

2013 Annual Performance Report

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El Camino College

Name of College/University

P031S100045

PR Award Number

113980

Unit Identification

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Title V - Developing Hispanic-Serving Institutions

Department of Education Grant Program

Improving Graduation and Completion Rates

Project Title

2-year Public

Type and Control of Institution

Year 3

Grant Year

Authorized Representative:

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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 Three of October 1, 2012 thru September 30, 2013 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.

The primary mission of the Summer Math Academy (SMA) is to equip students with information and tools necessary for success in the mathematical sequence of classes they take at El Camino College for graduation and transfer. A secondary goal is to provide students with an opportunity to save semesters taking non-degree or non-transfer level pre-requisite math classes by scoring higher on the College Mathematic Placement Test (CMPT). CMPT scores are significantly higher for placement into higher level math courses than the general student population to ensure that the SMA will facilitate student success in higher math level classes.

The Academy was integrated into two learning components using a Learning Community approach. Math instruction included intensive review of the concepts appropriate to the levels of math. Teaching methodology included lecture, individual and group activities, computer lab using MyMathTest, and peer teaching and peer tutoring. The Human Development component covered student learning and responsibility including the language of responsibility, self-motivation, self-management, and self-awareness, as well as the study techniques such as listening and note-taking, organizing materials in a math notebook, and test anxiety.

The 2013 Summer Math Academy had a total of 123 students in all eight sections, and 120 of those 123 students, or 97 percent, completed the academy successfully. Of the 120 students repeating the placement test, 60 percent of the students in 2013 saved at least one semester in the mathematics sequence of classes needed for graduation or transfer, even with significantly higher score ranges. This year we added two new components: 1) academic counselors to meet with students and complete an educational plan, and 2) an academic and career orientation. Every student completing the academy received a comprehensive educational plan to keep students on track and each learned about all the student support services available through the orientation seminars.

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

LEARNING TEAMS/COHORTS (LTC). Faculty Learning Teams Cohorts (LTC) and professional development has strong faculty interest and support, resulting in an academic culture transformation. Changes in pedagogy, teaching methods, inclusion of non-academic skill building has been incorporated and sustained via LTCs. We have exceeded our targets for Humanities LTC by 20 percent (target was 15 full-time faculty and we had 18 full-time faculty) and Mathematics full-time faculty increased by 12 percent (target was 17 full-time faculty and we had 19 full-time faculty). Both the Humanities and mathematics part-time faculty participating in LTC targets have exceeded their annual targets by 15 percent.

In Fall 2012 we piloted a Peer Assisted Study Sessions Program (PASS), where students work together to reinforce key concepts and develop effective study strategies. PASS aims to provide a learning atmosphere which differs from the traditional tutorial environment. PASS sessions are led by 'PASS Mentors,' who are exemplary students who have excelled at the subject in the past. The focus is on integrating the course content (what to learn) with academic reasoning and study skills (how to learn).

In the Fall 2012 semester the PASS Program worked with two English courses. There were a total of 63 students enrolled which attended PASS Sessions. The students who regularly attended the PASS Sessions had an 80 percent success rate compared to the students who didn't participate in PASS had a 65 percent success rate.

In the Spring 2013 PASS we expanded the program by 200 percent since we worked with eight English courses. There were a total of 243 students enrolled in these four classes. The classes as a whole had a 56 percent success rate. The students who regularly attended the Pass Sessions had an 80 percent success rate and the students who didn't participate in PASS had a 46 percent success rate.

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.

We have also exceeded our goal to increase the number of students who have online educational plans by 10.5 percent with our actual educational plans totaling 7,732 this Fall 2013. (Target was 7,000)

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

Consistent with the responses to this question in the last APR, 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.

