



**PLANNING & BUDGETING COMMITTEE**

**April 20, 2017**

**1:00 -2:30 P.M.**

**Library 202**

Facilitator: Rory K. Natividad

Notes: Linda M. Olsen

**STATEMENT OF PURPOSE**

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.

**Strategic Initiative – C – Collaboration**

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

**Members**

- |  |  |
|--|--|
| <input type="checkbox"/> William Garcia - Student & Community Adv. | <input type="checkbox"/> Rory K. Natividad - Chair (non-voting)      |
| <input type="checkbox"/> Amy Grant - Academic Affairs              | <input type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Ken Key - ECCFT                           | <input type="checkbox"/> Jackie Sims - Management/Supervisors        |
| <input type="checkbox"/> David Mussaw – ECCE                       | <input type="checkbox"/> Dean Starkey – Campus Police                |
| <input type="checkbox"/> Areceli Rodriguez – ASO, Student Rep.     | <input type="checkbox"/> Josh Troesh - Academic Senate               |

**Alternate Members / Support**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Babs Atane – Support                | <input type="checkbox"/> Ruben Lopez - Alt. Police  | <input type="checkbox"/> Michael Trevis – Alt. Adm. |
| <input type="checkbox"/> Janice Ely – Support                | <input type="checkbox"/> Jeanie Nishime – Support   | <input type="checkbox"/> Vacant – Alt. Ac. Sen      |
| <input type="checkbox"/> Irene Graff – Support               | <input type="checkbox"/> Barbara Perez – Support    | <input type="checkbox"/> Steve. Waterhouse-Alt.     |
| <input type="checkbox"/> Jo Ann Higdon – Support             | <input type="checkbox"/> Rebecca Russell - Alt. Ac. | <input type="checkbox"/> Mgmt/Sup                   |
| <input type="checkbox"/> Kristie Daniel-DiGregorio – Support | <input type="checkbox"/> Affairs                    | <input type="checkbox"/> Alt. ASO, Student          |
| <input type="checkbox"/> Art Leible – Support                | <input type="checkbox"/> Greg Toya – Alt. SCA       | <input type="checkbox"/> Luukia Smith – Alt. ECCE   |
|  | <input type="checkbox"/> Jean Shankweiler – Support | <input type="checkbox"/> Susana Prieto – Alt. ECCFT |

**AGENDA**

- |   |                |           |
|---|----------------|-----------|
| 1. Draft Minutes Approval – April 6, 2017 | R. Natividad   | 1:00 P.M. |
| 2. Making Decisions Document              | J. Nishime     | 1:10 P.M. |
| 3. Student Success Scorecard              | I. Graff       | 1:20 P.M. |
| 4. Enrollment Update                      | J. Shankweiler | 1:30 P.M. |

**Next meeting – May 4, 2017**

## Committee Funds and Financial Terms Glossary

General Unrestricted	Fund 11
General Restricted	Fund 12
Compton Center Related Activities	Fund 14
Special Programs Compton Center Partnership	Fund 15
Student Financial Aid	Fund 74
Workers Comp.	Fund 61
Capital Outlay Projects	Fund 41
General Obligation Bond	Fund 42
Property & Liability Self-Insurance	Fund 62
Dental Self-Insurance	Fund 63
Post-Employment Benefits Irrevocable Trust	Fund 69
Bookstore	Fund 51

WSCH =	Weekly Student Contact Hours
BOGFW =	Board of Governors Fee Waiver
FTES =	Full Time Equivalent Students
FTEF =	Full Time Equivalent Faculty
COLA =	Cost of Living Adjustment
OPEB =	Other Post-Employment Benefits
FON =	Faculty Obligation Number

\* A complete list is available in the annual final budget book.

## **Planning and Budgeting Committee 2016-17 Goals**

PBC Goals 2016-17 for discussion:

1. Develop an action plan utilizing the college wide evaluation of planning and budgeting process. The evaluation was conducted last year.
2. Review and approve the Comprehensive Master Plan to ensure that they are:
  - a. Supportive of the Mission and Strategic Plan,
  - b. Integrated with other college planning and budgeting,
  - c. Implementable, and
  - d. Achievable.
3. Evaluate the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Review and improve upon the yearly activity calendar.
5. Provide a professional development opportunity for faculty and classified.
6. Seek evidence of constituent group PBC communications in an effort to improve the understanding of committee efforts throughout the campus.

*Making Decisions at El Camino College, 2015-2020<sup>1</sup>*

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<sup>1</sup> The overall structure and some specific language in this document have been drawn from the following two sources: *Making Decisions at Orange Coast College, 2012-2014* (March 2012) and *Making Decisions at Moorpark College, 2008-2010*.

## Section I

### **Introduction – A Message from College Council**

In an effort to improve our understanding of the collegial consultation process at El Camino College, a special Board of Trustees meeting was held on April 3, 2012. Representatives from the Community College League of California (CCLC) and the Academic Senate of California Community Colleges were invited to provide an informational session on collegial consultation to members of the college community and the Board of Trustees. Throughout the summer, College Council met to review the presentation and to engage in dialogue regarding collegial consultation at El Camino College. It was a catalyst for a candid discussion regarding our perspectives on how decisions are made at El Camino College.

A Task Force was charged to write *Making Decisions at El Camino College*, a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. *Making Decisions* also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.

*Making Decisions at El Camino College* was created as part of an effort by College Council to evaluate itself, to recommend improvements and to redesign processes to make decision-making efficient and effective. It is the result of collegial consultation between representatives of faculty, staff, students and administrators, and it has been presented to these groups for feedback. We believe that it represents the united voice of all campus constituents, and we are committed to adhering to its precepts.

It is our desire that this document will build the goodwill and trust that are essential for an effective consultation process.

