2014 Annual Performance Report

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El Camino College
Name of College/University

P031S100045   113980
PR Award Number   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   Year 4
Type and Control of Institution   Grant Year

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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 educational 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 Four which covers October 1, 2013 thru September 30, 2014, the project continued to make progress in addressing the identified gaps in programs and services with some of the 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 by taking non-degree or non-transfer level pre-requisite math classes by scoring higher on the College Mathematic Placement Test (CMPT). SMA Student CMPT scores are significantly higher for placement into higher level math courses than the general student population.

The SMA Program was integrated into two learning components using a Learning Community approach: 1.) Math instruction component includes intensive review of the concepts appropriate to the levels of math.   2.) The Human Development component covers student learning and responsibility, including self-motivation, self-management, and self-awareness. Study techniques used are listening, note-taking; organizing materials in a math notebook; and test anxiety. In addition, the teaching methodology includes lecture, individual and group activities, computer lab using MyMathTest software, and peer tutoring.

The 2014 Summer Math Academies had a total of 566 students who applied and attended the orientation. Of these, 317, or 56 percent of the applicants showed up for classes on the first day.   Of these, 260 students, or 82 percent of those who started the academies, completed successfully. Of the 260 students completing the academies, 55% or 144 students placed into a higher math class after retaking the CMPT. At the end of the academies, students saved 218 semesters of pre requisite mathematics courses. The success of this program has proven to be a valuable asset in allowing the students to progress through the math sequence at a higher rate than previously experienced, thus improving graduation and retention rates.

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

The Faculty Learning Teams Cohorts (LTC) and professional development continues to have strong faculty interest and support, resulting in an academic culture transformation. Changes in pedagogy, teaching methods, inclusion of non-academic skill building continues to be incorporated and sustained via LTCs. We have exceeded our targets for full-time Humanities LTC by 22 percent (target was 18 full-time faculty and we had 22 full-time faculty) and Mathematics full-time faculty target was met (target was 30 full-time faculty and we had 30 full-time faculty). Both the Humanities and mathematics part-time faculty participating in LTC targets have exceeded their annual targets by 18 percent.

Peer Assisted Study Sessions Program (PASS), which was launched in Fall 2012 continues to demonstrate success. The PASS mentors work with students to reinforce key English concepts and develop effective study strategies, to improve

student retention. 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).

Over the past three years we have offered numerous PASS sessions that have yielded better success rates for students enrolled in developmental English courses due to the proactive tutoring strategies we have implemented. When we first launched the program in Fall 2012, the students in the English A courses who attended 3 or more PASS sessions had an 80 percent pass rate.   In Spring 2013 students experienced a higher success rate of 92 percent, which continues into Fall 2013 (92 percent), and Spring 2014 with a 100 percent pass rate.   As a result of this very successful program, we are expanding our PASS sessions in Spring 2015.   This will be reflected in next year's reporting.

3) GO FOR THE ASSOCIATES DEGREE

Overall, the El Camino College Improving Graduation and Completion Rates grant project continues to excel in meeting our goals and objectives. We are confident that we will continue to meet component activities and 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 with our actual educational plans totaling 9,102 this grant year. (Target was 9,000)

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 2011-2015, which support the activities necessary to improve the college's persistence and graduation rates.

The issue of low completion and graduation rates, especially among Hispanic students, originally emerged out of the planning processes as the college's top priority, and 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 continue to transform the 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 was launched in year 2012 and increasingly used in year 2013and year 2014, offers video modules and embedding features with over 15,621 videos watched in total during high peak season in Fall 2013 and Spring 2014 of application deadlines for the following video topics: a.) Financial Literacy Tips, b.) Financial Aid Process, c.) Financial Counseling On-demand, and e.) Chafee Grant/Foster Youth. This student support services has made a significant improvement in facilitating the knowledge of the financial aid process and financial literacy by educating students on the various options available for paying for college, thus improving retention rates.   As a result of this tool we have experienced a decrease of students standing in line to ask questions.

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 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.   In Fall 2014, the college migrated its planning processes to a new tool called TracDat to improve the linkage between longer-term program and college planning (Program Review) and annual resource allocation.   In the new system, the linkage between Program Review, Annual Planning, and Strategic Initiatives are strengthened.