Financial Aid Television (FATV), an online video counseling and outreach tool, which offers video modules and embedding features has been implemented in GY 3 and has been viewed over 6,000 per month during high peak season of application deadlines for the following video topics: a.) Financial Literacy Tips, b.) Financial Aid Process, and c.) Financial Counseling On-demand and Chafee Grant/Foster Youth. This new student support services has improve awareness of financial aid process and financial literacy by educating students on the various options available for paying for college, thus 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, and the Sentence Skills portion of the ACCUPLACER, which is provided by The College Board.

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 pursue 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 SUCCESS CENTER USE SOARS: 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 levels (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 1,218, students have visited the Reading Success Center to use our tutors and computer lab. Our target goal was 500 for the Fall 2012 semester; therefore, we exceed our goal by 244 percent. The majority of the students who used the Reading Success Center this year were Hispanic (51%) followed by the second largest group being African American at 24 percent, 15 percent of Asian, 4 percent of White 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, 2012 through September 30, 2013 there were 9748 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 95 percent.

(3) **DIVERSITY AWARENESS EMPHASIS:** 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 2013 and Fall 2013. The diversity workshops, conferences and faculty training continues to focus and included gender, race/ethnicity, culture, sexual orientation, disabilities/abilities and related issues in the California Community Colleges. We have established a wide-range of informational books, CDs and DVD related to these topics and are now available for students to access via a book/resource loan program.

(4) **SUMMER MATH ACADEMY SHINES.** The Math Academies provides a three-week brush up on math ideas, 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 take the math placement test and can move to a higher level math within their math sequence, thus increasing their ability to graduate sooner. In Summer 2013, we hosted our third academy (3rd Cohort), which was very successful. Of the 123 students who began the program, 97 percent completed the academy successfully.

Section 2: Institutional Profile

(IPEDS information is not included in the APR).

Accreditation

Institution's primary accrediting agency.

Western Association of Schools and Colleges

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: \$109,862.00

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.	109,862.00	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	109,862.00	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>27</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>1218</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>7732</u> Application Objective # <u>7000</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: \$95,957.00

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.	95,957.00	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	95,957.00	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>27</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>1218</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>7732</u> Application Objective # <u>7000</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: \$105,847.00

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.	10,000.00	9
Tutoring, counseling, and student service programs designed to improve academic success.	95,847.00	91
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	105,847.00	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>268</u> Application Objective <u>50</u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u>50</u> End # <u>268</u> Application Objective <u>50</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start # <u>2</u> End # <u>40</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>27</u> Application Objective # <u>0</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>0</u> End # <u>1218</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>7732</u> Application Objective # <u>7000</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: \$140,471.00

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.	140,471.00	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	140,471.00	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>27</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 counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>7732</u> Application Objective # <u>7000</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: \$180,917.00

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.	180,917.00	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	180,917.00	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>30</u> End # of faculty trained <u>47</u> Application Objective # <u>40</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>34</u> Application Objective # <u>30</u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u>30</u> End # of faculty <u>81</u> Application Objective # <u>70</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 enrolled in developmental level courses one level below college level that enroll and successfully complete college level English and Mathematics courses within two years.**

Total \$ spent on this activity during the current reporting period: \$122,852.00

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.	122,852.00	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	122,852.00	100%

Process Measures for “Increase the percentage of students enrolled in developmental level courses one level below college level that 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>27</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>1218</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>7732</u> Application Objective # <u>7000</u>	

