State University, Stanislaus	1	3	1	2	4	0	2	1	2	2	0	0	0	2	0	0	0	2	0
Humboldt State University	8	11	5	7	6	11	5	8	2	3	3	7	4	9	4	6	8	14	8
San Diego State University	35	54	42	38	30	33	28	33	34	21	20	26	13	19	9	9	31	30	29
San Francisco State University	11	6	8	19	15	17	22	17	9	22	13	12	12	12	20	11	19	15	20
San José State University	9	14	11	3	21	11	13	10	5	11	3	7	3	6	5	2	5	4	11
Sonoma State University	1	9	5	2	6	4	6	3	3	2	1	6	1	1	4	3	3	4	3
CSU Total	987	1,122	997	926	935	898	940	979	844	795	853	897	999	1,015	922	1,050	1,068	1,158	1,161
Total	1,161	1,404	1,211	1,191	1,197	1,142	1,201	1,223	1,067	1,005	1,089	1,143	1,281	1,271	1,210	1,327	1,377	1,430	1,484

Curriculum Review Process

Department Faculty/Dean
Faculty, in conjunction with the appropriate dean, develops and/or revises courses, majors and/or certificates**.**

Division Technical Review Curriculum Committee (DCC)
The DCC is comprised of representatives from various departments/programs in the division. The College Curriculum Committee representative for the division sits on the committee to provide expertise and guidance. This committee conducts technical review to ensure that all outlines meet Title 5 regulations and local standards, and that all required forms have been developed correctly.

Office of Academic Affairs
In conjunction with the dean and administrative assistant, curriculum proposals are submitted to the Office of Academic Affairs. The courses are reviewed by the Curriculum Advisor, the Chair, and the Chair Elect to determine if they should be reviewed by the Standard Review or the Full Review Committee.

Standard Review Sub-Committee
This committee is comprised of the Chair, Chair Elect, Curriculum Advisor, Articulation Officer, VPAA or designee, and a rotating representative from the College Curriculum Committee. The committee reviews the proposals and makes recommendation to the dean for changes or refinements prior to the meeting. The deans consult with faculty.

Comprehensive College Curriculum Committee (CCC)
This committee is comprised of a representative from each division, including the Compton Center, and ex-officio members. The entire CCC reviews the proposals and makes recommendations to the dean for changes or refinements prior to the meeting. The deans consult with faculty.

College Curriculum Committee
The College Curriculum Committee reviews, discusses and approves all courses. Courses that have been reviewed by the Standard Review Sub-Committee are presented as part of a consent agenda.

Board of Trustees
The VPAA forwards the curriculum to the Superintendent/President and the Board of Trustees.

Appendix 10

Six Year Cycle Form

<table>
<tr><td colspan="4" align="center">El Camino College Curriculum Committee
Six-Year Review Cycle by Course
Report Form</td></tr>
<tr><td>Division:
Fine Arts</td><td>Department:
Communication Studies</td><td>Faculty Leader:
Jason Davidson</td><td>Email:
jdavidson@elcamino.edu</td></tr>
</table>

Total Number of Courses for Full Course Review	15	Semester and Year of Next Program Review
Total Number of Courses for Blanket Course Review (50, 95/96, and 99)	2	2010-2011

Year 1			Year 2		Year 3		Year 4		Year 5		Year 6	
*Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
COMS 24ABCD		COMS 8		COMS 7	COMS 5	COMS 9		COMS 1		COMS 6		COMS 22ABCD
COMS 25ABCD				COMS 4	COMS 12	COMS 14		COMS 3		COMS 11		COMS 23ABCD
2	0	1	0	2	2	2	0	2	0	2	0	2

Directions:

1. Fill out the top section. Contact your Division Office or Dr. Jaffe at bjaffe@elcamino.edu for your Program Review Date.
2. Place the course number in the appropriate column.
3. Spring 2009 is included in this initial grid so you can record courses that have been reviewed or will be reviewed this semester. Please **BOLD** the courses that are being presented to the CCC this semester.
4. Place the totals for each semester in the gray box at the bottom of the gird.
5. Present the completed worksheet and Six-Year Cycle Form to your dean for review.
6. Email this form (not the worksheet) to Quajuana Chapman qchapman@elcamino.edu.

Thank you for your assistance and cooperation. (CCC 3-9-09)