**Signatures of College Council members:**

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Dena P. Maloney, Ed.D.  
El Camino College Superintendent/President

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Eman Dalili  
Associated Students Organization President

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Erika Solorzano  
Police Officers Association

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Jeanie Nishime, Ed.D.  
Vice President, Student & Community  
Advancement

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Susan Pickens  
Confidential

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Jean Shankweiler, Ph.D.  
Vice President, Academic Affairs

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Kristie Daniel-DiGregorio, Ph.D.  
President, Academic Senate

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Jo Ann Higdon  
Vice President, Administrative Services

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Irene Graff  
Director, Research & Planning

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Luukia Smith  
El Camino Classified Employees

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Christopher Halligan  
Compton Center

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Chris Jeffries  
El Camino College Federation of Teachers

## Section 2

### **Collegial Consultation Philosophy Statement**

El Camino College is committed to including staff, faculty, students and administrators in the development of recommendations that impact their constituent groups, as required by California state law and regulation. By including campus constituents in decision-making, “there is a greater understanding and acceptance of decisions, a greater commitment to their implementation, and an understanding of and commitment to the goals and objectives of the organization. Shared decision-making promotes trust, cooperation, a team identity, and coordination of efforts.”<sup>2</sup> In addition, the decision-making process is strengthened by the unique talents and knowledge of each constituent group. In other words, our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement.

The following points describe the philosophy and practices El Camino College strives to attain during the decision-making process. While the main focus of this document relates to collegial consultation committees, our approach to decision-making could be applied to other College committees and processes.

#### **Collegial Consultation**

In a spirit of problem solving and with the goal of institutional improvement, members of collegial consultation committees come together to resolve issues and strategize for the future. When applicable, the decision-making process begins in consultation committees and the President makes a final decision or recommendation to the Board after fully considering the input of the consultation committee.

To ensure trust and goodwill, campus members engaged in collegial consultation must treat each other respectfully and recognize the unique perspectives, skills, and abilities of our colleagues and students. All committee members will be given the opportunity to speak and to express their constituent’s point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success.

When consensus or majority opinion is reached, the committee’s recommendation (including a full rationale for the recommendation) will be forwarded to the Superintendent/President by the committee chair. In the event that a recommendation of a consultation committee is not accepted, the Superintendent/President or his/her designee will provide a written response in a timely manner. Written responses demonstrate that the recommendation was carefully considered by administration and explain why another alternative was chosen. If appropriate, the Superintendent/President will forward his/her recommendation

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<sup>2</sup> Community College League of California, *Trustee Handbook* (2012), p. 114.

to the Board of Trustees whose decisions are final. All committee members will respect the final decision, regardless of whether or not they agree with the decision. That decision will not be revisited unless compelling statutory, fiscal, organizational, or educational reasons exist to do so.

### **Inclusiveness and Communication**

Every constituency that will be affected by a collegial consultation committee recommendation is invited to participate in the process. With participation comes the responsibility to keep an open mind, respect differing opinions, strive for consensus, and support the final outcome. Consultation committee members act as conscientious representatives of their group and keep their colleagues informed.

The main vehicle for intra-campus communication is committee minutes which are posted on the web (<http://www.elcamino.edu/administration/campus-committees/>). The website is used to document and make all committee materials accessible to the campus community. Currently, all committees have their Purpose Statement, membership, and minutes posted.

In addition, e-mails, Senate meetings, ASO meetings, division meetings and paper memos distributed in mail boxes are consistently used as additional vehicles of communication to keep the ECC community involved and updated.

### **Evidence and Planning**

The College utilizes evidence to support decisions. Sources of evidence include institutional data, including those found in program review and planning documents; student learning outcomes and academic performance assessments; state and local demographic and economic trends; and a variety of educational research. Robust research data is made available to the college community via the Institutional Research & Planning web page (<http://www.elcamino.edu/administration/ir/>) among other sources. While many decisions must be made to ensure compliance with State and Federal policy and regulations, we strive to link our recommendations to existing evidence whenever possible.

All committee members are expected to review the evidence provided in advance of the meeting in order to contribute a well-informed, campus-wide point-of-view to the dialogue.

### **Student Success**

We are united by our ultimate prioritization of El Camino College students and their success. Student opinions are invited and respected to ensure that they have a significant impact on the way El Camino College functions. All decisions, whether they involve facilities, academic programs, or student services, must be mindful of the impact on current and future students. We evaluate new policies, procedures, and processes in terms of promoting student success.

### *Section 3*

## **The Role of Students, Faculty, Staff, and Administrators**

### **In the Decision-making Process**

According to ECC Administrative Procedure (AP) 2510, “Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College Board of Trustees.” The role and function of each constituent group is outlined below.

#### **Role of Students**

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Student committee members are selected by the Associated Students Organization.

Students have the right to participate in processes for jointly developing recommendations to the Board, especially those which have a significant impact on students. Decisions that have a significant impact on students include, but are not limited to:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Instructional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Any other policy or procedure that the Board determines has a significant impact on students

Except in emergency situations, the Board shall not take action on a matter that has significant impact on students until it has provided students a reasonable opportunity to participate in the formulation of the policy or procedure, or in the joint development of recommendations to the Board.



## **Role of Faculty**

At El Camino College, faculty members play an integral role in the collegial consultation process contributing specialized knowledge of education and instruction. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the following areas:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and college governance structures as related to faculty roles;
7. Faculty roles and involvement in the accreditation process, including self-evaluation and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.<sup>3</sup>

At El Camino College, the Academic Senate works in mutual agreement with the Board of Trustees and its designees in the 10+1 areas listed above. This means that the Academic Senate and the designees of the Board of Trustees will work together in good faith to reach agreement on academic and professional matters. Our senate and board are typically able to easily reach agreement. However, Board Policy 2510, *Participation in Local Decision Making*, stipulates that “if the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.” If the Board and the Senate cannot agree, things remain status quo and no changes can be made. Only under exceptional and demonstrated conditions of substantial fiscal hardship or exposure to legal liability may the Board move forward with a change in the 10+1 areas without Academic Senate agreement.

