

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

The legislated goals of the Hispanic-Serving Institutions (HSI) Program are to assist colleges to expand educational opportunities for and improve the attainment of Hispanic students. The El Camino College (ECC) Title V project is designed to strengthen ECC programs and services that directly impact students -"especially Hispanic students"- ability to complete gateway English and mathematics courses and other requirements necessary to graduate with an associate degree and/or become transfer prepared. The project responds to Invitational Priority 1: SUPPORT ACTIVITIES THAT WILL IMPROVE THE INSTITUTION'S PERSISTENCE AND GRADUATION RATES.

To address identified gaps that prevent more ECC students (particularly Hispanic, minority and low-income students) from achieving an associate's degree, the project includes the following three components: 1.) Get Ready – Strengthening student, faculty, institutional and community readiness for the pursuit of the associate's degree 2.) Get Set – Strengthening student learning and faculty teaching in pre-collegiate essential gateway courses in reading, writing, mathematics; and 3.) Go for the Associate's Degree – Getting students across the finish line to complete degrees, certificates and transfer requirements.

For Grant Year Two of October 1, 2011 thru September 30, 2012 the project has continued to make progress in addressing the identified gaps in programs and services with some of highlights of the reporting year summarized below:

1) GET READY - Strengthening student, faculty, institutional and community readiness for the pursuit of the associate's degree.

SUMMER INSTITUTE FOR DEVELOPMENTAL STUDIES: In Summer 2012, El Camino College hosted the Summer Institute for Developmental Education (SIDE). Twenty Math and English instructors who spent one week exploring Developmental Education (DE) and Basic Skills instruction. Workshops included hands-on learning opportunities, and they were led by our two trained Kellogg Institute faculty.

Moreover, participants in SIDE sustained their involvement during the Fall 2012 semester by participating in peer observations and three required follow-up meetings. By the end of the program, instructors were versed in theories and best practices in DE and experienced in conducting student-centered classrooms and alternative assessments that appeal to a variety of learning styles. The goal of SIDE was to bring together a community of teachers to review relevant research related to effective teaching practices in developmental courses. SIDE participants reviewed a number of successful practices, including sound principles of learning theory; proven, effective instructional methods; holistic development of all aspects of the student; and a variety of instructional methods to accommodate student diversity with the inclusion of active learning strategies, rather than passive learning strategies. A pre- and post- SIDE survey was conducted to assess the impact of the program on participating faculty members.

2) GET SET – Strengthening student learning and faculty teaching in pre-collegiate essential gateway courses in reading, writing, mathematics.

LEARNING TEAMS/COHORTS (LTC). Currently Learning Teams and professional development has begun an academic culture transformation with strong faculty interest and support. LTCs are a proven vehicle of translating traditional professional development into pedagogical practice. Changes in pedagogy, teaching methods, inclusion of non-academic skill building will be implemented and sustained via LTCs. Both the Humanities and mathematics part-time faculty participating in LTC targets have been met their annual targets. We have worked to strengthen Humanities faculty capacity for teaching pre-collegiate courses by developing Metacognition in Reading, Writing Topics Sentences and Using Context to Guess Meaning. As well as, Works Cited Page, Sentence Variety and Writing Thesis Statements. We also had a Learning Teams Symposium which was held in August 2012; 15 faculty members shared their experiences with learning teams and discussed ways to improve the Learning Teams.

In addition, the Math Learning Teams developed and compiled a collection of activities to help math instructors build better academic habits and personal responsibility in their students. Sixteen activities were compiled initially and over the course of a year, the number of activities increased to 37 activities (Affective Domain Activities Booklet, Version 1 was

produced). After the Affective Domain Activities were compiled, they were field tested in classrooms for two semesters. Instructors and students completed evaluation surveys to aid in revising the booklet.

