



EL CAMINO COLLEGE STRATEGIC INITIATIVES
2015-2018 EVALUATION REPORT

November 2019

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I. Report Overview

In May 2019, El Camino Community College District Superintendent/President Dena P. Maloney tasked the Institutional Research and Planning (IRP) Office with writing an Assessment Report about the six Strategic Initiatives included in Board Policy 1200 (December 2014). These initiatives constituted the 2015-2020 Strategic Plan and consisted of:

- Student Learning
- Student Success and Support
- Collaboration
- Community Responsiveness
- Institutional Effectiveness
- Modernization

This Assessment Report reflects an evaluation of the work related to the strategic initiatives performed between 2015 and 2018. Unfortunately, the development of these initiatives in 2014 did not consider the design of performance indicators to perform subsequent evaluation. Therefore, the IRP Office collected the best possible evidence to provide this assessment of progress. This assessment only presents broad brushstrokes that attempt to serve as a starting point to determine strategic courses of action for the next three years.

To evaluate future college plans or planning processes (e.g. comprehensive master plan, strategic plan, program review, annual planning, etc.), the following recommendations should be considered:

- Goals and/or objectives should be measurable by setting up targets and specific indicators and/or accomplishments, as well as targets to be met, to allow tracking progress.
- Assessment data should be collected in appropriate and systematic ways so that it can be used to monitor progress, set priorities, and adjust planning.
- Planning at all levels of the college should be informed by the best available evidence (scientific, organizational, experiential, stakeholders').
- Planning at all levels of the college should be thought of as a cycle with at least three stages: assessment, planning, and implementation.

In the case of *Strategic Initiative A, Student Learning*, no overall assessment can be reported on the basis of the data found for the 2015-18 period. Three performance indicators were developed for this report: a) faculty development, b) learning centers, and c) technology support to instruction.

As for *Strategic Initiative B, Student Success and Support*, the data analyzed suggests that students supported by programs on campus did better than those who were not part of a cohort. Three performance indicators were used in this report: a) student participation in student support programs, b) successful course completion, and c) student participation in other support services.

In regards *Strategic Initiative C, Collaboration*, collegial consultation processes and collaboration were used to inform decision-making on campus during the period examined, but no overall assessment can be reported on the soundness or effectiveness of these processes. Four accomplishments were used

to report on this initiative: a) employee recognition plan, b) *Making Decisions at El Camino College* document, c) collegial consultation committees' work, and d) advisory committees.

In relation to *Strategic Initiative D, Community Responsiveness*, ECC has expanded the number of partnerships with schools, colleges, universities, businesses, and community-based organizations during the 2015-18 period. Four performance indicators were developed for this report: a) partnerships with schools, b) partnerships with universities/colleges, c) partnerships with businesses, and d) partnerships with community-based organizations.

In the case of *Strategic Initiative E, Institutional Effectiveness*, most of the initiatives objectives were achieved (for example, the implementation of a program review and planning software and the establishment of student achievement benchmarks and goals) but others could not be assessed due to a lack of data. Four accomplishments were used to report on this initiative: a) program review and planning tool, b) student achievement benchmarks and aspirational goals, c) instruments to collect El Camino College community data, and d) workshops and meetings related to institutional effectiveness.

Finally, regarding *Strategic Initiative F, Modernization*, implementations of new systems increased through the period. System upgrades increased as well, with the exception of FY 2018-19. Five performance indicators were developed for this report: a) Information Technology enhancing students' and employees' experience, b) access to computing facilities and other learning resources tasks, c) planning and decision-making systems support, d) training and information on hardware and software capabilities and availability, and e) communication of IT standards, capabilities and procedures.

II. Background on Strategic Initiatives Assessed in This Report

The six strategic initiatives assessed in this report were initially included in Board Policy 1200 (December 2014) along with El Camino College foundational statements. These initiatives represented the areas of focused improvement within the 2015-2020 Strategic Plan delineated in the Board Policy.

After three years of work, in March 2017, the College released the 2017-22 Comprehensive Master Plan. This plan was constituted by the Educational Master Plan, the Facilities Plan, the Staffing Plan, and the Technology Plan. The Educational Master Plan, which served as the foundation for the other four plans and other planning initiatives within the College, was tied to the strategic initiatives that came from the 2015-2020 Strategic Plan.

Through the work of the Strategic Planning Committee, followed by collegial consultation, Board Policy 1200 was amended in June 2019 to include only the District Mission, Vision and Values statements. Currently, Board Policy 1200 and the Strategic Plan are officially separate documents.

During Spring 2018, the Strategic Planning Committee revised the El Camino College strategic initiatives and objectives, as well as the College's mission, vision, and values. The result of this revision is the 2020-23 Strategic Plan, which reflects the progress achieved and California legislation that mandates community college districts to align their local goals with the Chancellor's Office Vision for Success system-wide goals by May 31, 2019.

The present report documents the progress achieved by the College during the 2015-18 period on its six strategic initiatives: student learning, student success and support, collaboration, community responsiveness, institutional effectiveness, and modernization.

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values will go through collegial consultation. The document will be presented to the Board of Trustees for two readings before adoption by the Board in January 2020. The implementation of the plan will commence in Fall 2020.

The 2020-23 Strategic Plan in its final version will contain the College's updated mission, vision and values, the strategic initiatives that are being reported here, the objectives associated with each initiative, and the key performance indicators (KPIs) that will be used to monitor and measure the level of accomplishment of all initiatives, and ultimately achievement of El Camino College's mission.

III. Executive Summary

Strategic Initiative A: Student Learning

The following indicators and statements serve to inform particular processes in specific areas of the campus:

Performance Indicators

Faculty Development

- The number of professional development opportunities offered and the number of attendees have increased since 2015. However, from 2017-18 to 2018-19, there was a 19% decrease for the former, and a 15% decrease for the latter.

Learning Centers

- From 2015 to 2017, the number of students' visits to learning centers increased in 106%. However, in 2018, there was an 8% decrease.

Technology Support to Instruction

- The number of online class sections have doubled since 2015-16, and hybrid class sections show a 50% increase.
- Since 2016-17, the number of class sections using Open Educational Resources increased 393%.

Strategic Initiative B: Student Success and Support

From 2015-18, El Camino College consistently provided student support services on campus. The students who accessed these student support services tended to perform better than those who did not. In general, students supported by programs on campus did better than those who were not part of a cohort.

Performance Indicators

Student Participation in Student Support Programs

- Between 2015 and 2018, the percentage of students served by a support program¹ grew 3%. In 2015, 22% of students belong to a cohort; in 2016 and 2017, cohorted students rose to 23%, and in 2018, students supported by ECC programs increased to 25%.
- During that time, the majority of the students were not supported by the campus' programs, but through these years the College was able to slightly reduce the percentage of non-cohorted students.

Successful Course Completion

- For the period 2015-2018, the successful course completion rate of students who were not part of a cohort increased 2% (from 66% in 2015 to 68% in 2018).
- During 2015-17, cohorted students showed a 75% successful course completion rate. In Fall 2018, they showed a slight decrease (74% successful course completion rate).
- During the period analyzed, students who were part of a cohort exceeded the institution-set standard for successful course completion by nearly 2%. The institutional set standard for successful completion rate was 73.7%, and cohorted students reached 75% in 2015-17, and 74%, in 2018.

Student Participation in Other Support Services

- During the 2015-18 period, the College increased its capacity to provide financial aid for cohorted students (from 69% in 2015 to 72% in 2018).
- Among cohorted students, there was a 3% increase in the completion of educational plans (from 92% in 2015 to 95% in 2018).
- During the same period, students who were not in cohorts received less financial aid (from 62% in 2015 to 52% in 2018). Education plan completion for these students increased in 2015-17 by 6%. In Fall 2018, it decreased by 4%.

Strategic Initiative C: Collaboration

During the 2015-18 period, El Camino College stakeholders collaborated and used collegial consultation processes to inform decision-making. At the time this report was written, the Institutional Research and Planning Office lacked data measuring the degree of effectiveness observed in collaboration and collegial consultation processes, as well as data that enabled tracking if decision-making processes had been strengthened during the period examined.

Performance Indicators/Accomplishments

Employee Recognition Plan

- In 2019, El Camino College established Applauding Warrior Pride, a campus-wide employee recognition and acknowledgement program. This employee recognition and acknowledgement program is evidence of achieving objective #1 from Strategic Initiative C Collaboration. Since its implementation, the Applauding Warrior Pride program has produced 400 applause recognitions.

¹ Refer to section B3 of this report to see a list of the programs that were included in the analysis.