For the purposes of collective bargaining, ECC faculty is represented by the El Camino College Federation of Teachers. The federation’s purview includes salary, benefits and working conditions. There are some areas of overlap in responsibilities between the Academic Senate and the Federation. These two groups operate under a Memorandum of Understanding which explains how the groups will consult on these overlapping responsibilities.

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<sup>3</sup>California Administrative Code, Title 5, Sub-Chapter 2, section 53200.

Faculty members also sit on campus-wide consultation committees alongside students, classified staff and administrators. Faculty members who sit on consultation committees typically are appointed by either the Academic Senate or the Federation.

### **Role of Staff**

Classified and confidential staff are valued for the critical role that they play in providing support to the other constituency groups (i.e., faculty, administration, and students). They are expected to have a strong voice in governance matters because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the college. Staff participation in the collegial consultation process shall include the following:

1. Staff representation and participation on college committees;
2. Recognition of the need for all college constituencies to participate in the decision-making process;
3. Opportunities for staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff;
4. College encouragement and support of staff to participate in the collegial consultation process made possible by support from supervisors that allows and encourages staff participation by considering:
  - a. Adjusting workloads, exercising flexibility and substitution when possible;
  - b. Providing release time, compensatory time and/or overtime pay;
5. Classified committee members selected by El Camino Classified Employees (ECCE); Police representatives selected by the POA.

### **Role of Administrators**

El Camino College's administrative staff includes senior administrators (vice presidents), deans, associate deans, directors, assistant directors, and supervisors (classified managers). ECC's organizational charts highlight the general scope of responsibility for each position. As contributors to the collegial consultation process, administrators should:

1. Anticipate and plan for the future direction of college programs and services;
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives, and comprehensive planning;
3. Accept educational and fiscal accountability and responsibility for college programs and services;
4. Remain current on law and regulations governing community colleges;

5. Promote the interest of students and student success while considering the wellbeing of employees;
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
7. Guide and collaborate with faculty and staff in developing, coordinating, and evaluating the college's programs and services;
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services;
9. Represent the interests of managers and supervisors while privileging the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

## *Section 4*

### **Role of Board of Trustees, Superintendent/President and Cabinet**

#### **In the Decision-Making Process**

##### **Role of the Board of Trustees** (BoT)

The BoT of the El Camino Community College District are comprised of five individuals who represent the constituencies of five areas within the District. According to the Community College League Trustee Handbook,

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust... Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit... The most important board responsibility is to make good policy, which then provides guidance for college staff. (p. 24)

The Chief Executive Officer (CEO) is the only employee hired by the BoT. The CEO is responsible for preparing meeting agendas and for the recommendations that are brought to the BoT. Recommendations that require Board approval typically include changes to policy, curriculum, calendar, budget, and hiring. According to BP2510, the BoT designates the Vice President-Academic Affairs as the liaison to the Academic Senate for all academic and professional matters. The Board makes the final decision in those areas assigned to it by state and federal laws and regulations.

##### **Role of Superintendent/President** (President)

The President is the CEO of the District and is responsible to the Board for the implementation of its policies. The President is also responsible for assuring that the academic and student services programs are responsive to the needs of the community and meet all accreditation standards, for the fiscal integrity of the district, the hiring of all faculty and staff and for maintaining a positive relationship with the community. S/he determines which recommendations from consultation to accept, reject, or return for more discussion and information. Some recommendations from committees (whether consultation, advisory or operational) only require the President's approval to move forward. Other recommendations are brought forward to the BoT by the President for their approval.

##### **Role of Cabinet**

Cabinet is comprised of the vice presidents and designees appointed by the President and serves to advise him/her on operational and consultative matters. Recommendations arising from consultation are discussed by the vice presidents, data and information are reviewed and then the item is agendaized by the vice presidents for Cabinet. Discussion ensues in Cabinet to ensure that the President is able to make an informed decision. In addition, operational issues in regards to accreditation, education and enrollment services, planning and budget, facilities, staffing, and the Compton Center are routinely discussed as part of the Cabinet agenda.

## Section 5

### **ECC Consultation, Operational and Advisory Committees**

The decision-making process at El Camino College is grounded in respect for the roles and scope of authority of each of the college's constituencies. Groups that contribute recommendations to the decision-making processes are organized into three categories: consultation, advisory, and operational committees. The membership of each committee crafts a brief purpose statement that describes its purpose and scope. The purpose statement appears below and on the agenda of each meeting. Collegial consultation agendas also list committee members and the groups they represent.

#### **Collegial Consultation Committees**

Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made.

Annually, chairs of consultation committees should perform the following:

1. Provide an orientation for members,
2. Review the committee's purpose statement, purview and goals,
3. Conduct a self evaluation to determine the committee's effectiveness, and
4. Review the *Making Decisions at El Camino College* document.

#### **College Council**

To facilitate communication and serve as a forum to exchange information that affects the college community.

#### **Facilities Steering Committee**

To provide program planning input, review and make recommendations for the Facilities plans, and disseminate information to constituents represented by the members.

#### **Academic Senate**

To provide an organization through which the faculty will have the means for full participation in the formulation of policies and procedures on academic and professional matters relating to the college. (Subcommittees that advise the Senate include the College Curriculum Committee, the Academic Technology Committee, the Faculty Development Committee, the Educational Policies Committee and ad hoc task forces.)

### **Planning & Budgeting Committee (PBC)**

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus community constituencies.