We continue to use the Testing & Education Resource Center which is an all-encompassing, one-stop online resource providing access to vast amounts of information from preparing high school students for their 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 that are still needed to complete their major/degree. Course Planner uses Degree Audit to show the student which courses are needed and assists the student by showing them which term they wish to take the courses required by the degree. This software allows the student to be informed about their educational progress, thus decreasing the need to take courses not associated with their educational goals.

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.

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.

IMPROVED RESOURCE DEVELOPMENT CAPACITY: With support from Title V, ECC significantly revitalized the college foundation's office into an active, vital organization. Currently the foundation raises 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.

FIRST YEAR EXPERIENCE PROGRAM (FYE) provides 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.

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.

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.

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 three activities that have demonstrated instant improvements toward strengthening ECC programs and services that directly impact students: 1.) Reading Success Center, 2.) Summer Math Academy, and 3.) Degree Audit. 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 (RSC) EXPANDS HOURS TO MEET THE HIGH DEMAND: Since the new Reading Success Center (RSC) 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). The RSC helps students by augmenting vocabulary through context, grasping the main idea, and gaining a full understanding of the text.

We continue to have a positive response from faculty and students about the important role this new center has on providing reading assistance for students. Over 1,906, students have visited the Reading Success Center to use our tutors and computer lab. Our target goal was 800 for the Fall 2014 semester; therefore, we exceed our goal by 138 percent. The majority of the students who used the RSC this year were Hispanic at 40 percent followed by the second largest group being African American at 26 percent, 24 percent were Asian, 6 percent were White, and 4 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.

Since the center's foundation had already been established, the RSC was ready for expansion. The hours of operation were extended to 5pm one day a week to accommodate students that have a later class schedule; in addition, the RSC opened its doors to accommodate summer school students for the first time. New services were added: test proctoring, individualized tutoring, exit exam preparation, and workshops. Some highlights of workshops included:

•One that helps students navigate through the ECC Scholarship application;
•Beginning and advanced levels of reading strategies that teach students about annotation and outlining a text; and
•A workshop that directly helps students in the Developmental Reading courses with strategies for the vocabulary in context exit exams.

The RSC hosted contests and book drives, where donated books and magazines would be on display for others to take for free. This helps to promote reading for fun for students and improves the student's interest in reading. The RSC also keeps up-to-date textbooks used in the core-targeted courses to better serve students when they meet with their tutor. The RSC houses student editions, for students to use in the room, as well as instructor editions, for tutors to use as a guide when helping students.

(2) SUMMER MATH ACADEMY SUCCESSFULLY GROWS. The Summer Math Academies provide a three-week brush up on math ideas, skills, and essential student success skills. Each student meets 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 2014, we hosted our four academies (4th Cohort), which was very successful. Of the 566 students who began the program, 82 percent completed the academy successfully.

We are also launching a Winter Math Academy Boot Camp in Winter 2015, which will target students in developmental math and offer a two week intensive math boot camp. This new cohort would utilize the same model as the Summer Academy, but would concentrate on refreshing their basic math skills to retake the assessment and testing exam. The final report will provide more details about the success of this project.

(3) DEGREE AUDIT CONTINUES TO EXCEED TARGETS. The online system allows students 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. As of this grant year, there were 9,102 students who have used the system, resulting in increasing awareness of degree completion. Our expectation was to have approximately 9,000 students use this system; therefore, we exceeded our goal.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

   X   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: $103,890.00

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.	103,890.00	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	**103,890.00**	**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

If yes:
    Start #   0
    End #   41
    Application Objective # 0	

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

If yes:
    Start #   574
    End #   1908
    Application Objective # 0	

Did the number of students using counseling services increase?	Yes

If yes:
    Start #   1500
    End #   9102
    Application Objective # 9000	

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: $102,809.00

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.	102,809.00	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	**102,809.00**	**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

