

2015 Annual Performance Report

Submitted: January 15, 2016

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 5

Grant Year

Authorized Representative:

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Date 01/15/2016

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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 Title V project is designed to strengthen El Camino College 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 El Camino College 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 degree – Getting students across the finish line to complete associate degrees, certificates, and transfer requirements.

For Grant Year Five which covers October 1, 2014, through September 30, 2015, 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 degree.

The mission of the Summer Math Academy, a three-week summer intensive or two-week winter mathematics refresher, is to equip students with information and tools necessary for success in the mathematical sequence of courses they take at El Camino College for graduation and transfer. A secondary goal is to provide students with an opportunity to save semesters by not having to enroll in non-associate degree or non-transfer level prerequisite mathematics classes by scoring higher on the College Mathematic Placement Test. Summer Math Academy student College Mathematic Placement Test scores are significantly higher for placement into higher level mathematics courses than compared to the general student population.

The Summer Math Academy program was integrated into two learning components using a Learning Community approach: (1) Mathematics instructional component includes intensive review of the concepts appropriate to the levels of mathematics; and (2) Human Development curriculum component which covers student learning and responsibility, including self-motivation, self-management, and self-awareness. Study techniques used include, but are not limited to: listening, note taking, organizing materials in a mathematics notebook, and addressing test anxiety. In addition, the teaching methodology includes lecture, individual and group activities, computer lab using "MyMathTest" software, and peer tutoring.

The 2015 Summer Math Academy had a total of 1,014 students who applied and attended the orientation. Of these, 485 students or 48% of the applicants showed up for classes on the first, second, and third days. Of these, 417 students or 86% of those who started the academy completed successfully. Of the 417 students completing the academy, 263 or 63% of the students placed into a higher mathematics courses after retaking the College Mathematic Placement Test. At the conclusion of the academy, students saved 394 semesters of prerequisite mathematics coursework. The success of this program has proven to be a valuable asset in allowing students to progress through the mathematic course sequence at a higher rate than previously experienced, thus improving retention and graduation rates.

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

Faculty Learning Teams Cohorts and professional development continues to have strong faculty interest and support, resulting in an academic culture transformation. Changes in pedagogy, teaching methods, and the inclusion of non-academic skill building continue to be incorporated and sustained. We have exceeded our targets for full-time Humanities faculty participation (target was 21 full-time faculty and we had 57 full-time faculty) and Mathematics full-time faculty participation target was also met (target was 35 full-time faculty and we had 35 full-time faculty). Part-time Humanities and Mathematics faculty participation rates in Learning Teams Cohorts targets also exceeded the established targets.

Peer Assisted Study Sessions Program, which was launched during the fall 2012 continues to demonstrate success. Peer Assisted Study Session mentors work with students to reinforce key English concepts and develop effective study strategies, to improve student retention rates. Peer Assisted Study Sessions aim to provide a learning atmosphere which differs from the traditional tutorial environment by hiring exemplary students who have excelled at the subject in the past and attend classes in which they are responsible for mentoring. The focus is on integrating the course content (what to learn) with academic reasoning and study skills (how to learn). Over the past four years, El Camino College has offered numerous Peer Assisted Study Sessions that have yielded better success rates for students enrolled in developmental English courses due to the proactive tutoring strategies implemented.

3) GO FOR THE ASSOCIATE DEGREE – Getting students across the finish line to complete associate degrees, certificates, and transfer requirements.

Overall, the El Camino College Improving Graduation and Completion Rates grant project continues to excel in meeting established 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 retention 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 12,348 this grant year. Our original target was to have 10,000 students complete an online educational plan by fifth year of the grant.