3) GO FOR THE ASSOCIATES DEGREE

Overall, the El Camino College Improving Graduation and Completion Rates grant project continues to make progress toward meeting our goals and objectives. We are confident that by continuing to follow through with component activities and updating our current strategies that we will be able to make a significant contribution toward improving the institution's persistence and graduation rates.

2. How has the grant helped to carry out the mission of the institution?

Improving Graduation and Completion Rates (IGCR) has carried out the mission of El Camino College by aligning our goals, objectives and activities with the Institutions' Strategic Initiatives Plan for 2011-2014, which support the activities necessary to improve the college's persistence and graduation rates. The issue of low completion and graduation rates, especially among Latino students, originally emerged out of the planning processes as the college's top priority, and during the first grant year, we have carried out efforts that address this issue.

STRATEGIC INITIATIVE "A" OF THE INSTITUTION IS TO "ENHANCE TEACHING TO SUPPORT STUDENT LEARNING USING A VARIETY OF INSTRUCTIONAL METHODS AND SERVICES." To this end, IGCR has incorporated faculty Learning Teams for the Humanities and Mathematics divisions which have begun to transform teaching culture at the college. Through explorations of new teaching techniques that promote assessment and reflection on the part of faculty, students benefit in the classroom. For example, Mathematics faculty worked closely with Human Development faculty to incorporate more holistic skill building into students' math instruction.

"STRENGTHENING QUALITY EDUCATIONAL AND SUPPORT SERVICES TO PROMOTE STUDENT SUCCESS" IS EL CAMINO COLLEGE'S STRATEGIC INITIATIVE "B." Several activities of the grant have indeed strengthened the college's educational and student support services, including our Accelerated English Courses; better assessment and placement processes for students entering the college; a new Reading Success Center for those needing additional faculty support with reading and writing; and enhancements in tutoring and counseling services such as the availability of more tutors and better services online for students seeking academic counseling. Additionally, we have launched a video and marketing campaign to promote the pursuit of the Associate Degree and to make these student support services better known to students.

Other highlights include a new software license called Financial aid TV, an online video counseling and outreach tool, which will offer video modules and embedding features for the following: 1.) Financial Literacy Tips, 2.) Financial aid Process, 3.) financial Counseling on-demand and Chafee Grant/Foster Youth. The goal is to expand services and improve awareness of financial aid process and financial literacy by educating students on the various options available for paying for college, this improving retention rates.

STRATEGIC INITIATIVE "E" IS TO "IMPROVE PROCESSES, PROGRAMS, AND SERVICES THROUGH THE EFFECTIVE USE OF ASSESSMENT, PROGRAM REVIEW, PLANNING, AND RESOURCE ALLOCATION." Our assessment achievements for grant year one include investigating various computerized placement tests, developing a survey of English faculty to gauge the accuracy of the instrument currently used for placement into writing courses, the Sentence Skills portion of the Accuplacer. Institutional Research continues to collect data for the study, which will be available in Spring 2013.

We continue to use the Testing & Education Center is an all-encompassing, one-stop online resource providing access to vast amounts of information from preparing high school students for their entrance and exit exams to preparing for graduate school, career programs and beyond. Students work through the online modules at their own pace and learn immediately what areas will require further study. These efforts strengthen the process by which our students select courses, prepare for the pursuit of an Associate Degree, and/or pursue transfer to achieve a baccalaureate degree.

Another initiative of the institution, STRATEGIC INITIATIVE "F" IS TO "SUPPORT FACILITY AND TECHNOLOGY IMPROVEMENTS TO MEET THE NEEDS OF STUDENTS, EMPLOYEES, AND THE COMMUNITY." To date, we have made technology improvements via our counseling services available online to students including Degree Audit, a web-based program that allows students to see how many requirements they have met for their major and generates a list of courses are still needed to complete their major/degree; and Course Planner uses Degree Audit to show the student which courses are needed and assists the student by asking them which term they wish to take the courses required by the degree. Counselors have the ability to review and add or change the courses planned by the student. Counselor approved courses automatically populate the student's educational plan, which the student can use the plan to register for classes.