If yes:
    Start #   0
    End #   41
    Application Objective # 0	

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

If yes:
    Start #   574
    End #   1908
    Application Objective # 0	

Did the number of students using counseling services increase?	Yes

If yes:
    Start #   1500
    End #   9102
    Application Objective # 9000	

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: $123,539.00

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	8
Tutoring, counseling, and student service programs designed to improve academic success.	113,539.00	92
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	**123,539.00**	**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

If yes:
    Start # 50
    End # 263
    Application Objective 50	

Did the number of educational materials increase?	Yes

If yes:
    Start # 50
    End # 263
    Application Objective 50	

Did the number of telecommunications program materials increase?	Yes

If yes:
    Start # 2
    End # 98
    Application Objective 2	

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

Did the number of tutors increase?	Yes

If yes:
    Start # 0
    End # 41
    Application Objective # 0	

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

If yes:
    Start # 574
    End # 1908
    Application Objective # 0	

Did the number of students using counseling services increase?	Yes

If yes:
   Start #   1500
   End #   9102
   Application Objective #   9000

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: $115,394.00

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.	115,394.00	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	**115,394.00**	**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

If yes:
    Start #   0
    End #   41
    Application Objective # 0	

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

If yes:
    Start #   574
    End #   1908
    Application Objective # 0	

Did the number of students using counseling services increase?	Yes

If yes:
    Start #   1500
    End #   9102
    Application Objective # 9000	

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: $142,699.00

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.	142,699.00	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	**142,699.00**	**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

If yes:
    Start # of faculty trained __13__
    End # of faculty trained __55__
    Application Objective # __46__	

Did the number of faculty developing new teaching techniques increase?	Yes

If yes:
    Start # of faculty __0__
    End # of faculty __54__
    Application Objective # __50__	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty __13__
    End # of faculty __109__
    Application Objective # __96__	

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: $126,577.00

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.	126,577.00	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	**126,577.00**	**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

If yes:
    Start #   0
    End #   41
    Application Objective # 0	

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

If yes:
    Start #   574
    End #   1908
    Application Objective # 0	

Did the number of students using counseling services increase?	Yes

If yes:
    Start #   1500
    End #   9102
    Application Objective # 9000	

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

Cohort: 2009 baseline students Transfer Directed Status
If yes:
   Initial rate   25
   Final rate   43
   Goal   33
I would like to provide a brief supporting statement: 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 43 percent, which is a 72 percent increase. This includes all non URM students. Non URM students = all students except for Hispanic and Black. Hispanic student achievement of Transfer Directed Status has also increased from 16 percent to 28.2 percent, which is a 76 percent increase.

Has the average number of credits completed by students increased?	Yes

Cohort: 2009 Baseline Students Achieving Transfer Prepared Status
If yes:
   Initial #   12
   Final #   30
   Goal   20
I would like to provide a brief supporting statement: 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 30 percent, which is a 150 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 19 percent, 217 percent increase.

Has the number of students continuing to further postsecondary education increased?	Yes

Cohort: SMA 2014 Total Students Served
If yes:
   Initial #   0
   Final #   261
   Goal   100
I would like to provide a brief supporting statement: Overall, students from the summer math academy completed successfully in their math classes.   Of the 82 percent who completed the academy, 55 percent placed into higher math class after retaking the College Math Placement Test. Our goal was to have 100 students complete the academy.   We exceeded and surpassed our goal by 161 percent.

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 2013 target of 30.5 percent to a target of 32.5 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 42.9 percent. We exceeded our goal by 31.9 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 2013 target of 23 percent to a target of 26 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 28.2 percent. We exceeded our goal by 8.5 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 2013 target of 18 percent to a target of 20 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 30 percent. We exceeded our goal by 50 percent.
Increase the number of Hispanic students who achieved Transfer Prepared status from our Fall 2013 target of 12 percent to a target of 15 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 19 percent. We exceeded our goal by 26.7 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.

On-Schedule Activity Objectives

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 2013 target of 32 to a target of 34 percent in Fall 2014.   SUBSTANTIAL PROGRESS MADE: Actual Institutional Research data for Fall 2014 shows 33 percent, which demonstrates that we are making progress toward meeting the goal.