Making Decisions at El Camino College Document

- This document explains to the college community the campus' structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. The document also describes how committees' recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.
- The first version of the document was published in 2015. A second edition was produced in 2017. These two versions are evidence of having conducted a review of the document during the 2015-2018 period. The 2020-25 *Making Decisions at El Camino College* Guide is now under development.

Collegial Consultation Committees' Work

- The six El Camino College collegial consultation committees are constituted by a variety of stakeholders to represent all campus constituencies. This varied membership is evidence of intended collaboration.
- The chairs of the six committees reported annual activities that contributed to their effectiveness and strengthened decision-making.
- In general, these College bodies sustained or built up their performance from 2015 to 2017. Additionally, committee self-evaluation was initiated in 2016-17 and is conducted on an annual basis.
- For years 2016-17 and 2017-18, all committees reviewed their purpose and included Strategic Initiative C in meeting agendas. However, the 2017-18 year showed decline in other areas: 2 out of 6 committees did not set annual goals neither provided orientation to its members; 4 committees were unable to conduct self-evaluation because members had not been part of the committee during the year that must have been assessed; and half of collegial consultation committees did not review the *Making Decisions at El Camino College* document.

Advisory Committees

- The existence and maintenance of multiple advisory committees, whose membership includes an array of campus stakeholders, is evidence of the cross-functional collaborative work that took place at the College during the 2015-2018 period. For example, the Enrollment Management Committee was reconstituted in Spring 2016 and produced the 2016-2019 Enrollment Management Plan. In 2018, the Committee began an evaluation of the 2016-19 Plan and used that data to develop the 2019-21 Enrollment Management Plan. This plan was adopted by the Board of Trustees at its October 21, 2019 board meeting.

Strategic Initiative D: Community Responsiveness

During the 2015-18 period, El Camino College has been able to expand and deepen its response to the needs of the area it serves, since its partnerships with schools, colleges, universities, businesses, and community-based organizations have substantially increased.

Performance Indicators

Partnerships with Schools

- El Camino College's partnerships with K-12 schools have increased during the 2015-18 period. For example, all local school districts signed the South Bay Promise at an event on May 11, 2017.
- From 2015 to 2018, the partnerships related to the South Bay Promise program show a 275% growth; and those linked to the Dual Enrollment program, a 150% increase.

Partnerships with Universities/Colleges

- During the 2015-18 period, there was steady growth for partnerships with California State universities and University of California.
- For the same period, partnerships with California Private Universities slightly declined.

Partnerships with Businesses

- ECC's partnerships with businesses show an increase of 50% during the 2015-18 period.

Partnerships with Community-Based Organizations

- During the same period, ECC's partnerships with community-based organizations have overall increased over 200%.

Strategic Initiative E: Institutional Effectiveness

During the period examined, El Camino College was able to achieve most of the initiative's objectives while others could not be assessed as there was no data available at the time this report was written.

Performance Indicators/Accomplishments

Program Review and Planning Tool

- An integrated Program Review & Planning (PRP) collection system was established at El Camino College in 2014-15 (TracDat).
- PRP system updates were implemented to improve the integration between program review and planning, as well as the efficiency and effectiveness of the tool.

Student Achievement Benchmarks and Aspirational Goals

- The College established benchmarks and aspirational goals for student achievement, and systematically tracked metrics during the period assessed.
- The College updated these benchmarks and goals according to external requirements and new State initiatives.

Instruments to Collect El Camino College Community Data

- ECC regularly gathered information on the campus community. The information gathered included regular climate survey data, branding studies, and internal/external environmental scans.
- The data gathered has been used in developing the Educational Master Plan, climate survey action steps, and other responses to community needs.

Meetings and Workshops Related to Institutional Effectiveness

- During the period assessed, the College used institutional effectiveness tools (assessment, program review, planning, and resource allocation) to implement processes, programs and services.
- In 2015-18, academic program review was done on a regular cycle. In order to strengthen the effectiveness of planning processes, a new model is currently under development. The model details the cycle of evaluation, planning, implementation, assessment and future planning. Resource allocation processes are also being defined and institutionalized.

Strategic Initiative F: Modernization

During the 2015-2018 period, the number of tasks performed related to the installation of new systems or software significantly increased. Tasks related to system upgrades mostly increased during this period.

Performance Indicators

Information Technology Enhancing Students' and Employees' Experience

- From 2017 to 2018, the number of new systems/software tasks performed increased by 600%.
- From 2016 to 2017, tasks performed related to system upgrades doubled. From 2017 to 2018, there was decrease of 25%.

Access to Computing Facilities & Other Learning Resources

- From 2015 to 2017, tasks performed related to new systems/software increased by 200%
- From 2016 to 2017, tasks performed related to system upgrades increased by 50%.

Planning & Decision-Making Systems Support

- Overall, in the 2015-18 period, tasks performed related to new systems/software doubled.

Training & Information on Hardware & Software Capabilities & Availability

- Overall, in the 2015-18 period, tasks performed related to new systems/software doubled.
- Overall, in the same period, tasks performed related to system upgrades increased by 400%

Communication of IT Standards, Capabilities & Procedures

- Overall, in the 2015-18 period, tasks performed related to new systems/software doubled.

IV. El Camino College Mission, Vision, and Values

El Camino College mission statement reads:

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

El Camino College vision statement asserts:

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

El Camino College community holds five core values:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

At the time this report was written, an updated mission, vision, and statement of values were going through collegial consultation.

V. Strategic Initiatives Progress

A. Strategic Initiative A: Student Learning

A1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative A *Student Learning* was defined as follows:

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

The objectives listed for this initiative were five:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

A2. Performance Indicators

*Professional Development*²

Throughout the 2015-2018 period, student learning was supported by offering professional development in three main areas:

- *Instructional methods*: trainings ranged from department meetings, where discussions of student learning and andragogy took place, to workshops on curriculum development.
- *Educational technology*: trainings related to AB 508 (Management of Assaultive Behavior), distance education course development, and other technological resources meant to serve student learning.

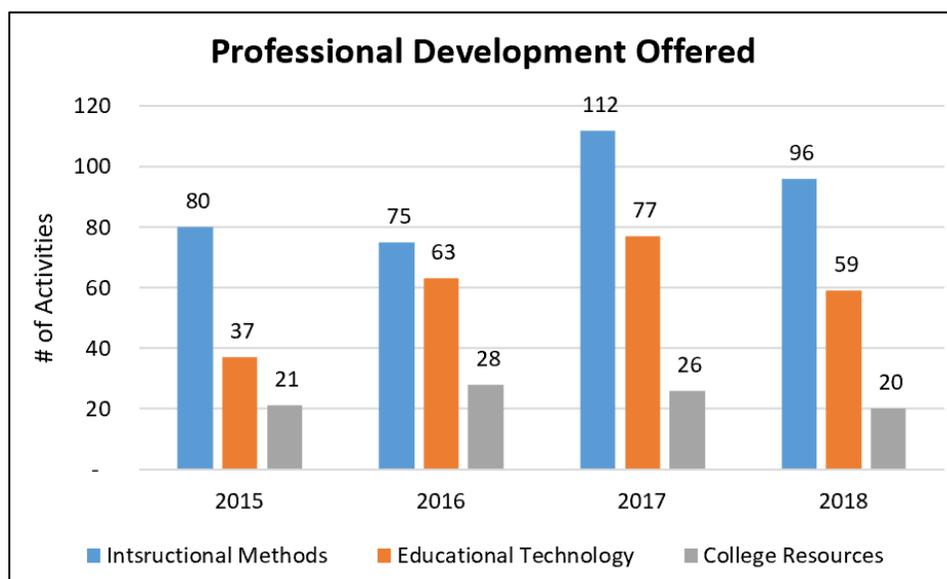
² When reviewing the analysis related to professional development opportunities offered and their attendees, please consider the following:

- A decrease in program numbers and attendees needs to take into consideration the transition with Compton College beginning in Fall 2017.
- Some 2018 activities may not have transferred in the data exchange between software platforms (PD Reporter to Cornerstone), which occurred in January 2019.

- *College resources*: trainings related to counseling, Starfish³, and other services meant to enhance student support, but not necessarily related to the classroom.

As observed in charts 1 and 2 below, both the number of professional developments offered and the number of attendees have increased since 2015, although there was a decline for both from 2017-18 to 2018-19. One explanation for this decline might be that this data does not take into account off-campus conferences, workshops, or trainings departments might have undertaken on their own. Additionally, some classified staff training might not be included. However, the adoption of Cornerstone⁴ in 2018-19 has allowed the College better track professional development of all groups on campus.