### **Calendar Committee**

To develop and recommend the El Camino Community College District School Year Calendar.

### **ECC Technology Committee**

The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan.

## **Area and Division Councils**

College Council is supported by four Area Councils and their respective Division Councils which coordinate and fulfill operational, procedural and policy implementation at the college. The purpose of these committees is to provide an opportunity for faculty, staff, students, and managers to share information and to identify issues that require resolution. Issues not resolvable within a Division Council may be brought forward to its Area Council, and likewise Area Council issues may be brought forward to College Council for discussion and resolution.

### **Area Councils**

#### **Administrative Services**

To solicit input from Administrative Services staff members that will assist in developing District policy and to disseminate information to constituents represented by the members.

#### **Student & Community Advancement**

To facilitate communication between the Vice President and the divisions represented by Student & Community Advancement.

#### **Academic Affairs**

To facilitate communication vertically and horizontally throughout the college to agreed upon constituencies.

#### **Human Resources**

To solicit input from staff of Human Resources that will assist in developing District policy and to disseminate information to all staff.

### **Division Councils**

All Division Councils solicit input and recommendations on issues of concern in that division.

Each of the following areas has a Division Council:

- Behavioral and Social Sciences
- Business
- Campus Police Services
- Community Advancement
- Counseling
- Enrollment Services
- Fine Arts
- Health Sciences and Athletics
- Humanities
- Industry and Technology
- Information Technology Services
- Learning Resources Unit
- Mathematical Sciences
- Natural Sciences
- Purchasing and Business Services

### **Advisory Committees**

Advisory committees perform specific functions that benefit the college community or respond to issues of importance to college constituencies. Recommendations from these committees are made to the appropriate manager and, when applicable, brought to Cabinet by the area Vice President for consideration. Periodically, task forces or ad hoc committees are formed to address specific issues needing immediate resolution.

### **Council of Deans**

To solicit input and recommendations on policy matters from Academic Affairs and Student & Community Advancement deans, directors and staff, from managers from other areas, and the Academic Senate and Associated Students Organization through their designated liaisons, and to disseminate information to the campus.

### **Career Technical Education Act (CTEA)**

To plan the usage of CTEA funds received from the Chancellor`s Office.

### **Distance Education Advisory Committee**

The Distance Education Advisory Committee (DEAC) has responsibility for developing guidelines, policies, and procedures for distance education courses that comply with local, state and federal guidelines and regulations and recommending program goals. The objectives are to ensure commitment to quality assurance and continuous improvement of the distance education program.

### **Emergency Planning**

To develop and implement hazard analysis and capability assessment, the District's Emergency Operations Plan, Emergency Operations Center, Emergency Training Exercises according to NIMS, ICS and FEMA standards, and the Hazard Mitigation Plan required by the State in order to be prepared when a Disaster strikes.

### **Enrollment Management**

To plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management.

### **Insurance Benefits**

The Insurance Benefits Committee (formerly Health Benefits Committee) is responsible for the design and implementation of a health benefits package which is cost-effective and which provides quality benefits for El Camino College employees.

### **Parking and Traffic Advisory Council**

To discuss issues related to parking and traffic and make recommendations to resolve matters and improve parking and traffic services.

### **Student Success Advisory Committee**

The purpose of the Student Success Advisory Committee is to increase college student access, success, and completion through an equity-minded, comprehensive, and integrated delivery of services.

## **Operational Committees**

Operational committees function to assure that each department provides quality services to students, the community and college constituencies. Formation of operational committees is up to each manager based upon the needs of the department or division.



Section 6

**ECC Mission and Strategic Plan 2015-2020**

Mission Statement

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives.

**A - STUDENT LEARNING**

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

**B - STUDENT SUCCESS & SUPPORT**

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

**C - COLLABORATION**

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

**D - COMMUNITY RESPONSIVENESS**

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

**E - INSTITUTIONAL EFFECTIVENESS**

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

**F - MODERNIZATION**

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

## Section 7

### **Consultation in ECC Planning and Budgeting Processes**

The College's five-year Strategic Plan (see Board Policy 1200<sup>4</sup>) includes the College Mission, Vision, Statement of Values, Institutional Effectiveness Outcomes, and Strategic Initiatives (areas of focused improvement). The Mission and Strategic Initiatives (see Section 6) guide planning, decision-making, and resource allocations for the College. Measurable Objectives for each Strategic Initiative determine how well the College achieves these initiatives, with the overall goal of greater college improvement through the progress on Institutional Effectiveness Outcomes (student achievement targets). These are detailed in BP 1200. In the current Strategic Plan, review of the *Making Decisions* document is an objective of Strategic Initiative C (Collaboration), ensuring that this document remains current for the period (2015-2020).

The Strategic Plan is developed through a College-wide collegial consultation and planning process that includes work by the Strategic Planning Committee (SPC) and College-wide Planning Summits. SPC membership and Planning Summit attendees consist of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, and Division leadership. In addition, the planning summit brings together stakeholders from ECC and Compton Center to evaluate the institution's progress on strategic initiatives and institutional effectiveness outcomes.

The Comprehensive Master Plan (CMP) is a detailed five-year plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. College constituents provide input into the development of the Comprehensive Master Plan, by way of participation on the Strategic Planning Committee, Technology Committee, Facilities Steering Committee, and Planning & Budgeting Committee (PBC).

Finally, PBC provides oversight in planning and budgeting. Among its many responsibilities, PBC ensures that budgetary decisions support the college mission, strategic initiatives, and long-term plans. Members of PBC also review the funding recommendations to affirm that the process for prioritization of requests follows the college's established planning procedures.