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

Consistent with the responses to this question in the last Annual Performance Report, Improving Graduation and Completion Rates 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 retention and graduation rates. The issue of low retention 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 COLLEGE IS TO "ENHANCE TEACHING TO SUPPORT STUDENT LEARNING USING A VARIETY OF INSTRUCTIONAL METHODS AND SERVICES." To this end, the grant has incorporated faculty Learning Team Cohorts for the Humanities and Mathematical Sciences Divisions which continue to transform the teaching culture at El Camino 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' mathematics 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 El Camino College's educational and student support services, including: (1) accelerated English courses; (2) better assessment and placement processes for students entering the College; (3) establishing a new Reading Success Center for those needing additional faculty support with reading; and (4) enhancements in tutoring and counseling services such as the availability of more tutors and better online services for students seeking academic counseling and advisement.

Financial Aid Television, an online financial aid video counseling and outreach tool, which was launched in 2012 and increasingly used in years 2013, 2014, and 2015, offers modules and embedding features with over dozens of videos watched by thousands of prospective and current students. Financial Aid Television videos include the following: (1) financial literacy; (2) financial aid application process; (3) financial aid counseling on demand; and (4) Chafee grant information for former foster youth. Financial Aid Television videos have significantly improved the ability of the Financial Aid Office to outreach and provide online information 24 hours per day, seven days a week. As a result of this tool, the Financial Aid Office experienced a decrease in the number of students standing in line or calling to ask basic financial aid related questions. During the last year of the grant, a total of 24,345 online videos were viewed by prospective and current students.

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 ACCUPLACER, which is provided by The College Board. As a result of California Senate Bill (SB 1456), also known as the Student Success Act of 2012, El Camino College has agreed to adopt a new statewide common assessment to allow students to utilize a uniformed and standardized assessment tool to allow placement into English, English as a Second Language, and mathematics courses.

During the fall 2014, El Camino College migrated its planning processes to a new software tool called TracDat to improve the linkage between resource allocation and planning. TracDat will serve as the online repository for program plans, unit plans, program reviews, and student learning outcomes also known as service area outcomes for Student Services entities. TracDat replaces CurricUNET which stored the student learning outcomes and it replaces Plan Builder which stored the program and unit plans. Program reviews were drafted and saved as Word documents.

El Camino College continues to use the Testing & Education Reference Center (TERC) 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 college students for graduate school, career programs, and licensures. Students work through 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 an associate degree, or pursue transfer to a four-year college or university to attain 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 course requirements they have met for their major and generates a list of courses that are still needed to complete their major and associate 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 for their associate degree. This software allows the student to be informed about their educational progress, thus decreasing the need to take courses not required with their educational goals.

Overall, the project strengthens El Camino College 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.

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

IMPROVED RESOURCE DEVELOPMENT CAPACITY: With support from Title V, El Camino College significantly revitalized the College's Foundation Office into an active, vital organization as it relates to supporting educational services. Currently, the Foundation Office raises money for student scholarships, supports faculty development, and other special efforts directed at improving retention, graduation, and transfer 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: The First Year Experience program provides academic and non-academic support services to first year college students. It includes specialized counseling, Learning Communities, and Supplemental Instruction. The First Year Experience program has a 90% student retention rate compared to 73% for non-First Year Experience students during the first year of enrollment.

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

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 Title V grant that affect for better El Camino College's capacity to fulfill the goals of the legislation, we would like to highlight three activities that have demonstrated instant improvements toward strengthening El Camino College's programs and services that directly impact students: (1) Reading Success Center; (2) Summer Math Academy; and (3) Degree Audit. These activities demonstrate unanticipated outcomes because they have exceeded our expectations in their efficacy and have reached a wider audience than originally anticipated.

(1) READING SUCCESS CENTER: Since the Reading Success Center opened its doors in fall 2011 it continues to exceed the number of visits from students receiving services each semester and term. Tutors are trained in numerous reading software programs that improve student's ability to read any text online faster, easier, and with greater comprehension, as well as, raise reading levels. The Reading Success Center helps students by augmenting vocabulary through context, grasping the main idea, and gaining a full understanding of the text.