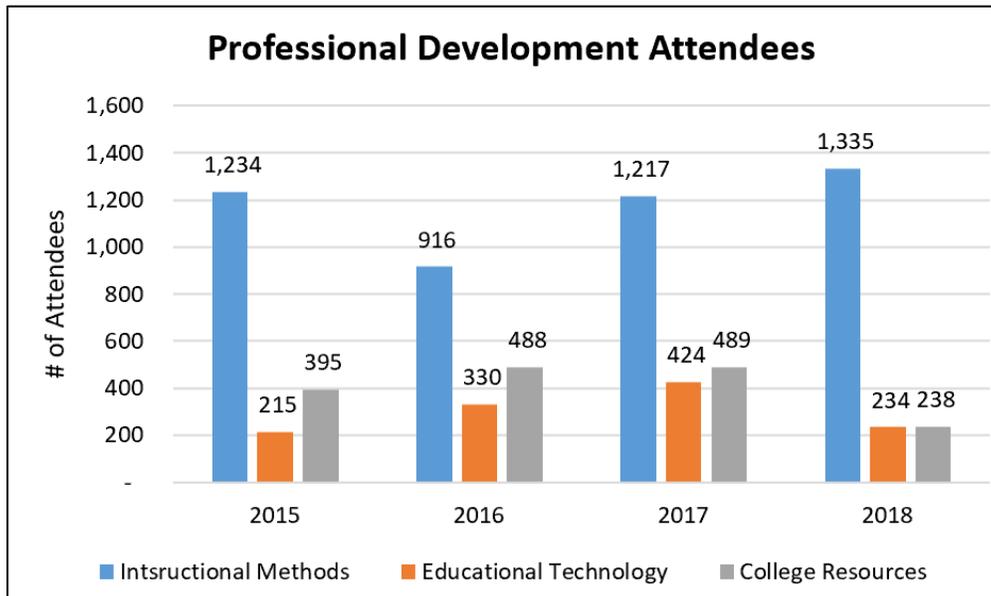
Chart 1



³ Starfish is a retention solution program that helps creating an online student success environment, facilitating programs such as counseling and advising, tutoring, mentoring, and others, with the aim of improving student success and retention.

⁴ Cornerstone is the online professional development management system used by El Camino College.

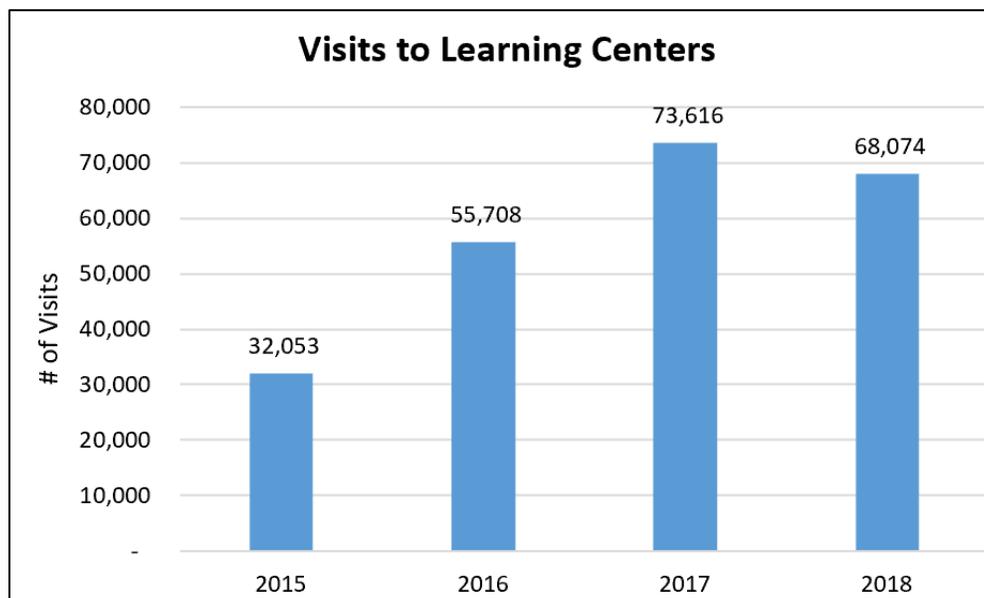
Chart 2



Learning Centers

Throughout the 2015-2018 period, El Camino College supported student learning through the services offered by its learning centers. Since 2016-17, the institution has been tracking students' visits through CI Tracker.⁵ The learning centers included in chart 3 below are: Basic Skills Study Center, Math Study Center, Reading Success Center, Writing Center, and the Learning Resources Center. The use of inconsistent data collection methods provides variation in the number of visits. Still, some of the centers that did track information show that the students' visits have more than doubled since 2015 (chart 3).

Chart 3



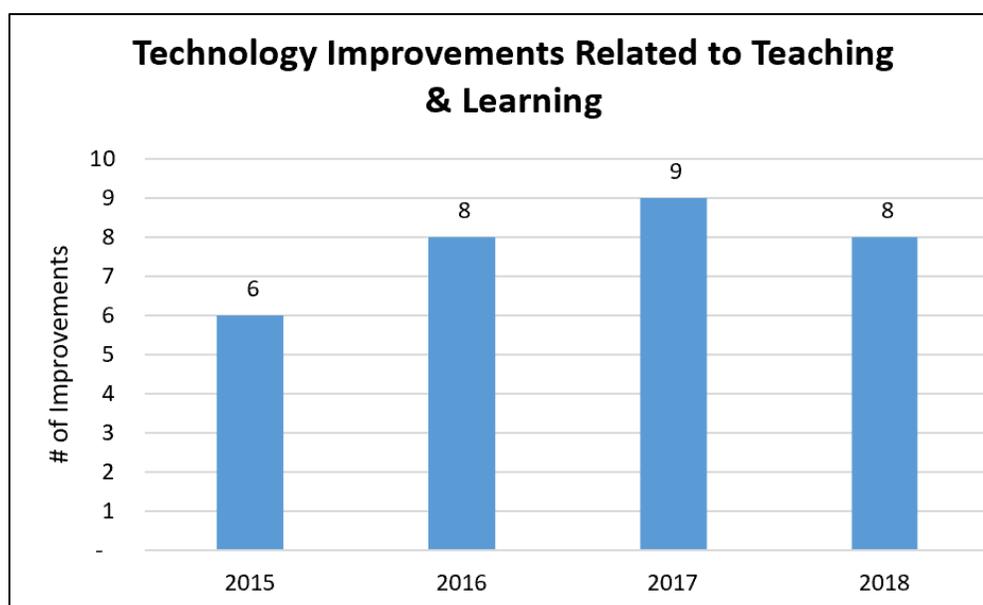
⁵ CI Tracker was discontinued in 2019.

Technology Support to Instruction

Throughout the 2015-2018 period, El Camino College supported student learning by upgrading technology systems related to teaching and learning; increasing distance education class sections; and expanding the number of faculty and staff members who use ECC Connect.⁶

Chart 4 below illustrates the number of technology improvements implemented by the College related to teaching and learning. Examples include Canvas, classroom technology upgrades, curriculum and catalog software, professional development software, and faculty evaluation programs. As observed in chart 4, the trend has been relatively stable through the 2015-2018 period. However, these quantities do not reflect the significant role that technology has had in facilitating the accommodation of a broader range of students' needs and allow access to the College for more students with more flexibility.

Chart 4



Charts 5, 6 and 7 below depict more accurately the El Camino College progress in this area. As observed in chart 5, online class sections have doubled since 2015-16, and hybrid class sections increased as well (50% increase). Additionally, there was an important increase in class sections that use OER⁷ (chart 6). Although these sections were not tracked in 2015-16, since 2016-17, the College has tracked OER usage in accordance with the statewide OER grant. In 2015, there was a lack of data on OER pilots. However, the Distance Education Program has implemented a new tracking system in the college catalog which will help improve data collection in the future. The use of ECC Connect by faculty and staff has substantially increased during the 2015-2018 period (chart 7).

⁶ ECC Connect is a system designed to provide a central location for students, instructors, counselors, and other support staff to connect and communicate. The system became functional during the 2016-17 academic year.

⁷ Open Educational Resources (OER) are high-quality teaching, learning, and research resources that are free of cost to students, publicly available or have been released under an intellectual property license that permits their free use and repurposing by others.