Overall, IGCR Project strengthens ECC programs and provides services that directly impact students' -- especially Hispanic students'-- ability to complete gateway English and mathematics courses and other requirements necessary to graduate with an Associate Degree and/or become transfer prepared.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

FIRST YEAR EXPERIENCE PROGRAM (FYE) providing academic and non-academic support to first year ECC students. It includes specialized counseling, Learning Communities and Supplemental Instruction. The program has a 90% retention compared to 73% for non-FYE students.

PROGRAM FOR FUTURE TEACHERS: Teacher Education Program (TEP) a highly coordinated program for future pre-school and elementary school teachers, which received two statewide awards: Creating the Future Award from the Community College League of California and Outstanding Program award Honorable Mention from the California Community College Association of Occupational Education. This program was initially created in a Title V cooperative arrangement project with California State University, Dominguez Hills. The program laid the groundwork and earned a solid reputation for ECC as a place to attend if you were interested in being a teacher.

SUPPLEMENTAL INSTRUCTION (SI) PROGRAM: SI is one of the most highly researched and documented success improvement strategies in higher education. Via Title V, El Camino College developed, piloted, and then institutionalized a large SI program positively impacting many areas of the curriculum.

IMPROVED RESOURCE DEVELOPMENT CAPACITY: With support from Title V, ECC significantly revitalized the college foundations into an active, vital organization. Currently the foundations of these raise money for student scholarships, supports faculty development, and other special efforts directed at improving educational services for students. In addition, as part of a prior Title V grant, initial capacity and training to implement successful revenue-generating contract and community education programs were developed.

MATH COURSE & FACULTY COHORTS: Title V funded a cooperative with Santa Monica College for mathematics instructors to implement a Course/Faculty Cohort model, which developed a math lab, trained faculty, developed Math/English Learning Communities, and infused an effective use of technology into mathematics instruction.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

While there are many successful outcomes as a result of this grant that affect for better its capacity to fulfill the goals of the legislation, we would like to highlight four planned activities that have demonstrated immediate improvements toward strengthening ECC programs and services that directly impact students: 1.)Reading Success Center, 2.)Continuation of Degree Audit, 3.)Diversity Awareness and 4.)Summer Math Academy. These activities demonstrate unexpected outcomes because they have exceeded our expectations in their efficacy and have reached a wider audience more quickly than originally anticipated.

(1)READING CENTER USEFUL TO STUDENTS. Since the new Reading Success Center opened its doors this Fall 2011 it continues to exceed the number of visits from students receiving services per semester. Tutors are trained in numerous reading software programs that improve students ability to read any text online faster, easier, and with greater comprehension, as well as, raise reading level (Lexile) and augment vocabulary through context, grasping the main idea and gaining a full understanding of the text.

We have had a positive response from faculty and students about the important role this new center has on providing reading assistance for students. Over 1,158, students have visited the Reading Success Center to use our tutors and computer lab. Our target goal was 400 for the Fall 2011 semester; therefore, we exceed our goal by 190 percent. The majority of the students who used the Reading Success Center this year were Hispanic (52%) followed by the second largest group being African American at 24 percent, 16 percent of Asian also received services and 5 percent were in "other" ethnic groups. Based on student surveys, most students at the center received assistance with developmental reading courses and basic language skills.

(2)DEGREE AUDIT CONTINUES TO EXCEED TARGETS. During Grant Year One (GY1) we launched a web-based Degree Audit software program where students had the ability to use the online system to enter their declared major or choose a different major to see how many of the requirements they have already met. A list is generated showing courses completed by the student and courses still needed to complete the degree. We continue to exceed our targets in the number of students using this software. As of October 1, 2011through September 30, 2012 there were 8,759 students who have used the system, resulting in increasing awareness of degree completion. Our expectation was to have approximately 5,000 students use this system; however, we exceed our goal by 75 percent.