The Reading Success Center continues to have a positive response from faculty and students about the important role this new center has on providing reading assistance for students. During the spring 2015, over 1,772 students visited the Reading Success Center to meet with tutors and utilize the computer lab. The majority of the students who used the Reading Success Center this year were Hispanics at 44% followed by the second largest group being Asian at 21%, 19% were African-American, 4% were White, 1% were Pacific Islander, and 8% were in "other" ethnic groups. Based on student surveys, most students at the Reading Success Center received assistance with developmental reading courses and basic language skills.

During the 2014-2015 Academic Year, the Reading Success Center Coordinator gave in-class technology trainings of reading software to classes that requested them. The Reading Success Center also added four new workshops to its already extensive list which included:

1. Getting students organized for the expectations of their course load;
2. Three different levels of finding main ideas and supporting details;
3. Helping medical students learn vocabulary using commonly-used word parts; and
4. Understanding an author's tone.

The Reading Success Center 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 Reading Success Center also keeps up-to-date textbooks used in the core-targeted courses to better serve students when they meet with their tutors. The Reading Success Center 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: The Summer Math Academy consists of a three-week brush up on mathematics skills and essential student success study skills. Each student meets four hours daily with a mathematics 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 mathematics placement test and can move to a higher level course within the mathematics course sequence, thus increasing their ability to graduate and transfer sooner. During summer 2015, Title V hosted our four academies, the fifth cohort, which was very successful. Of the 485 students who began the program, 417 students or 86% completed the academy successfully. The summer 2015 was the largest and most successful of the Summer Math Academy.

(3) DEGREE AUDIT: The Degree Audit online system allows students to enter their declared major to determine how many of the course requirements they have already met by developing an online educational plan. A list is generated showing courses completed by the student and courses still needed to be completed to earn an associate degree. As of this grant year, there were 12,348 students who have used Degree Audit, resulting in increasing awareness of associate degree completion. Our expectation was to have 10,000 students use Degree Audit. We exceeded our goal by 2,348 students or approximately 23%.

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 English and mathematics courses) within three years of enrollment.**

Total dollar amount spent on this activity during the current reporting period: \$102,591.00

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.	\$102,591.00	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	\$102,591.00	100%

Process Measures for “Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level English and mathematics 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>41 Tutors</u> End: <u>43 Tutors</u> Application Objective: <u>N/A</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>1,908 Students</u> End: <u>3,773 Students</u> Application Objective: <u>N/A</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start: <u>1,500 Students</u> End: <u>12,348 Students</u> Application Objective: <u>10,000 Students</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: \$101,176.00

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.	\$101,176.00	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	\$101,176.00	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>41 Tutors</u> End: <u>43 Tutors</u> Application Objective: <u>N/A</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>1,908 Students</u> End: <u>3,773 Students</u> Application Objective: <u>N/A</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start: <u>1,500 Students</u> End: <u>12,348 Students</u> Application Objective: <u>10,000 Students</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: \$122,402.00

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.	\$122,402.00	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	\$122,402.00	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 Books</u> End: <u>263 Books</u> Application Objective: <u>50 Books</u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start: <u>50 Educational Materials</u> End: <u>263 Educational Materials</u> Application Objective: <u>50 Educational Materials</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start: <u>40 Telecommunication Programs</u> End: <u>237 Telecommunication Programs</u> Application Objective: <u>2 Telecommunication Programs</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>41 Tutors</u> End: <u>43 Tutors</u> Application Objective: <u>N/A</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>1,908 Students</u> End: <u>3,773 Students</u> Application Objective: <u>N/A</u>	

Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start: <u>1,500 Students</u> End: <u>12,348 Students</u> Application Objective: <u>10,000 Students</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: \$113,912.00

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.	\$113,912.00	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	\$113,912.00	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>41</u> End: <u>43</u> Application Objective: <u>N/A</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
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Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start: <u>1,908</u> End: <u>3,773</u> Application Objective: <u>N/A</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start: <u>1,500 Students</u> End: <u>12,348 Students</u> Application Objective: <u>10,000 Students</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: \$140,798.00

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.	\$140,798.00	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	\$140,798.00	100%