Chart 5

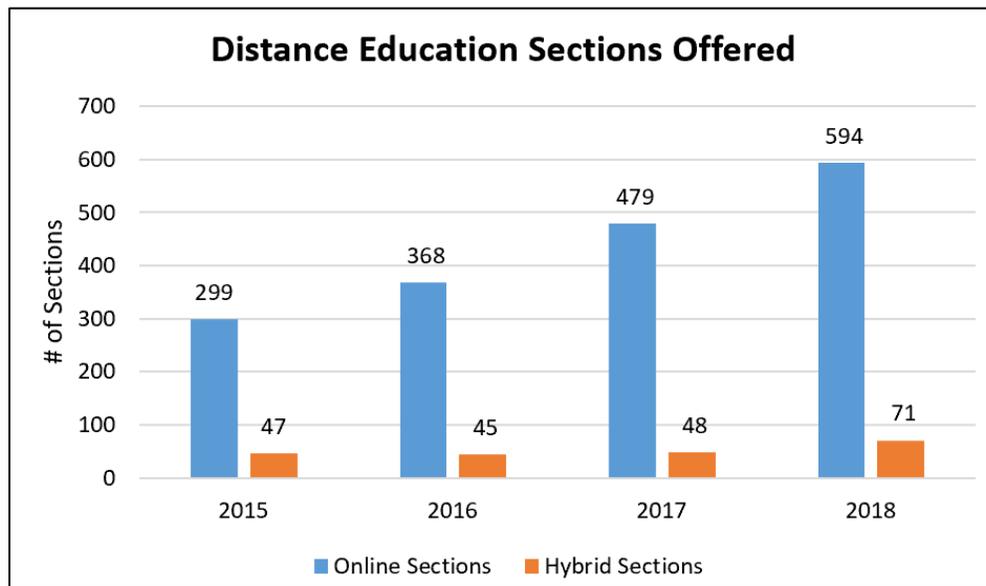


Chart 6

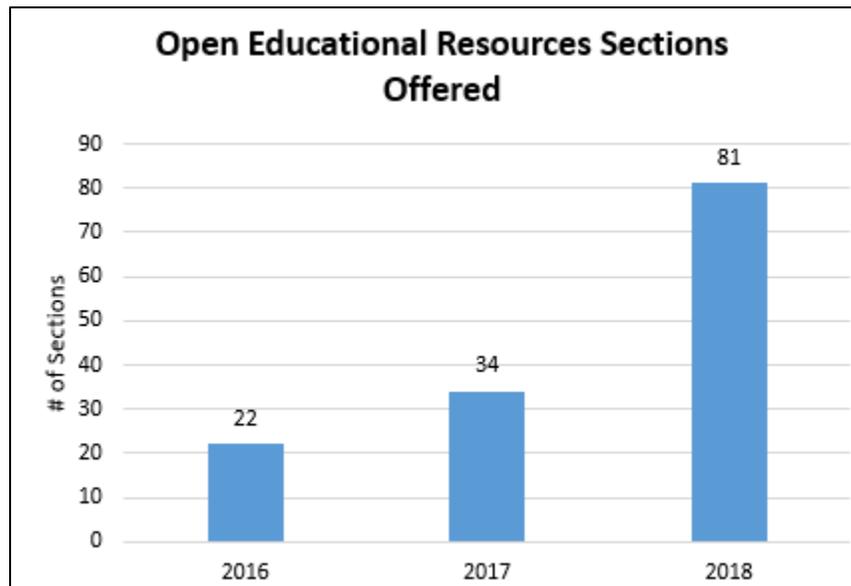
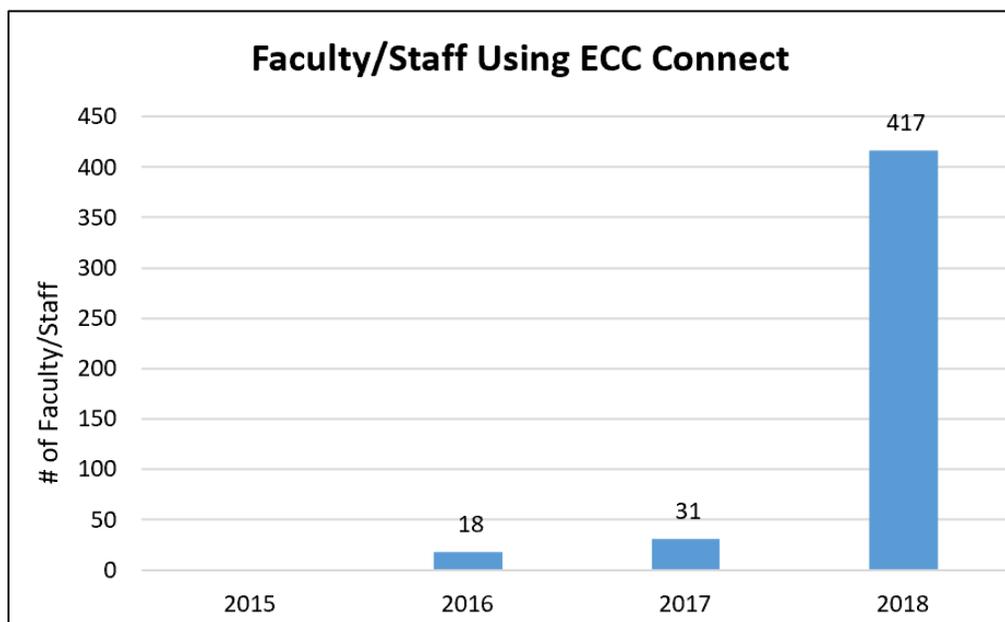


Chart 7



B. Strategic Initiative B: Student Success and Support

B1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative B *Student Success and Support* was defined as follows:

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

The objectives listed for this initiative were three:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

B2. Performance Indicators

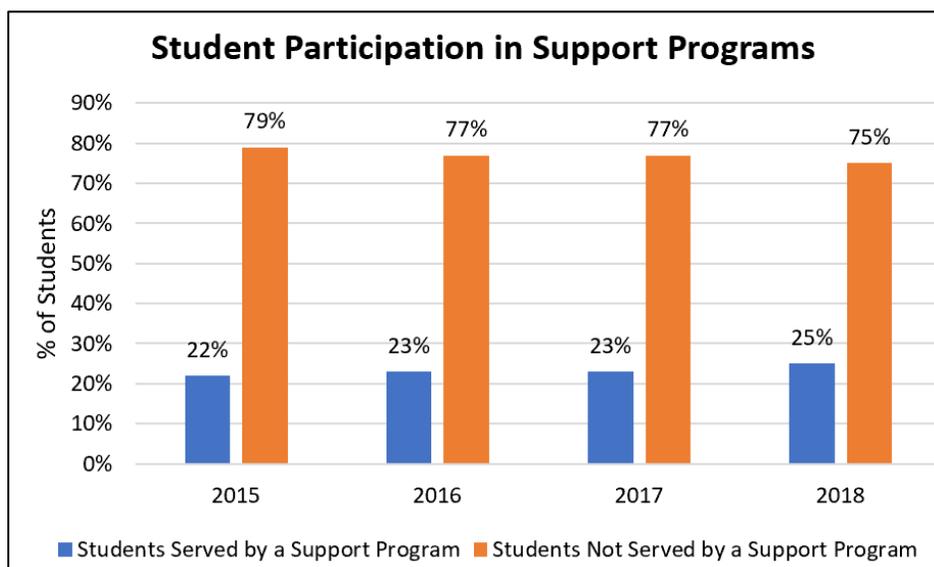
The indicators used to examine this initiative's progress correspond to standard metrics that have been traditionally tracked by Community Colleges. Overall, these indicators are well aligned with the definition of Strategic Initiative B and its objectives.

Student Participation in Student Support Programs

Student participation data was collected for the following College student support programs: Associated Students Organization (ASO) & Inter-club Council Cabinet (ICC), Athletics, California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs & Services (EOPS), First Year Experience (FYE), Guardian Scholars, Honors Transfer Program (HTP), International Students, Knowledgeable, Engaged, and Aspiring Students (KEAS), MANA (Native Hawaiian and Pacific Islander (NHPI) students), Mathematics, Engineering, Science Achievement Program (MESA), ASEM (students supported by the Mesa Program who do not strictly comply with all requirements of MESA students), Project Success, Puente, South Bay Promise, Student Resource Center, and Veterans.

As observed in chart 8 below, between 2015-2018, the College has slightly grown in the percentage of students served by a support program on campus. In Fall 2015, 5,160 unduplicated students were part of one of these programs. In Fall 2018, the count increased to 6088 unduplicated students. During the 2015-18 period, there was a 4% drop in the number of students who were not part of a support program. In 2018, three quarters of El Camino College students did not belong to a cohort.