(3)DIVERSITY AWARENESS. To bring awareness to the needs of our Hispanic student population we created several activities to raise cultural awareness and foster Hispanic diversity through Diversity Speaker Panels and conferences, which were held in Spring 2012 and Fall 2012. The diversity focus this year included gender, race/ethnicity, culture, sexual orientation, and disabilities/abilities and related issues in the California Community Colleges. This informative one-day

conference featured an exciting lineup of speakers and presentations that inspired, educated, and opened our minds and eyes to the many issues that faculty, students, and colleges are facing today.

(4)SUMMER MATH ACADEMY. The Math Academies provide a three-week brush up on math ideas and skills and essential student success skills. Each student met four hours daily with a math instructor or a human development instructor. Initial student placement ranged from four levels below transfer to initial transfer level. At the end of the academy, students again took the math placement test. In Summer 2012, we hosted our second academy (2nd Cohort), which was very successful. Of the 142 students who began the program, 88 percent completed. Of the completers, 47 percent placed at least on higher level in math, including 15 students who placed two or three levels higher.

Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2011. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2011

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	550	87	637	8
Black, non-Hispanic	1011	2837	3848	362
American Indian or Alaskan Native	19	41	60	2
Asian or Pacific Islander	1246	2131	3377	152
Hispanic	2821	6218	9039	798
White, non-Hispanic	1247	2679	3926	118
Race/ethnicity unknown	175	586	761	11
Grand Total	7069	14579	21648	1451

Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2011. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

Enrollment by Age and Gender as of October 15, 2011

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time				
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	87	107	170	222	257	329	586
18-19	1564	1614	1682	1479	3246	3093	6339
20-21	1033	1007	1659	1693	2692	2700	5392
22-24	552	450	1475	1687	2027	2137	4164
25-29	305	261	1242	1440	1547	1701	3248
30-34	92	108	567	769	659	877	1536
35-39	40	62	285	497	325	559	884
40-49	50	67	400	703	450	770	1220
50-64	37	32	295	524	332	556	888
65 and over	4	2	97	103	101	105	206
Age Unknown	0	0	0	0	0	0	0
Grand Total	3764	3710	7872	9117	11636	12827	24463

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2011 and June 30, 2012. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1373</u>
Number of awards conferred for programs of less than 1 year:	<u>200</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>234</u>
Total number of awards/degrees your institution conferred:	<u>1807</u>

Section 2: Accreditation

Institution's primary accrediting agency.

- ☐ Southern Association of Colleges and Schools
- ☐ The Higher Learning Commission of the North Central Association
- ☐ New England Association of Schools and Colleges
- ☐ Middle States Association of Colleges and Schools
- ☒ Western Association of Schools and Colleges
- ☐ Northwest Association of Schools and Colleges
- ☐ Other (please specify)

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.**

Total \$ spent on this activity during the current reporting period: \$109,093.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	109,093.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	109,093.00	100%

Process Measures for “Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>24</u> End # <u>25</u> Application Objective # <u>24</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>574</u> End # <u>1158</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>5165</u> Application Objective # <u>5000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level Math and English courses) within three years of enrollment.**

Total \$ spent on this activity during the current reporting period: \$80,655.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	80,655.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	80,655.00	100%

Process Measures for “Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level Math and English courses) within three years of enrollment.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>24</u> End # <u>25</u> Application Objective # <u>24</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>574</u> End # <u>1158</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>5165</u> Application Objective # <u>5000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).**

Total \$ spent on this activity during the current reporting period: \$80,652.00

Focus Area:

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	80,652.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	80,652.00	100%

Process Measures for “Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>24</u> End # <u>25</u> Application Objective # <u>24</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>574</u> End # <u>1158</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>5165</u> Application Objective # <u>5000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.**

Total \$ spent on this activity during the current reporting period: \$80,656.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	3,000.00	4%
Tutoring, counseling, and student service programs designed to improve academic success.	77,656.00	96%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	80,656.00	100%