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<sup>4</sup> <http://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf>

Section 8

**Planning Model and Calendar**

Institutional effectiveness involves the College’s efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College’s integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—*more students from our diverse community attain educational success and achieve their academic and life goals.*



## Annual Planning & Prioritization

The following is adapted from Administrative Procedure 3250 (Institutional Planning).<sup>5</sup>

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

### 1. Annual Plans

Annual plans contain prioritized planning and resource allocation recommendations for all programs, units, and areas. Recommendations are based on Program Review, College-wide plans and priorities, emerging needs, or outcomes assessments, where applicable. Recommendations at all levels are linked to strategic initiatives to ensure that planning prioritizes the College mission and carries out the Strategic Plan. Resources are allocated through the mechanism of the annual plan.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized program recommendations and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized recommendations of unit-level plans or from area-level evaluations, where applicable. The College Plan consists of a final set of annual funding priorities developed jointly by Area VPs (see 2. below). Other college-wide plans include those described in BP/AP 3250 (Institutional Planning).

Requests for funding are divided into permanent (staffing), enhancement requests (ongoing), and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar* (see below). The College's online Program Review and Planning (PRP) system records all annual plans and the integration of processes described in AP 3250.

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<sup>5</sup> <http://www.elcamino.edu/administration/board/boarddocs/3250%20Institutional%20Planning.pdf>

## **2. Plan and Budget Development Process**

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) recommendations to develop a Unit plan (February-March). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan recommendations to create prioritized Area plans ( March-April). All Vice Presidents then develop a College Plan, a single list of final recommendations to be funded in the next fiscal year, utilizing criteria described under 3. below. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded recommendations to College and Center PBCs for discussion and funding endorsement (May). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved and allocated funding requests are incorporated into the College Budget (see Financial and Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

## **3. Financial and Operational Plan (Annual Budget)**

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar (see below).

Costs for operational necessities such as utilities, insurance, regular payroll (including step and column and other negotiable items) are budgeted and funded prior to identifying moneys for priorities developed through the planning process.

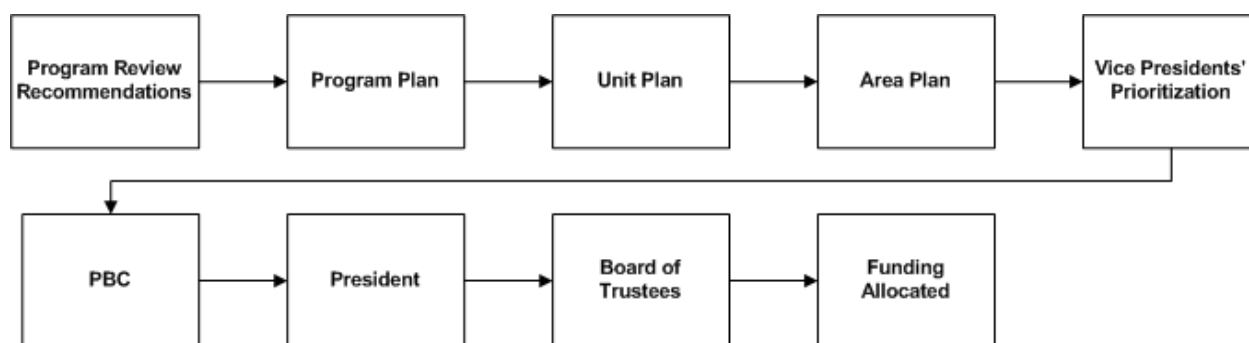
Resources are allocated based on established criteria and budget assumptions described below and in the Final Budget ("Budget Book") for each fiscal year. Budget recommendations are funded using one or more of the following guidelines:

1. Maintain current level of revenue produced for the District, i.e., achieving FTES target, outreach activities, grant development.
2. Directly impacting institutional effectiveness outcomes.
3. Maintain the integrity of a program.
4. Fulfill legal mandate requirements.
5. Recognize District employees as valued professionals.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

The chart below illustrates the steps of the annual planning process.



### Planning and Budgeting Calendar

<b>Annual Planning Process</b>	<b>Month</b>	<b>Annual Budget Process</b>
College Plan discussion and development (Vice Presidents)	<b>September</b>	Final Budget submitted to Board of Trustees for discussion and approval (Early September meeting)
College Plan published. PBC review & endorsement of College Plan.	<b>October</b>	College Plan finalized and budgeted
Program plans finalized for the next fiscal year (November 1st) Unit plan (next fiscal year) development commences.	<b>November</b>	
Unit plan (next fiscal year) development	<b>December</b>	
Mid-year updates and evaluations of previous years program/unit/area plans.	<b>January</b>	Governors State Budget Update
Unit plan (next fiscal year) finalization	<b>February</b>	

Unit plans finalized for the next fiscal year (March 1st) Area plan development	<b>March</b>	
Area plans finalized for the next fiscal year (April 15 <sup>th</sup> )	<b>April</b>	Determine enrollment targets, sections to be taught, and full- and part-time FTEF. Faculty Obligation Number (FON) Vice Presidents jointly determine ongoing operational costs including: 1. Full-time salaries 2. Benefits, Utilities, GASB 3. Legal and contract obligations Develop Line Item Budgets for Operational Areas.
College Plans finalized for next fiscal year (May 15 <sup>th</sup> )	<b>May</b>	May Revise Tentative budget for PBC review, discussion and recommendation
	<b>June</b>	Tentative Budget is presented to the Board.
Final updates and evaluation of annual plan recommendations	<b>July</b>	Tentative Budget is rolled into active status (purchasing can begin)
	<b>August</b>	Final revenue and expenditure adjustments made to budget Final Budget 1 <sup>st</sup> and 2 <sup>nd</sup> review and discussion

**Board Policy 2510                      Participation in Local Decision Making**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.



Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a “significant effect on students” include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

Education Code Section 70902(b)(7);

Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students),

Accreditation Standard IV.A and IV.D.7

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07, 1/15/15

**I. Purpose**

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure.

**II. Statement**

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

B. Classified, Confidential, Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation and advisory committees, councils and task forces to College Council for review and/or information through the appropriate Vice President. This provides effective participation in the development of recommendations that ultimately may result in policy.

C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to all consultation committees. That representative has an equal standing with the representatives from other campus-wide constituencies.

D. Background.

1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:
  - a. Ensure faculty, staff and students the right to participate effectively

- in district and college governance;
  - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
2. Assembly Bill 1725 authorizes:
    - a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
    - b. Faculty involvement in institutional governance and decision making;
    - c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.
  3. Title 5 states the requirements for governing boards to:
    - a. Require effective participation of students and staff in development of recommendations to the governing board;
    - b. Consult collegially with the Academic Senate on academic and professional matters.

### **III. Role and Functions of the College Council**

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

1. Reviews recommendations from collegial consultation, and other standing and ad-hoc committees;
2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;
4. Focuses on broad issues, not day-to-day administration of the College;
5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
6. Supports and abides by areas governed by collective bargaining agreements;
7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;
8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

#### **IV. Membership and Process of College Council**

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The four vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

\*In addition, there will be one faculty representative from the El Camino College Compton Education Center during the partnership.

#### **V. Collegial Consultation Groups**

Collegial consultation groups shall include the College Council, Academic Senate, Planning and Budgeting Committee, Calendar Committee, El Camino College Technology Committee, and Facilities Steering Committee.

Collegial consultation groups are created to make recommendations to the Superintendent/President or to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The Planning and Budgeting Committee makes recommendations on all planning and budgeting issues. The Calendar Committee recommends the El Camino Community College District School Year Calendar. The El Camino College Technology Committee coordinates all aspects of information technology through the campus. The Facilities Steering Committee reviews and makes recommendations for the facilities plans.

The College Council is supported by four Area Councils – Academic Affairs, Student and Community Advancement, Human Resources, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation or advisory groups.

## **VI. Committee Appointments**

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

## **VII. Communication**

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A link to all consultation committees with current minutes and membership is available on the El Camino College Administration webpage at: [http://www.elcamino.edu/cmte\\_minutes/display.asp](http://www.elcamino.edu/cmte_minutes/display.asp). All collegial consultation committees will review and evaluate its operations annually.

### Reference:

Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);  
Accreditation Standard IV.A.2, IV.A.5

Revised: 7-17-14, 7-1-15



## 2017 El Camino College Student Success Scorecard

Founded in 1947, El Camino College provides comprehensive educational opportunities to South Bay residents, offering a wide variety of academic and career programs. El Camino College students consistently transfer to four-year colleges and universities. ECC regularly ranks in the top 5 California community colleges in transfers to the UC and CSU systems. El Camino College has a long history of responsiveness to community needs and national recognition in a number of student programs and services.

### Student Information (2015-2016)

Students		32,069	
GENDER		RACE/ETHNICITY	
Female	52.4%	African American	15.7%
Male	47.6%	American Indian/Alaska Native	0.2%
Unknown Gender	0.0%	Asian	11.7%
AGE		Filipino	3.4%
Under 20 years old	31.0%	Hispanic	50.1%
20 to 24 years old	38.7%	Pacific Islander	0.5%
25 to 39 years old	22.9%	White	13.3%
40 or more years old	7.4%	Two or More Races	4.6%
Unknown Age	0.0%	Unknown Ethnicity	0.5%

### Other Information (2015-2016)

Full-Time Equivalent Students	19,486.0
Credit Sections	4,571
Non-Credit Sections	5
Median Credit Section Size	31
Percentage of Full-Time Faculty	61.9%
Percentage of First-Generation	41.9%
Student Counseling Ratio	501:1

\* Insufficient data



2017 El Camino College Student Success Scorecard

Cohort Tracked for Six Years Through 2015-2016	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	71.7%	38.2%	47.8%	78.9%	75.1%	76.2%	74.6%	66.2%	68.6%	32.7%	50.5%	37.0%	60.5%
Female	76.4%	40.0%	49.4%	79.5%	76.5%	77.3%	76.6%	67.4%	69.7%	35.5%	53.3%	40.3%	65.6%
Male	68.4%	36.4%	46.4%	78.4%	73.7%	75.2%	73.3%	65.0%	67.6%	29.4%	47.6%	32.9%	56.0%
Under 20 years old	73.7%	40.7%	51.1%	79.7%	76.4%	77.4%	76.0%	68.9%	71.1%	35.4%	56.1%	64.8%	73.2%
20 to 24 years old	55.6%	27.6%	32.0%	66.7%	66.3%	66.3%	66.7%	52.8%	55.0%	28.5%	38.0%	39.4%	63.2%
25 to 39 years old	39.1%	27.9%	29.6%	73.9%	72.1%	72.4%	47.8%	57.4%	55.9%	31.0%	43.3%	32.8%	52.4%
40 or more years old	60.0%	27.9%	32.1%	80.0%	79.4%	79.5%	60.0%	60.3%	60.3%	29.6%	45.5%	25.3%	43.3%
African-American	74.0%	29.1%	35.9%	84.9%	73.6%	75.3%	68.5%	56.7%	58.5%	17.9%	38.1%	40.0%	53.1%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	66.7%	66.7%	N/A	66.7%	66.7%	55.6%	66.7%	N/A	60.0%
Asian	81.3%	61.8%	70.2%	79.1%	80.6%	80.0%	78.4%	85.5%	82.5%	45.3%	67.8%	37.8%	67.6%
Filipino	72.9%	47.5%	57.0%	68.8%	78.8%	75.0%	60.4%	66.3%	64.1%	43.3%	61.1%	71.4%	71.2%
Hispanic	66.4%	35.2%	42.1%	79.4%	74.0%	75.2%	73.9%	66.0%	67.8%	35.7%	50.7%	30.1%	62.3%
Pacific Islander	40.0%	30.0%	32.0%	60.0%	70.0%	68.0%	60.0%	50.0%	52.0%	23.5%	33.3%	N/A	50.0%
White	73.5%	44.3%	57.5%	79.0%	77.0%	77.9%	77.3%	68.7%	72.6%	46.4%	55.9%	42.2%	59.2%