Focus Area: Student Services Outcomes

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> <i>If yes:</i> Initial rate <u>25</u> Final rate <u>40</u> Goal <u>30</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 40.3 percent, which is a 61.2 percent increase. This includes all non URM students. Non URM students = all students except for Hispanic and Black. Hispanic student achievement of Transfer Prepared Status has also increased from 16 percent to 26.2 percent, which is a 64 percent increase.</p>	
Has the average GPA of students increased?	Yes
<p>Cohort: <u>2009 Baseline Students Achieving Transfer Prepared Status</u> <i>If yes:</i> Initial GPA <u>12</u> Final GPA <u>29</u> Goal <u>18</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 29 percent, which is a 142 percent increase. This includes all non URM students. Non URM students = all students except for Hispanic and Black. Hispanic student achievement of Transfer Prepared Status has also increased from 6 percent to 18 percent, 200 percent increase.</p>	
Has the number of students continuing to further postsecondary education increased?	Yes
<p>Cohort: <u>SMA 2013 Total Students Served</u> <i>If yes:</i> Initial # <u>0</u> Final # <u>123</u> 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 (97%) compared to those of the Math department overall (75.5%). Of the 123 students, 120 students repeated the placement test with 60% of the students saving at least one semester in mathematics sequence of classes needed to graduate or transfer. This program has demonstrated that students who participated in the academy also persisted at higher rates than students who did not enroll in this activity.</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 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
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, from our Fall 2012 target of 28.5 percent to a target of 30.5 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 40.3 percent. We exceeded our goal by 32.1 percent.
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, from our Fall 2012 target of 20 percent to a target of 23 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 26.2 percent. We exceeded our goal by 13.9 percent.

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
Increase the number of non-underrepresented minority students who achieved Transfer Prepared status from our Fall 2012 target of 16 percent to a target of 18 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 29 percent. We exceeded our goal by 61 percent.
Increase the number of Hispanic students who achieved Transfer Prepared status from our Fall 2012 target of 9 percent to a target of 12 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 18 percent. We exceeded our goal by 50 percent.

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
Increase the number of non-underrepresented minority students who are first time, full time, and degree seeking freshmen, who graduate with an associate degree within three years of enrollment, from our Fall 2012 target of 30 to a target of 32 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: Actual Institutional Research data for Fall 2013 shows 32 percent. We met our goal, but when data is disaggregated by ethnicity, differentials still remain for certain ethnic groups.

Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Increase the number of Hispanic students who are first time, full time, and degree seeking freshmen, who graduate with an associate degree within three years of enrollment, from our Fall 2012 target of 20 to a target of 23 percent in Fall 2013.	SUBSTANTIAL PROGRESS ACHIEVED: Actual data for Fall 2013 shows 19 percent graduated, which stills shows improvement from our baseline of 15 percent. 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 a staggering economy students are consequently taking longer to earn an AA/AS degree. A study from Institutional Research data showed that students take an average of 4 years to earn an AA degree. This measure should improve by Fall 2015 since this Spring 2014 the college has added 300 additional course sections that were once not offered due to cutbacks.	2015

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
Increase the number of students who have online educational plans compared to our Fall 2012 target of 5,000 students to a target of 7,000 students in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 7,723 students. We exceeded our goal by 10.3 percent.

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
Increase the number of full time Humanities faculty who have participated in the Learning Teams Cohorts from our Fall 2012 target of 12 to 15 full time faculty target for Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 18 full time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 20 percent.
Increase the number of part time Humanities faculty who have participated in the Learning Team Cohorts from our Fall 2012 target of 22 to 25 part time faculty target for Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 29 part time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 16 percent.
Increase the number of full time Mathematics faculty who have participated in the Learning Teams Cohorts from our Fall 2012 target of 8 to 17 full time faculty target for Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 19 full time faculty participated in Mathematics Learning Team Cohorts. We exceeded our goal by 11.8 percent.
Increase the number of part time Mathematics faculty who have participated in the Learning Teams Cohorts from our Fall 2012 target of 7 to 13 part time faculty target for Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 15 full time faculty participated in Mathematics Learning Teams Cohorts. We exceeded our goal by 15.4 percent.