Process Measures for “Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of library books increase?	Yes
<i>If yes:</i> Start # <u>50</u> End # <u>153</u> Application Objective <u>50</u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u>50</u> End # <u>153</u> Application Objective <u>50</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>2</u> Application Objective <u>2</u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>24</u> Application Objective # <u>0</u>	
Did the quality of tutors increase?	Yes
No standardized data elements	
Did access to tutors increase?	Yes
No standardized data elements	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>574</u> Application Objective # <u>0</u>	

Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>5165</u> Application Objective # <u>5000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the number of students who have online educational plans.**

Total \$ spent on this activity during the current reporting period: \$77,655.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	77,655.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	77,655.00	100%

Process Measures for “Increase the number of students who have online educational plans.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>24</u> End # <u>25</u> Application Objective # <u>24</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>574</u> End # <u>1158</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>5165</u> Application Objective # <u>5000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.**

Total \$ spent on this activity during the current reporting period: \$115,263.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	115,263.00	100%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	115,263.00	100%

Process Measures for “Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.*

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty trained <u>13</u> End # of faculty trained <u>37</u> Application Objective # <u>34</u>	
Did the number of faculty developing new curriculum increase?	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>2</u> Application Objective # <u>0</u>	
Did the number of faculty developing new teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>15</u> Application Objective # <u>15</u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u>13</u> End # of faculty <u>52</u> Application Objective # <u>45</u>	

Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes
<p>Cohort: <u>2009 baseline students Transfer Directed Status</u></p> <p>If yes:</p> <p>Initial rate <u>25</u></p> <p>Final rate <u>37</u></p> <p>Goal <u>29</u></p> <p><i>I would like to provide a brief supporting statement:</i> Students who have achieved "Transfer Directed Status," (those who have successfully completed both transfer level math and English courses) have increased since the Fall 2009 baseline cohort of 25 percent, to 37 percent. This includes all non URM students. Hispanic student achievement of Transfer Prepared Status has also increased from 16 percent to 23 percent. Non URM students=all students except for Hispanic and Black.</p>	
Has the average number of credits completed by students increased?	Will report next year
<p>Cohort: <u> </u></p> <p>If yes:</p> <p>Initial # <u>0</u></p> <p>Final # <u>125</u></p> <p>Goal <u>100</u></p> <p><i>I would like to provide a brief supporting statement:</i> Accelerated Program is to help students complete both basic and developmental reading and writing courses at a faster pace, so that students will be eligible for college –level courses within one semester. Our goal is to provide students with an accelerated model that will help facilitate their progress in developmental reading and writing courses. We have had 125 students participate in this new course work. Survey still pending on results to determine number of credits increased as a result of this new strategy.</p>	
Has the number of students continuing to further postsecondary education increased?	Yes
<p>Cohort: <u>2009 Baseline Students Achieving Transfer Prepared Status</u></p> <p>If yes:</p> <p>Initial # <u>12</u></p> <p>Final # <u>22</u></p> <p>Goal <u>16</u></p> <p><i>I would like to provide a brief supporting statement:</i> Students who have achieved "Transfer Prepared Status," (those who have successfully completed both 60 University of California and California State University transferable units and have a GPA of 2.0 or higher) have increased since the Fall 2009 baseline cohort of 12 percent, up to 22 percent. This includes all non URM students. Hispanic student achievement of Transfer Prepared Status has also increased from 6 percent to 14 percent. Non URM students=all students except for Hispanic and Black.</p>	