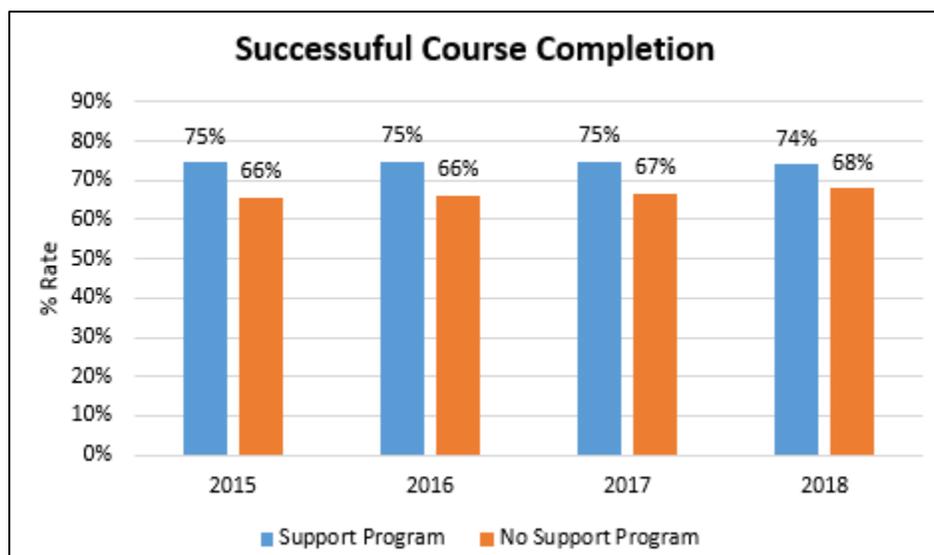
Chart 8



Successful Course Completion

Chart 9 indicates that for the period 2015-2018, El Camino College improved its successful course completion rate (grades P, C or higher) by 2% for non-cohorted students (from 66% to 68%). Students who participated in support programs maintained a 75% successful course completion rate through 2015-18 with a small decrease in Fall 2018 (74%). In 2016, El Camino College set a goal of 73.7% course completion rate by 2019-20. The College has exceeded its goal for this standard.

Chart 9



Student Participation in Other Support Services

Other support services tracked by the College are financial aid received by students and students' completion of an educational plan with the help of a counselor. As observed in chart 10 below, during the 2015-18 period, the capacity to provide financial aid for students who participated in support programs increased. However, financial aid provided to non-supported students decreased from 62% to 52% (chart 11).

Chart 10

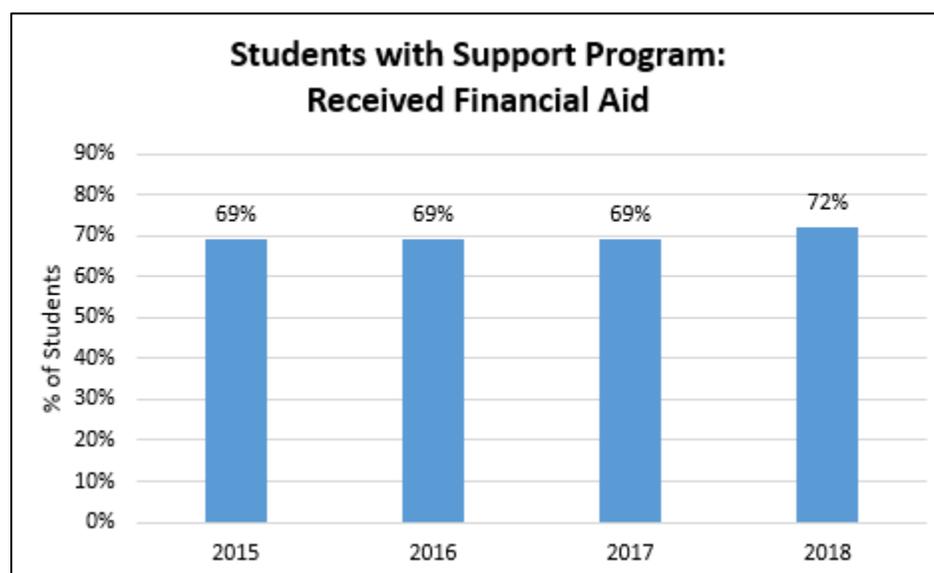
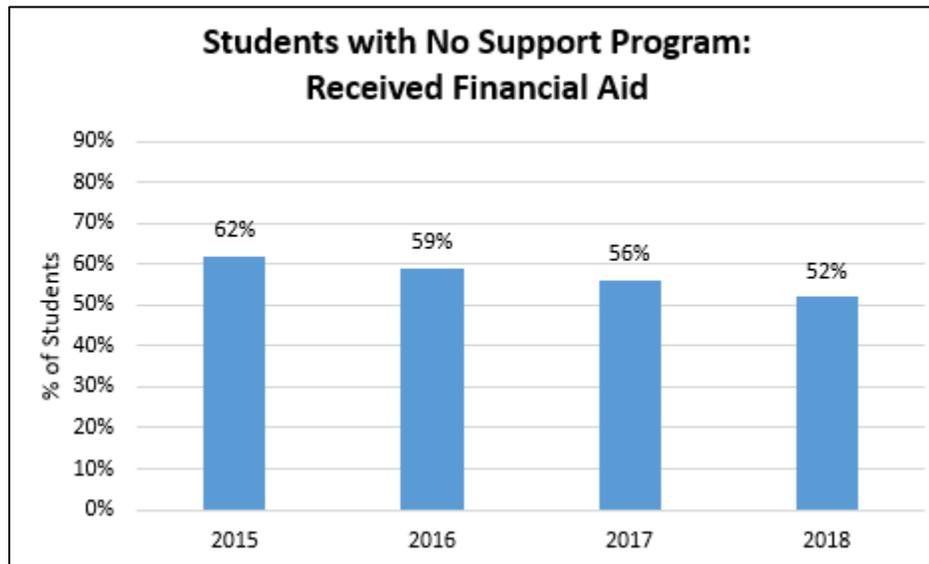


Chart 11



During the 2015-18 period, the percentage of cohorted students who completed an educational master plan increased (chart 12). Between 2015-17, the percentage of non-cohorted students completing a plan also increased, and showed a small decrease in 2018 (chart 13).

Chart 12

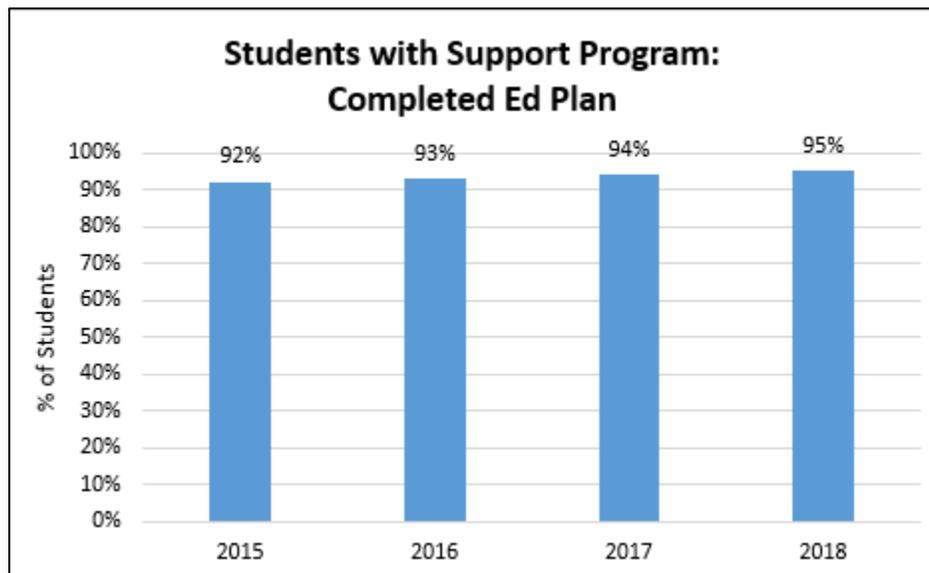
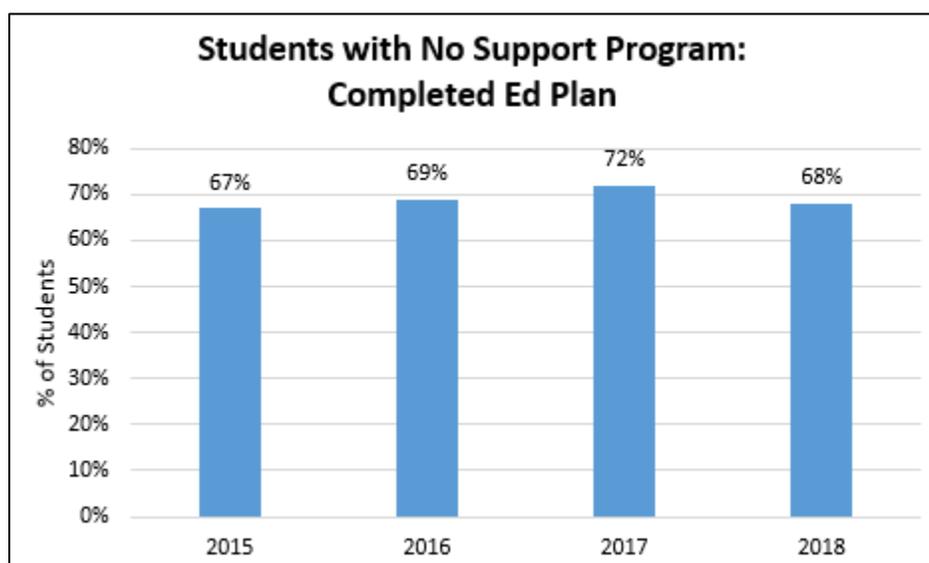


Chart 13



C. Strategic Initiative C: Collaboration

C1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative C *Collaboration* was defined as follows:

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

There are five objectives listed for this initiative:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.
4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

C2. Accomplishments

Employee Recognition Plan

In 2019, El Camino College established *Applauding Warrior Pride*, a campus-wide employee recognition and acknowledgement program. It is an overhaul of the former "Applause Card" recognition program. *Applauding Warrior Pride's* purpose is to nominate and recognize, through a certificate of award, ECC employees who demonstrate the College's mission or embody the College's values. Award recipients have the option of having their name publicly published in the President's online Newsletter.