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

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

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

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty trained: <u>13</u> End # of faculty trained: <u>95</u> Application Objective: <u>52</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>79</u> Application Objective: <u>60</u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty: <u>13</u> End # of faculty: <u>174</u> Application Objective: <u>112</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: \$126,648.00

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.	\$126,648.00	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	\$126,648.00	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>41 Tutors</u> End: <u>43 Tutors</u> Application Objective: <u>N/A</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>1,908 Students</u> End: <u>3,773 Students</u> Application Objective: <u>N/A</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start: <u>1,500 Students</u> End: <u>12,348 Students</u> Application Objective: <u>10,000 Students</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: <u>25% URM / 16% Hispanic</u> Goal: <u>35% URM / 28% Hispanic</u> Final: <u>44% URM / 26% Hispanic</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 English and mathematics courses) have increased since the fall 2009 baseline cohort. Non-Underrepresented Minority (URM) students Transfer Directed Status increased by 19 percentage points. Hispanic students Transfer Directed Status increased by 10 percentage points; however, the goal was not reached by 2 percentage points.</p>	
Has the average number of credits completed by students increased?	Yes
<p>Cohort: <u>2009 Baseline Students Achieving Transfer Prepared Status</u> <i>If yes:</i> Initial: <u>12% URM / 6% Hispanic</u> Goal: <u>22% URM / 17% Hispanic</u> Final: <u>31% URM / 20% Hispanic</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. Non-Underrepresented Minority (URM) students Transfer Prepared Status increased by 19 percentage points. Hispanic students Transfer Prepared Status increased by 14 percentage points.</p>	
Has the number of students continuing to further postsecondary education increased?	Yes
<p>Cohort: <u>Summer Math Academy 2015 Total Students Served</u> <i>If yes:</i> Initial: <u>417 Students</u> Goal: <u>100 Students</u> Final: <u>261 Students</u></p> <p><i>I would like to provide a brief supporting statement:</i> Overall, students from the Summer Math Academy completed their mathematics courses successfully. Of the 214 students or 82% who completed the Summer Math Academy, 117 students or 55% placed into higher mathematics courses after retaking the College Mathematics Placement Test. Our goal was to have 100 students complete the academy. We exceeded and surpassed our goal by 161 students.</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 during the grant award.

ACTIVITY: Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level English and mathematics 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 the grant award.

Activity Objective(s)	Evidence of Completion
Increase the percentage of Hispanic students who achieved Transfer Directed Status (student successfully completed both transfer level English and mathematics courses) within three years of enrollment.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 16% and the first target in fall 2011 was set at 18% Hispanic Student Actual Data: 26% - Increase of 10 percentage points during grant award.
Increase the percentage of Non-Underrepresented Minority students who achieved Transfer Directed Status (student successfully completed both transfer level English and mathematics courses) within three years of enrollment.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 25% and the first target in fall 2011 was set at 27% Non-Underrepresented Minority Student Actual Data: 44% - Increase of 19 percentage points during grant award.

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 the grant award.

Activity Objective(s)	Evidence of Completion
Increase the number of Hispanic students who achieved Transfer Prepared status.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 6% and the first target in fall 2011 was set at 7% Hispanic Student Actual Data: 20% - Increase of 13 percentage points during grant award.
Increase the number of non-underrepresented minority students who achieved Transfer Prepared status.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 12% and the first target in fall 2011 was set at 14% Non-Underrepresented Minority Student Actual Data: 31% - Increase of 17 percentage points during grant award.

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

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. The fall 2009 baseline was set at 27% and the fall 2011 target was set at 28%. Fall 2015 actual data shows 33% of non-underrepresented minority students met this benchmark – an increase of 6%.

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. The fall 2009 baseline was set at 15% and the fall 2011 target was set at 17%. Fall 2015 actual data shows 23% of Hispanic students met this benchmark – an increase of 8%.

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 the grant award.

Activity Objective(s)	Evidence of Completion
Increase the number of students who have online educational plans compared to our fall 2014 target of 9,000 students to a target of 10,000 students in fall 2015.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for fall 2015 shows 12,348 students received an online educational plan. We exceeded our goal by 2,348 students.