Has the retention rate of students who participated in other student services programs increased?	Yes
<p>Cohort: ____</p> <p><i>If yes:</i></p> <p>Initial rate <u> 0 </u></p> <p>Final rate <u> 85 </u></p> <p>Goal <u> 76 </u></p> <p><i>I would like to provide a brief supporting statement:</i> Overall, students from the summer math academy have higher retention rates (85.2%) compared to those of the Math department overall (75.5%).</p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By Fall 2012, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 52 percent and target for Fall 2012 is 50 percent.	Fall 2012 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years has increased 52.9 percent. We are on track to meet our 2012 through 2015 targets.
By Fall 2012, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 26.8 percent and target for Fall 2012 is 29.5 percent.	Fall 2012 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years has been met at 31.1 percent. We have exceeded our target.
By Fall 2012, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 46.5 percent and target for Fall 2012 is 50 percent.	Fall 2012 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years has increased to 55 percent. We have exceeded our target.
By Fall 2012, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 36.5 percent and target for Fall 2012 is 42 percent.	Fall 2012 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years has been met at 44.7 percent. We have exceeded our target.
By Fall 2012, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 21.8 percent and target for Fall 2012 is 25 percent.	Fall 2012 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years has been met at 26.3 percent. We have exceeded our target.
By Fall 2012, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 58.6 percent and target for Fall 2012 is 62 percent.	Fall 2012 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years have increased to 65.5 percent. We have exceeded our target.

ACTIVITY: Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level Math and English courses) within three years of enrollment.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By Fall 2012, increase the percentage of non underrepresented minority students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment. Baseline 2009 percentage is 25 percent and Fall 2012 target is 28.5 percent.	2011-2012 PERFORMANCE TARGET SURPASSED: Fall 2012 non underrepresented minority students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment increased to 37 percent. We have exceeded our target.
By Fall 2012, increase the percentage of Hispanic students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment. Baseline 2009 percentage is 16 percent and Fall 2012 target is 20 percent.	2011-2012 PERFORMANCE TARGET SURPASSED: Fall 2012 Hispanic students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment increased to 23 percent. We have exceeded our target.

ACTIVITY: Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By Fall 2012, increase the number of non underrepresented minority students who achieve Transfer Prepared status, from 12 percent to a Fall 2012 target of 16 percent.	2011-2012 PERFORMANCE TARGET SURPASSED: Actual data for Fall 2012 show an increase from 12 percent to 22 percent. We have met and are on track to meet our 2012 through 2015 targets.
By Fall 2012, increase the number of non Hispanic students who achieve Transfer Prepared status, from 6 percent to a Fall 2012 target of 9 percent.	2011-2012 PERFORMANCE TARGET SURPASSED: Actual data for Fall 2012 show an increase from 6 percent to 14 percent. We have met and are on track to meet our 2012 through 2015 targets.

ACTIVITY: Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By Fall 2012, increase the number of non underrepresented minority students who are first time, full time, degree seeking freshmen, who graduate with an associate degree within three years of enrollment, as compared to the baseline in Fall 2009. Baseline for Fall 2009 is 27 percent. Fall 2012 Target is 30 percent.	Fall 2012 data show 26 percent of non underrepresented minority students who are first time, full time, degree seeking freshmen, graduated with an associate degree. More students were forced to attend part-time because of budget cuts and the number of sections offered has reduced over the past few years. Due to the staggering economy students are consequently taking longer to earn an AA/AS. During a recent study from Institutional Research, data showed that students take an aver. of 4 yrs to earn an AA.
By Fall 2011, increase the number of Hispanic students who are first time, full time, degree seeking freshmen, who graduate with an associate degree within three years of enrollment, as compared to the baseline in Fall 2009. Baseline for Fall 2009 is 15 percent. Fall 2012 Target is 20 percent.	Fall 2012 data show 19 percent of Hispanic students who are first time, full time, degree seeking freshmen, graduated with an associate degree. More students were forced to attend part-time because of budget cuts and the number of sections offered has reduced over the past few years. Due to the staggering economy students are consequently taking longer to earn an AA/AS. During a recent study from Institutional Research, data showed that students take an aver. of 4 yrs to earn an AA.