Transfer Level Achievement	Math			English		
		Year 1	Year 2		Year 1	Year 2
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	3,043	24.3%	39.4%	3,043	56.1%	77.0%
Female	1,527	20.8%	36.4%	1,527	53.6%	77.1%
Male	1,516	27.8%	42.4%	1,516	58.6%	77.0%
< 20 years old	2,653	26.6%	42.0%	2,653	58.5%	78.7%
20 to 24 years old	293	8.9%	22.5%	293	39.2%	65.5%
25 to 39 years old	75	6.7%	20.0%	75	40.0%	68.0%
40+ years old	22	13.6%	18.2%	22	45.5%	63.6%
African American	335	13.4%	24.2%	335	40.3%	60.0%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	25.0%
Asian	261	55.9%	71.3%	261	70.1%	88.1%
Filipino	97	32.0%	50.5%	97	68.0%	87.6%
Hispanic	1,817	18.5%	33.0%	1,817	51.3%	74.7%
Pacific Islander	18	22.2%	50.0%	18	50.0%	66.7%
White	349	34.1%	53.9%	349	75.9%	89.1%



## Skills Builder

### Median Earnings Change

**+34.6%**

N=774

Disciplines with the highest enrollment	Median % Change	Total N
Computer Information Systems	31.7%	97
Accounting	9.4%	62
Child Development/Early Care and Education	70.3%	49
Administration of Justice	34.1%	47
Drafting Technology	19.6%	44
Emergency Medical Services	99.2%	42
Nutrition, Foods, and Culinary Arts	12.2%	34
Paramedic	31.4%	33
Children with Special Needs	45.2%	32
Welding Technology	32.8%	30

\*: Cohort fewer than 10 students

### Demographics

Gender	Median % Change	Total N
Female	38.9%	320
Male	31.8%	454
Age	Median % Change	Total N
Under 20	113.6%	52
20-24	60.7%	264
25-39	26.7%	331
40 or over	7.5%	127
Ethnicity/Race	Median % Change	Total N
African American	29.4%	161
American Indian/Alaska Native	-88.9%	**
Asian	31.6%	62
Filipino	15.0%	27
Hispanic	43.7%	308
Pacific Islander	16.2%	*
White	26.2%	170

N/A: Cohort has no students.

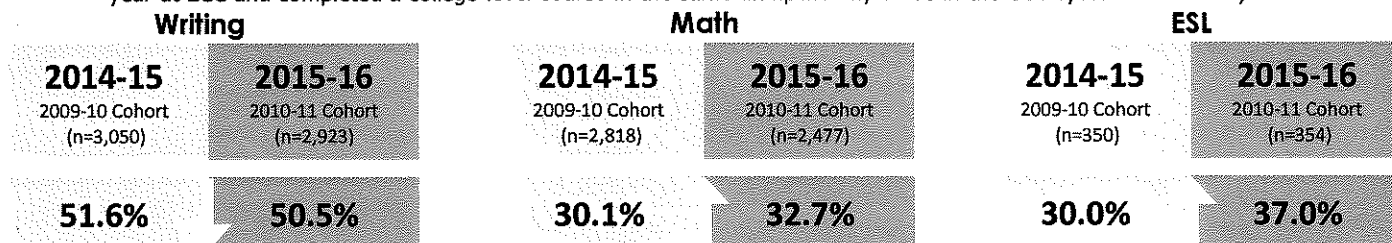
\*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

## BASIC SKILLS METRICS

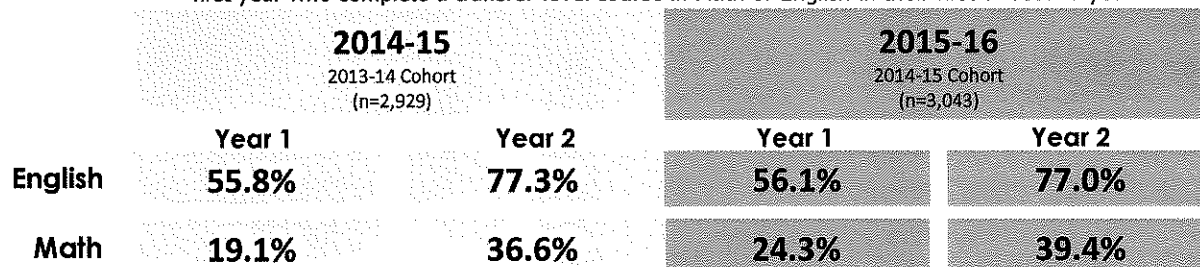
### Remedial Completion Rate

Percentage of credit students who first enrolled in a course below transfer level in writing, mathematics, and/or ESL during the cohort year at ECC and completed a college-level course in the same discipline anywhere in the CCC system within six years.