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 2013 target of 23 to a target of 26 percent in Fall 2014.   SUBSTANTIAL PROGRESS MADE: Actual data for Fall 2014 shows 24 percent graduated, which still shows improvement from our baseline of 15 percent. More students were forced to attend part time because of budget cuts and the number of course 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 since last Spring 2014 the college has added 300 additional course sections that were not offered due to cutbacks.

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 2013 target of 7,000 students to a target of 9,000 students in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED - Actual data for Fall 2014 shows 9,102 students. We exceeded our goal by 1 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 2013 target of 15 to 18 full time faculty target for Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 22 full time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 22 percent.
Increase the number of part time Humanities faculty who have participated in the Learning Team Cohorts from our Fall 2013 target of 25 to 28 part time faculty target for Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 33 part time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 18 percent.
Increase the number of full time Mathematics faculty who have participated in the Learning Teams Cohorts from our Fall 2013 target of 17 to 30 full time faculty target for Fall 2014.	COMPLETED: ANNUAL PERFORMANCE TARGET MET Actual data for Fall 2014 shows 30 full time faculty participated in Mathematics Learning Team Cohorts. We met our goal.
Increase the number of part time Mathematics faculty who have participated in the Learning Teams Cohorts from our Fall 2013 target of 13 to 20 part time faculty target for Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 24 full time faculty participated in Mathematics Learning Teams Cohorts. We exceeded our goal by 20 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
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 2013 semester target of 55 percent to a target of 57 percent in Fall 2014.	COMPLETED: ANNUAL PERFORMANCE TARGET MET Actual data for Fall 2014 shows 57 percent. We met our goal.
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 2013 semester target of 31 percent to a target of 33 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 40 percent. We exceeded our goal by 20 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 2013 semester target of 52 percent to a target of 55 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 60 percent. We exceeded our goal by 10 percent.

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 Writing courses within two years as compared to our Fall 2013 semester target of 44 percent to a target of 46.5 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 47 percent. We exceeded our goal.
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 2013 semester target of 27 percent to a target of 29 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 32 percent. We exceeded our goal by 10 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 2013 semester target of 65 percent to a target of 67 percent in Fall 2014.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for Fall 2014 shows 68 percent. We exceeded our goal.

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$40,976.00	$498,679.00	$518,081.00	$0.00	$50,828.00	$498,308.00	No
Fringe Benefits	$8,195.00	$102,055.00	$103,613.00	$0.00	$5,083.00	$104,582.00	No
Travel	$5,220.00	$18,430.00	$16,264.00	$0.00	$0.00	$18,430.00	No
Equipment	$36,840.00	$0.00	$36,905.00	$0.00	$0.00	$0.00	No
Supplies	$12,834.00	$22,836.00	$23,438.00	$0.00	$3,247.00	$19,680.00	No
Contractual	$18,000.00	$0.00	$6,837.00	$0.00	$13,000.00	$0.00	No
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$15,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	$0.00	$8,000.00	$9,770.00	$0.00	$0.00	$9,000.00	No
Total	$137,065.00	$650,000.00	$714,908.00	$0.00	$72,158.00	$650,000.00	

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 2013, El Camino College has continued to make major strides in catching up on the spending curve. The following three drawdowns totaling $396,479.10 reflect the increased expenditure rate (12/17/14: $94,972.46, 1/14/15: $284,467.64, and 1/15/15: $17,039)

PLANNED USE OF CARRYOVER (Items with * have been expended by 12/31/14 and are already in the system for drawdown of funds.)

PERSONNEL & BENEFITS: $50,828*
Math & English Learning Teams Cohort Payroll Expenses for Fall 2014 did not post by grant deadline of 9/30/14, but were expended by 12/31/14.   (Total includes personnel & benefits for Math $15,838 & English $34,990.)

SUPPLIES: $3,247*
Learning Team Cohorts for Math calculator program $3,247.

CONTRACTUAL: $13,000
External Evaluator for GY4 $13,000.
We have expended $5,000, but it did not post by the 9/30/14 deadline.   The additional $5,000 will be carried over to be used in GY5 to pay for the external site visit in Spring 2015 and the remainder of the $3,000 will be paid to assist with the final Annual Performance Report.