ACTIVITY: Increase the number of students who have online educational plans.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
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Activity Objective(s)	Evidence of Completion
By Fall 2012 increase the number of students who have an online educational plan compared to the 2009 baseline, from 1,500 students to 5,000 students.	2011-2012 PERFORMANCE TARGET SURPASSED: Fall 2012 actual data show 5,165 students have an online educational plan, resulting in our meeting and exceeding the goal of 5,000 students. We are also on track to meet our 2012-2013 target numbers.

ACTIVITY: Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By Fall 2012, increase the number of full time Humanities faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 6 full time faculty to 12 full time faculty.	2011-2012 PERFORMANCE TARGET MET: Fall 2012 data shows 15 full time Humanities faculty participating in Learning Teams Cohorts in grant year one. We have exceeded our target and are also on track to meet our 2015 targets.
By Fall 2012, increase the number of part time Humanities faculty who have participated in the Learning Team Cohorts compared to the Fall 2009 baseline, from 7 part time faculty to 22 part time faculty.	2011-2012 PERFORMANCE TARGET MET: Fall 2012 data show 22 part time Humanities faculty participating in Learning Teams Cohorts in grant year one. We have met our target and are also on track to meet our 2015 targets.
By Fall 2012, increase the number of full time Mathematics faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 0 full time faculty to 8 full time faculty.	2011-2012 PERFORMANCE TARGET MET: Fall 2012 shows 8 full time Mathematics faculty participating in Learning Teams Cohorts in grant year one. We have met our target and are also on track to meet our 2015 targets.
By Fall 2012, increase the number of part time Mathematics faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 0 full time faculty to 7 part time faculty.	2011-2012 PERFORMANCE TARGET MET: Fall 2012 data show 7 part time Mathematics faculty participating in Learning Teams Cohorts in grant year one. We have met our target and are also on track to meet our 2015 targets.

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	61570.00	468100.00	403203.00	0.00	67864.00	479179.00	No
Fringe Benefits	18889.00	95961.00	76613.00	0.00	7050.00	99715.00	No
Travel	1087.00	16930.00	2158.00	0.00	14127.00	18430.00	No
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	34361.00	23509.00	15000.00	0.00	16582.00	22176.00	No
Contractual	8550.00	30000.00	35000.00	0.00	22100.00	20000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	12489.00	15500.00	12000.00	0.00	32700.00	10500.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	136946.00	650000.00	543974.00	0.00	160423.00	650000.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

During Fall 2012 El Camino College has continued to make major strides in catching up on the spending curve. The following two draw downs totaling \$193,670.55 reflect the increased expenditure rate (10/22/2012: \$72,109.97 and 01/24/2013: \$121,560.58)

PLANNED USE OF CARRYOVER (Items with * have already been expended)

PERSONNEL & BENEFITS: \$74,914

Peer Assisted Study Sessions (PASS) Team Facilitators: \$5,964
Writing Center Expansion Project (Faculty): \$26,950*
English Comp Consistency Pilot Project: \$15,000
Increased Hours for PT Admin Assistant: \$27,000

TRAVEL: \$14,127
Project Director/Faculty HACU Conference (Oct 2012): \$3,907*
UCLA Challenge Leadership Training Bus (Nov 2012): \$2,220*
Transfer Center University Tour April 2013: \$8,000

SUPPLIES: \$16,582
Books for Learning Teams/Reading Success Center: \$1,912*
Supplies/Workshop materials for Graduation Initiative Office/PASS/Summer Institute for Developmental Educ/Learning Team: \$4,744*
Communications Materials: \$2,224*
FYE Books Loan Program for Accelerated Teams: \$989*
Diversity Conference 9/28/12 faculty registration: \$2,940*
Project Director Reimbursement: \$271*
Printing flyers: \$502*
Institutional Research Student Survey Software: \$3,000

CONTRACTUAL: 22,100
External Evaluation: \$8,000
Counseling Training Strong Inventory: \$6,300
Counselor Training Myers Briggs: \$7,800

OTHER: 32,700
Financial Literacy Subscription \$30,000
UCLA Student Challenge Leadership Training 2,700*