

Strategic Initiatives Outcomes – 2010 Report

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.**

Strategic Initiative 1a

This is an example of a hands-on approach to enhancing student learning.

The Compton Nursing Program was able to apply simulation technology into all course levels beginning fall 2009. Students in each course offering were given the opportunity to participate in simulation for at least 8 hours during the semester.

Strategic Initiative 1b and 1c

This example shows how the college used its partnership network to capitalize on an opportunity to provide much needed local workforce training for students in the Compton area.

The Fastener Manufacturing Certificate program at Compton has proven to be very successful in terms of industry support (\$1M in new and used equipment donations) and initial job placement. Compton has committed to have a Certificate program in place after curriculum is approved.

Strategic Initiative 1b

This outcome alludes to an increase in student success based upon a more secure campus.

Reports of criminal activities were on the increase for a period of time. Campus Police responded by meeting with campus community stakeholders to discuss crime prevention education, and through changes made in policing - included high visibility foot patrols, bicycle patrols, cart and traditional vehicle patrols, and the installation of cameras around campus. Arrest volume and crime reports have decreased during this period.

Strategic Initiative 1b and 1c

This example focuses on growth opportunities realized along with strengthening partnerships.

Outreach and School Relations used data collected over the past two years to determine that the Testing Office should continue offering testing at feeder high schools even though there had been a reduction in funding for counselors. The decision to continue was based upon data that showed approximately 80% of high school seniors tested by ECC staff at the high schools in 2008 applied and enrolled in courses at ECC in 2009.

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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.**

Strategic Initiative 2a

These SLO examples were given to show how faculty members representing various courses have used the SLO process to assess and improve their courses.

ESL 52A (Introduction to Reading and Vocabulary Building)

A goal was met of 72% accuracy across the assessed sections. The 52A SLOs compelled the department to reevaluate 52A textbooks to ensure there is continuity in the level of difficulty of the readings and the manner of assessing comprehension. The SLO results have indicated that more outside the classroom practice is recommended. Students are encouraged by instructors to use New Century software in the LRC to improve their reading skills.

Speech

Data results showed that the majority of students were able to satisfy the SLO of being able to demonstrate knowledge of the judicial tests pertaining to freedom of speech as interpreted through various court decisions. In analyzing results from the rubric, students scored higher on organization and content knowledge. Students had a harder time making supporting arguments and examples.

Child Development

Based on results, more time should be spent helping students develop critical analysis skills. Students appear to grasp the material content but need more opportunity to practice critical analysis. The assessment results were very encouraging. Overall, the majority (76%) of students demonstrated either an “exceptional” or “good” understanding of parenting styles and was able to assess techniques for improving parenting strategies.

2b) Consistent 9-10% growth in the international student program and the assumption of all F-1 responsibilities for the Compton Center led to prioritization of the ISP’s funding request at the Area and institutional levels resulting in an additional \$30,000 in on-going funding.

Strategic Initiative 2b

Data from Institutional Research has been used to develop enrollment management plans at the College and Center. These annual plans received funding that enabled both locations to grow.

Enrollment management plans at both ECC and CEC were developed, funded and implemented resulting in a complete three-year recovery to 19,000 FTES at ECC and growth at Compton from 2695 FTES in 2006-07 to 5200 FTES in 2009-10.

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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.**

Strategic Initiative 3a

Student Services has automated a number of operations over the past three years that have produced improved customer service, greatly reduced lines, increased employee productivity, and has reduced the amount of time faculty spend on Adds during the Add period.

Admissions and Records: Online Adds

This new service, implemented in Fall 2009, dramatically reduced lines in the Add/Drop Center. A&R and Counseling staffing costs were reduced and a more convenient option is now available to students – add classes from home.

Counseling: Web Q&A

Prior to WEB Q&A going live, Counseling had an average of over 200 virtual counseling e-mails per month. Since WEB Q&A went live, the division averaged 20 to 30 counseling e-mails per day, a decrease in e-mails of 50%. During July 2009 to March 2010 (present) the average daily views were 225 per day. Due to the decrease in counseling appointments, the numbers of e-mails to WEB Q&A have increased from 417 e-mails from January – June 2009, to 541 e-mails from July 2009 – March 2010.

Financial Aid: Debit cards

Financial Aid students used to wait for over two hours in line to receive their financial aid checks. Now the majority of students receive a debit card in their home mail with the funds pre-loaded into a bank account. Those choosing not to use a debit card receive a check in the mail.

Compton – Financial Aid

Utilizing web technology, financial aid students at the Center were able to accurately and successfully access on-line financial aid registration forms, informational sites, and updates on their financial aid status. Online financial aid applications (i.e., BOG and FAFSA) grew to nearly 100% submittal rates.

Strategic Initiative 3b

The Natural Sciences and Humanities buildings are examples of how the College is working on meeting the needs of the students and the community for the next 50 years.