In its first six months, this employee recognition and acknowledgement program had 400 instances of recognition bestowed on an employee. The program is evidence of achieving objective #1 from Strategic Initiative C *Collaboration*.

Making Decisions at El Camino College Document

After a special Board of Trustees' meeting on April 2012, an ECC Task Force was charged to write *Making Decisions at El Camino College*. This document explains to the college community the campus' structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. The document also describes how committees' recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board. The first version of the document was published in 2015. A second edition was produced in 2017. These two versions are evidence of having conducted a review of the document during the 2015-2018 period.

Collegial Consultation Committees' Work

The six El Camino College collegial consultation committees⁸ are constituted by a variety of stakeholders to represent all campus constituencies. This varied membership is evidence of intended collaboration. The chairs of the six committees reported annual activities that contributed to their effectiveness and strengthened decision-making. These College bodies sustained or built up their performance from 2015 to 2017 (charts 14 and 15). Additionally, annual self-evaluation was implemented in 2016-17.⁹ Through this process, members of each committee were enabled to reflect, from their multiple perspectives, on the work committees are entrusted with annually (see chart 16). Other areas of the committees' work show variation during the 2015-17 period (see charts 17, 18, and 19).

⁸ The collegial consultation committees at El Camino College are: Academic Senate, College Council, Planning and Budgeting Committee, Technology Committee, Facilities Committee, and Calendar Committee.

⁹ Annual self-evaluation of committees started on 2016-17, therefore, no data is reported for 2015-16.

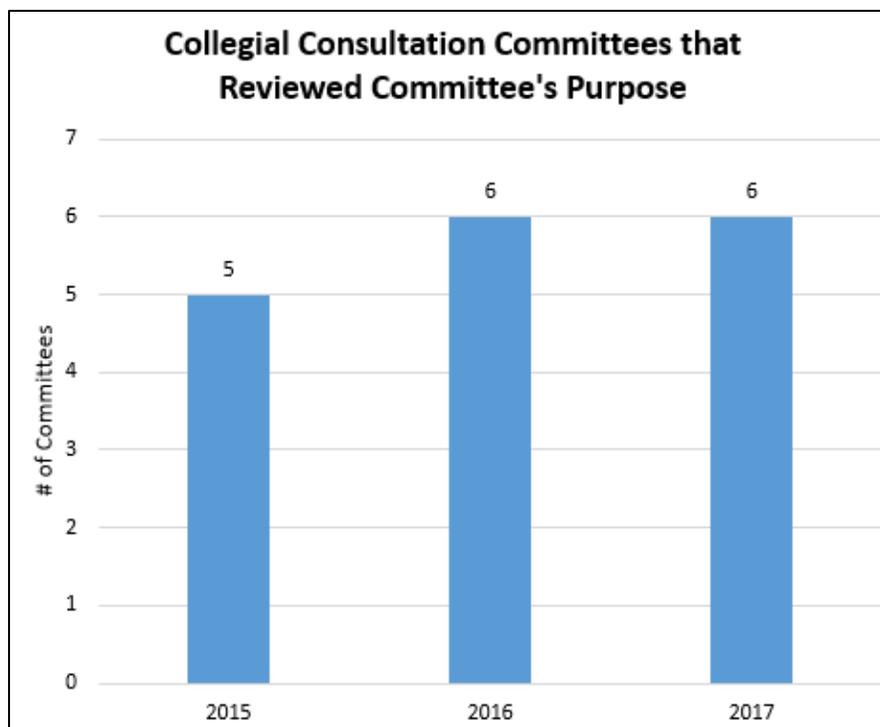
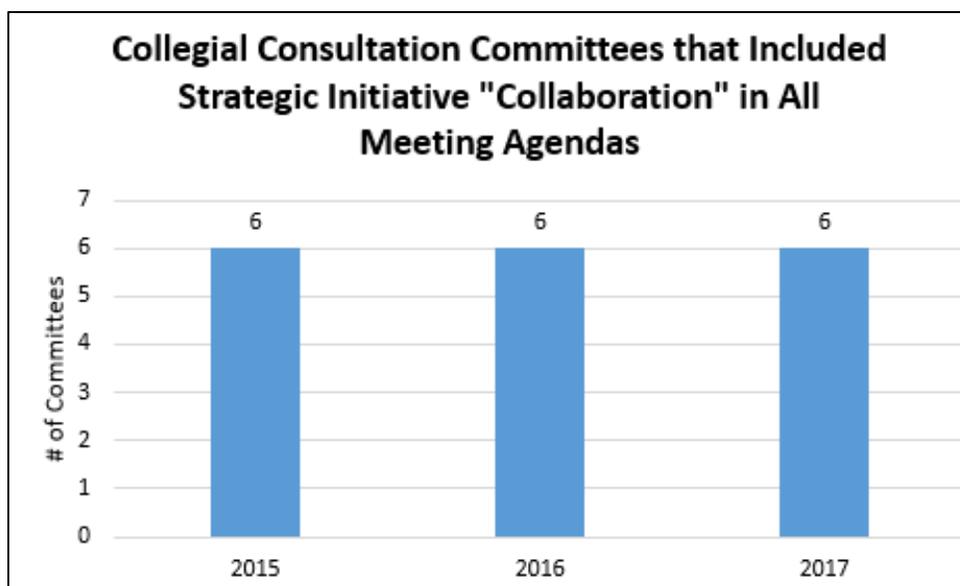
Chart 14¹⁰

Chart 15



¹⁰ The work performed by Collegial Consultation Committees during the 2018-19 year has not been surveyed yet. It will be assessed during Fall of 2019-20.

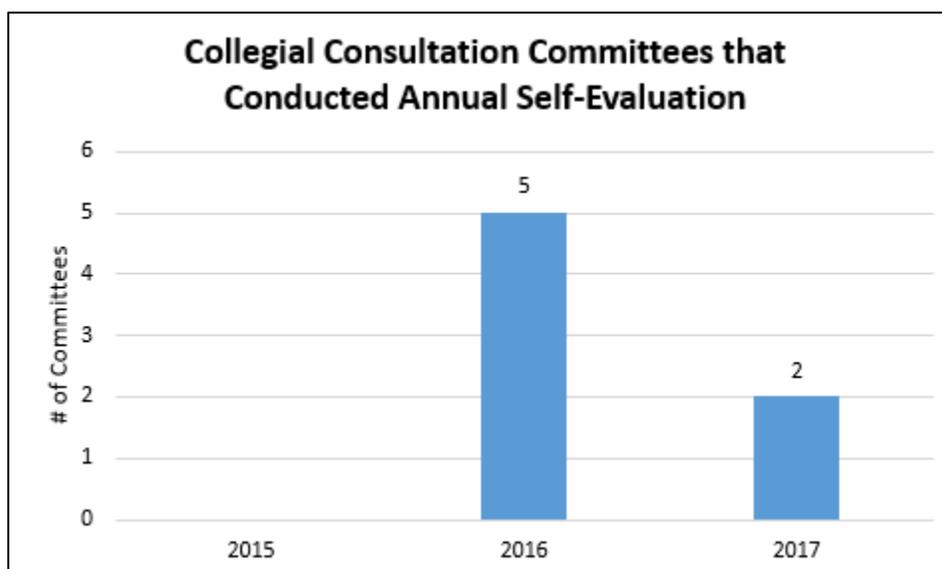
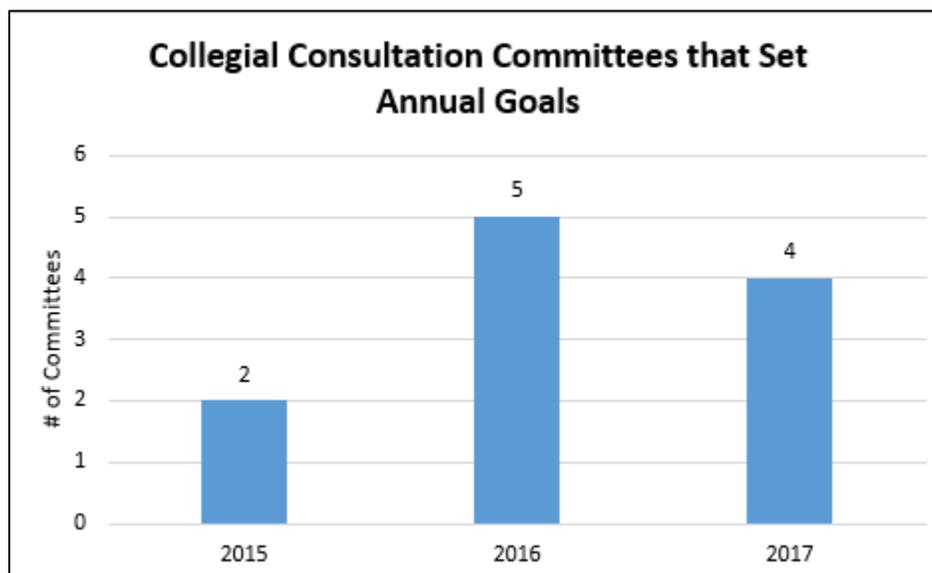
Chart 16¹¹