ACTIVITY: Increase the percentage of students enrolled in developmental level courses one level below college level that 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
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Activity Objective(s)	Evidence of Completion
Increase the percentage of Hispanic students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Reading courses within two years as compared to our Fall 2012 semester target of 52 percent to a target of 55 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 59.3 percent. We exceeded our goal by 7.82 percent.
Increase the percentage of non-underrepresented minority students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Mathematics courses within two years as compared to our Fall 2012 semester target of 29.5 percent to a target of 31 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 45.4 percent. We exceeded our goal by 46.5 percent.
Increase the percentage of non-underrepresented minority students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Writing courses within two years as compared to our Fall 2012 semester target of 50 percent to a target of 52 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 61.4 percent. We exceeded our goal by 18.1 percent.
Increase the percentage of Hispanic students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Writing courses within two years as compared to our Fall 2012 semester target of 42 percent to a target of 44 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 52.2 percent. We exceeded our goal by 18.6 percent.
Increase the percentage of Hispanic students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Mathematics courses within two years as compared to our Fall 2012 semester target of 25 percent to a target of 27 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 31.8 percent. We exceeded our goal by 18 percent.
Increase the percentage of non-underrepresented minority students enrolled in developmental level courses one level below college level that enroll and successfully complete college level Reading courses within two years as compared to our Fall 2012 semester target of 62 percent to a target of 65 percent in Fall 2013.	SUBSTANTIAL PROGRESS SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2013 shows 65.6 percent. We exceeded our goal.

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	67864.00	479179.00	492101.00	0.00	40976.00	449114.00	Yes
Fringe Benefits	7050.00	99715.00	116418.00	0.00	8195.00	89780.00	No
Travel	14127.00	18430.00	19350.00	0.00	5220.00	18430.00	No
Equipment	0.00	0.00	0.00	0.00	36840.00	36840.00	Yes
Supplies	16582.00	22176.00	63810.00	0.00	12834.00	22836.00	No
Contractual	22100.00	20000.00	23875.00	0.00	18000.00	18000.00	Yes
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	32700.00	10500.00	40352.00	0.00	15000.00	15000.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	160423.00	650000.00	755906.00	0.00	137065.00	650000.00	

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

Personnel

Personnel was reduced by \$54,840 and moved to the following two line items to cover proposed expenses as detailed in the letter to program officer: Equipment \$36,840 and Contractual \$18,000.

Equipment

Added \$36,840 from personnel to cover the following expenses:

a) Digital signage monitors \$16,840, b) Digital Automated PIN system \$15,000, and c) Computer equipment \$5,000.

Contractual

Added \$18,000 from personnel to cover the following expenses: a) External Evaluator for GY3 & GY4 \$8,000 and b) Career Counseling Training \$10,000.

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 2013 El Camino College has continued to make major strides in catching up on the spending curve. The following three drawdowns totaling \$306,381.97 reflect the increased expenditure rate (09/24/13: \$85,944.89, 12/12/13: \$98,355.44, and 01/25/14 \$122,081.64)

PLANNED USE OF CARRYOVER (Items with * have been expended by 12/31/13 and are already in the system for drawdown of funds)

PERSONNEL & BENEFITS: \$49,171*

Math & English Learning Teams Cohort Payroll Expenses for Fall 2013 did not post by grant deadline of 9/30/13, but would be expended by 12/30/13. (Total includes personnel & benefits for Math \$22,002 & English \$27,169)

TRAVEL: \$5,220

Transfer Center University Tour April 2014 \$5,220

EQUIPMENT: \$36,840

Three digital signage monitors for Compton Transfer Center Counseling and A&R \$16,840

Digital automated pin system for enrollment services \$15,000

Computer Equipment \$5,000

(Following compliance requirements, approval was requested from the Title V Program Officer to add the 'Equipment' budget category, which was \$0 in initial application for 2013-14)

SUPPLIES: \$12,834*

Learning Team cohorts for Math & Humanities book loan program \$11,000

Communication Materials \$1,834

CONTRACTUAL: \$18,000

External Evaluator for GY3 & GY4 \$8,000

Career Counseling Training: \$10,000

(Following compliance requirements, approval was requested from the Title V Program Officer to add the 'Contractual' budget category, which was \$0 in initial application for 2013-14)

OTHER: \$15,000

Faculty Professional Development Diversity Workshops and Conferences focusing on improving student success strategies \$15,000