ACTIVITY: Increase the number of full-time and part-time faculty members 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 the grant award.

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 2014 target of 18 to 21 full-time faculty members target for fall 2015.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for fall 2015 shows 57 full-time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 36 faculty members.
Increase the number of part-time Humanities faculty who have participated in the Learning Team Cohorts from our fall 2014 target of 28 to 31 part-time faculty members target for fall 2015.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for fall 2015 shows 38 part-time faculty participated in Humanities Learning Teams Cohorts. We exceeded our goal by 7 faculty members.
Increase the number of full-time Mathematics faculty who have participated in the Learning Teams Cohorts from our fall 2014 target of 30 to 35 full-time faculty members target for fall 2015.	COMPLETED: ANNUAL PERFORMANCE TARGET MET Actual data for fall 2015 shows 35 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 2014 target of 20 to 25 part-time faculty members target for fall 2015.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Actual data for fall 2015 shows 44 full-time faculty participated in Mathematics Learning Teams Cohorts. We exceeded our goal by 19 faculty members.

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 the grant award.

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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 49% and the first target in fall 2011 was set at 50% Hispanic Student Actual Data: 51% - Increase of 2 percentage points during grant award.
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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 59% and the first target in fall 2011 was set at 60% Non-Underrepresented Minority Student Actual Data: 66% - Increase of 7 percentage points during grant award.
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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 37% and the first target in fall 2011 was set at 38% Hispanic Student Actual Data: 45% - Increase of 8 percentage points during grant award.

Activity Objective(s)	Evidence of Completion
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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 47% and the first target in fall 2011 was set at 48% Non-Underrepresented Minority Student Actual Data: 58% - Increase of 11 percentage points during grant award.
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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 22% and the first target in fall 2011 was set at 23% Hispanic Student Actual Data: 34% - Increase of 12 percentage points during grant award.
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.	COMPLETED & SURPASSED: ANNUAL PERFORMANCE TARGET EXCEEDED Baseline in fall 2009 was set at 27% and the first target in fall 2011 was set at 28% Non-Underrepresented Minority Student Actual Data: 46% - Increase of 19 percentage points during grant award.

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	\$50,828.00	\$498,308.00	\$562,164.00	\$0.00	\$14,631.00	\$0.00	No
Fringe Benefits	\$5,083.00	\$104,582.00	\$90,985.00	\$0.00	\$0.00	\$0.00	No
Travel	\$0.00	\$18,430.00	\$10,101.00	\$0.00	\$0.00	\$0.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$3,247.00	\$19,680.00	\$31,385.00	\$0.00	\$0.00	\$0.00	No
Contractual	\$13,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$0.00	\$9,000.00	\$2,892.00	\$0.00	\$0.00	\$0.00	No
Total	\$72,158.00	\$650,000.00	\$707,527.00	\$0.00	\$14,631.00	\$0.00	

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.

DRAWDOWNS:

El Camino College has been successful in drawing down funds to expend remaining grant funds to meet the grant objectives. The unspent grant balance is \$14,631. The following drawdowns were made by El Camino College during the final year of the grant award:

Date: January 14, 2015
Dollar Amount: \$17,039.00

Date: February 5, 2015
Dollar Amount: \$54,727.15

Date: March 13, 2015
Dollar Amount: \$41,801.61

Date: April 10, 2015
Dollar Amount: \$52,844.70

Date: June 18, 2015
Dollar Amount: \$209,526.00

Date: July 30, 2015
Dollar Amount: \$75,290.45

Date: December 8, 2015
Dollar Amount: \$127,130.19

PLANNED USE OF CARRYOVER:

El Camino College will not have any carryover funds remaining in the grant account.

CONTRACTUAL:

El Camino College expended \$10,000 for an external evaluator for Grant Year 5 and the expenditure was posted by the 9/30/15 deadline. The external evaluator included a site visit to assist with the last grant year and assistance with the drafting of the final Annual Performance Report.