Chart 17



¹¹ The self-evaluation survey used to assess the committees' work during 2017-18 was administered. However, four of the six committees reported having new members. Therefore, these members were not able to assess the work done by the committee during the previous year.

Chart 18

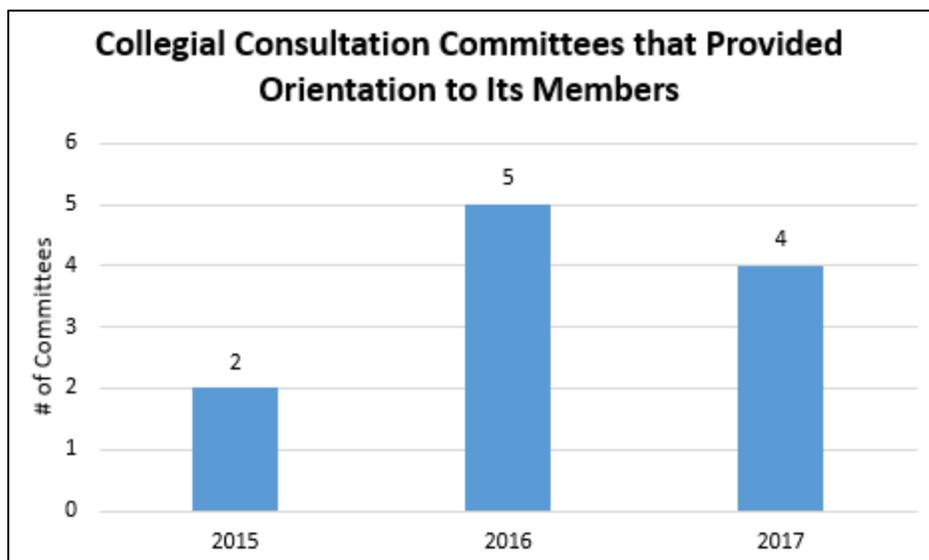
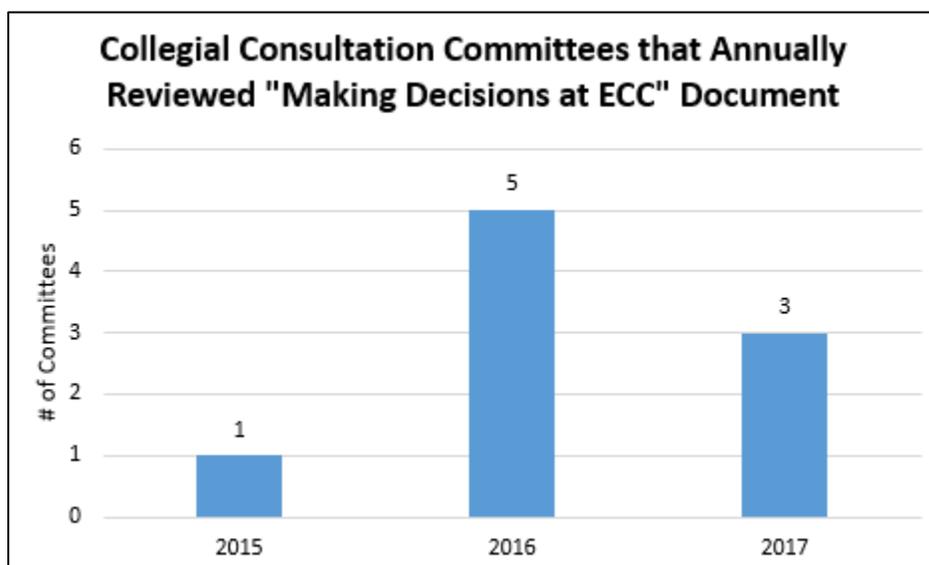


Chart 19



Advisory Committees

Although this is not a performance indicator strictly speaking, the existence and maintenance of advisory committees, whose membership includes an array of campus stakeholders, is evidence of the cross-functional collaborative work that took place at the College during the 2015-2018 period.

Auxiliary Services Board

Established in 2001 per El Camino College Board Policy 3600, the ASP oversees and disseminates Auxiliary Services funds. Membership includes representatives for faculty, staff, classified and administrative managers. Associated Student Organization (ASO) students also serve on the committee.

Council of Deans

Established in 1998, Council of Deans has continued to provide input and recommendations on policy matters from Academic Affairs and Student Services. Membership includes deans, directors, managers and staff from other areas, including Academic Senate and the Associated Student Organization.

Enrollment Management Committee

Established in 2005¹², the Enrollment Management Committee has continued to plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management. Membership on the committee includes Vice Presidents, Deans/Directors, faculty, counselors, and classified staff. The committee was reconstituted in Spring 2016 and produced the 2016-2019 Enrollment Management Plan. In 2018, the Committee began an evaluation of the 2016-19 Plan and used that data to develop the 2019-21 Enrollment Management Plan. This plan was adopted by the Board of Trustees at its October 21, 2019 board meeting.

Distance Education Advisory Committee

Since 2004, the primary responsibilities of the Distance Education Advisory Committee include developing policies and procedures for Distance Education courses to comply with local and state guidelines, Title 5, and other regulations. This committee works closely with the Academic Senate, and college and division curriculum committees to ensure commitment to quality assurance and continuous improvement of distance education. The committee includes faculty from all academic divisions, along with the Director of Learning Resources, the Distance Education Coordinator and staff from the Distance Education Office, representatives from the College Curriculum Committee, Special Resources Center, and Counseling.

Workplace Health & Safety Committee

Created in 1994, this committee deals with matters concerning safety and health hazards in the workplace. The Committee membership includes facilities managers and classified staff from various divisions.

Insurance Benefits Committee

Formerly known as the Health Benefits Committee, this committee established in 2000 has been responsible for the design and implementation of a health benefits package, which is cost-effective and provides quality benefits for El Camino College employees. Membership includes individuals appointed by ECC President, representatives from ECC Police Officer Association, ECC Federation of Teachers, and ECC classified employees.

Parking and Traffic Advisory Council

Since 2001, the Parking and Traffic Advisory Council has worked with the ECC District and the Chief of Police to maintain and improve quality parking facilities and services for the staff, students and

¹² This committee did not work during the 2014-16 period.

visitors of the College. Membership includes administrators, faculty, counselors, classified staff, and students.

Student Equity and Achievement (SEA) Committee

This committee was established in 2013 as the Student Success Advisory Committee, and it was chaired by the Dean of Counselling. Currently, it is called Student Equity and Achievement (SEA) Committee. Chaired by the Director of Student Equity and Achievement, its membership includes faculty, classified staff, managers, and administrators from various divisions and areas across campus. The purpose of the committee is to serve as an advisory board to plan and oversee the implementation of initiatives relative to all student success and support programs.

D. Strategic Initiative D: Community Responsiveness

D1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative D *Community Responsiveness* was defined as follows:

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

There are three objectives listed for this initiative:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

D2. Performance Indicators

All partnerships described in the following paragraphs respond to the educational, workforce training, and/or economic development needs of the community El Camino College serves, therefore, these indicators are highly adequate to assess the progress of Strategic Initiative D.