### Transfer Level Achievement

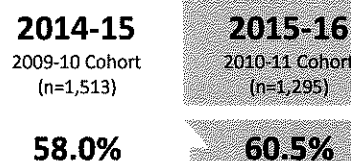
Percentage of first-time students at ECC who complete six units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



## CTE METRICS

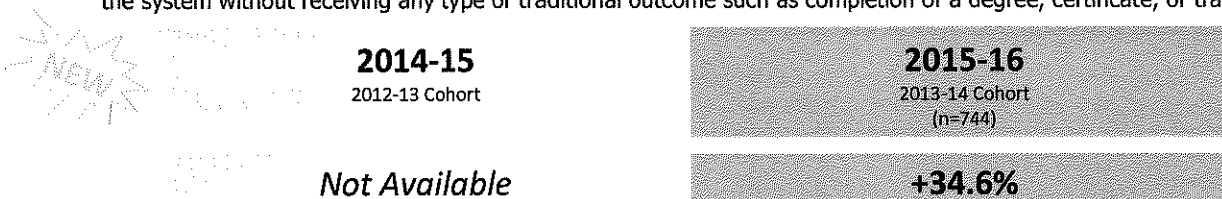
### Career Technical Education Completion Rate

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in the cohort year at ECC who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

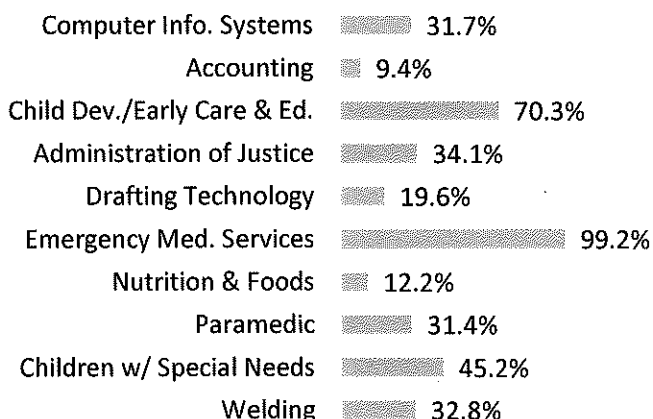


### Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in cohort year and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.



### Median Earning Change for Disciplines with the Highest Enrollment



# El Camino College

## Student Success Scorecard Trends

### Comparison of 2014-15 and 2015-16 Scorecard Cohorts

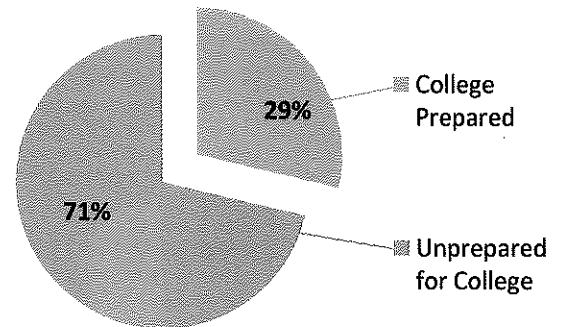


#### COLLEGE PROFILE

##### 2015-16 Student Demographics

Students	32,069		
<b>Gender</b>	<b>Ethnicity/Race</b>		
Female	52.4%	African-American	15.7%
Male	47.6%	Amer. Indian/Alaska Nat	0.2%
Unknown Gender	0.0%	Asian	11.7%
<b>Age Group</b>	Filipino 3.4%		
< 20 years old	31.0%	Hispanic	50.1%
20 to 24 years old	38.7%	Pacific Islander	0.5%
25 to 39 years old	22.9%	White	13.3%
40+ years old	7.4%	Two or More Races	4.6%
Unknown Age	0.0%	Unknown Ethnicity	0.5%

##### Percentage of 2015-16 Cohort Unprepared for College



#### COMPLETION METRICS

##### Overall

Student attempted any level of Math or English in the first three years

**2014-15**

2009-10 Cohort  
(n=3,591)

**2015-16**

2010-11 Cohort  
(n=3,137)

##### College Prepared

Student's lowest course attempted in Math and/or English was college level

**2014-15**

2009-10 Cohort  
(n=1,050)

**2015-16**

2010-11 Cohort  
(n=899)

##### Unprepared for College

Student's lowest course attempted in Math and/or English was remedial level

**2014-15**

2009-10 Cohort  
(n=2,541)

**2015-16**

2010-11 Cohort  
(n=2,238)

##### Completion Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.

**48.8%**

**47.8%**

**72.3%**

**71.7%**

**39.2%**

**38.2%**

##### Three-Term Persistence Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who enrolled in the first three consecutive terms anywhere in the CCC system.

**71.9%**

**76.2%**

**72.1%**

**78.9%**

**71.8%**

**75.1%**

##### 30-Units Completion Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who achieved at least 30 units anywhere in the CCC system within six years.

**68.1%**

**68.6%**

**74.6%**

**74.6%**

**65.4%**

**66.2%**

## 320 P2 Apportionment Reporting

El Camino			
Term	P2 FTES	P1 FTES	INC/DEC FTES
Summer 2016	612.23	610.95	1.28
Fall 2016	8,568.04	8,516.18	51.86
Winter 2017	813.67	830.79	(17.12)
Spring 2017*	7,899.39	7,908.17	(8.78)
<b>TOTAL</b>	<b>17,893.33</b>	<b>17,866.09</b>	<b>27.24</b>

\* Positive attendance is projected.

Compton			
Term	P2 FTES	P1 FTES	INC/DEC FTES
Summer 2016	190.17	190.72	(0.55)
Fall 2016	2,454.23	2,446.90	7.33
Winter 2017	255.41	255.69	(0.28)
Spring 2017*	2,220.78	2,208.75	12.03
<b>TOTAL</b>	<b>5,120.59</b>	<b>5,102.06</b>	<b>18.53</b>

\* Positive attendance is projected.

# APPORTIONMENT COMPARISON

2016-2017	Enrollment Management Plan	CCFS-320 (Period 2)
Summer 16	387	611
Fall 16	8,577	8,568
Winter 17	800	814
Spring 17	7,915	7,897
Total	17,679	17,890

4/19/2017