Partnerships with Schools

Within the 2015-2018 period, El Camino College exhibited numerous partnerships with K-12 schools within the College's service area. The school partnerships tracked are presented in chart 13 below.

The South Bay Promise program pays for enrollment fees for full-time high school graduates who enroll the fall immediately following graduation. Local businesses with which ECC partners provide scholarships and state funding ensures that all enrollment fees are covered for these students.

The Dual Enrollment program offers high school students who have graduated from tenth grade the opportunity to complete college coursework while attending high school. It allows students to earn college credit, experience what it means to be a college student, save time and money, etc. A broad variety of classes are taught both onsite at service area high schools and on-campus at the College.

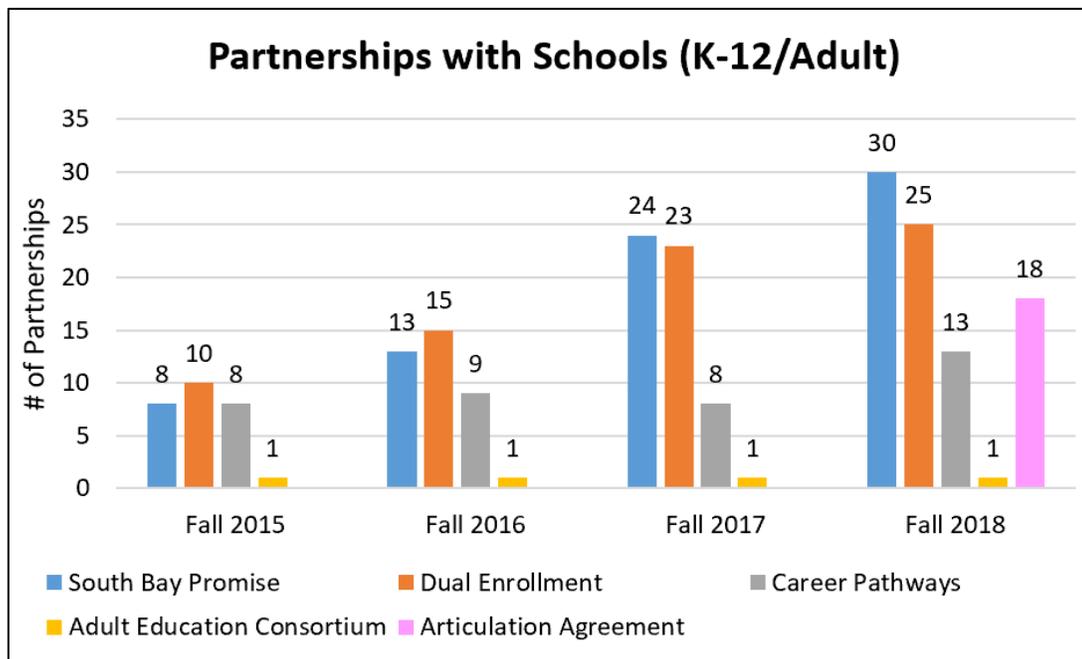
The Engineering Career Pathway (previously known as Project Lead the Way) offers Engineering Technology dual enrollment classes to high school students in grades 9 to 12. This program provides high school students with a clear roadmap leading to certificates, degrees, and industry certifications in high paying, high demand careers that are aligned with local and regional workforce needs.

The Adult Education Consortium involves partnerships with Torrance, South Bay, Centinela, and Inglewood adult schools.

The articulation agreements display in Chart 18 below refers to the number of course agreements ECC has with high schools.

As observed in Chart 20, South Bay Promise, Dual Enrollment, and Engineering Career Pathways show their growth through the 2015-2018 period. The Adult Education Consortium has been able to keep its partnership during these years. In the case of articulation agreements, no data was collected for Fall terms in 2015, 2016 or 2017.

Chart 20



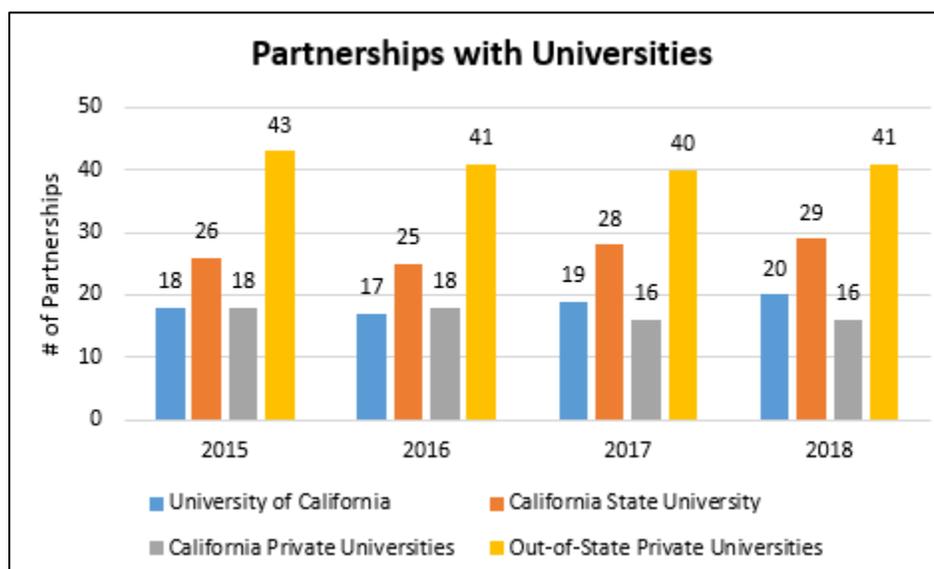
Partnerships with Universities

For the period 2015-2018, El Camino College's partnerships with universities include: University of California, California State University, California private universities, and out-of-state private universities. Some examples of these partnerships are the following:

- Guarantee Transfer Agreements to provide El Camino College students with clear pathways to the best public universities in California (UC TAG agreements as well as programs like Transfer Alliance Program (TAP) for UCLA and UC Berkeley).
- Associate Degrees for Transfer that help ensure timely completion of education goals that span from El Camino College through all bachelor degree programs at California State Universities.
- Programs such as the Historically Black College and University Transfer Admission Guarantee (TAG) provides access to colleges outside of California with strong academic and cultural history.

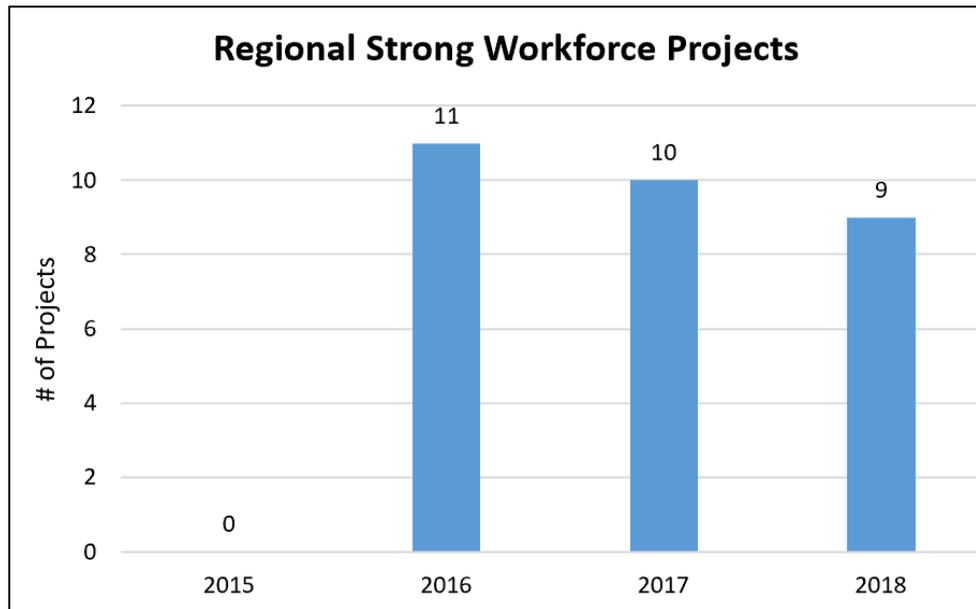
As observed in chart 21 below, partnerships with the University of California and California State University have increased. A slight decrease is displayed by private universities in California and out-of-state private institutions.

Chart 21



During the same period, El Camino College was also involved in Strong Workforce regional projects (see chart 22 below), which include 19 colleges within the Los Angeles County, and 10 within Orange County. These projects are considered a way of collaborating with colleges, since ECC has tried to address regional workforce issues. Additionally, the College has participated in the California Community College Contract Education Collaborative. This initiative includes workforce development partnerships with over thirty community colleges.

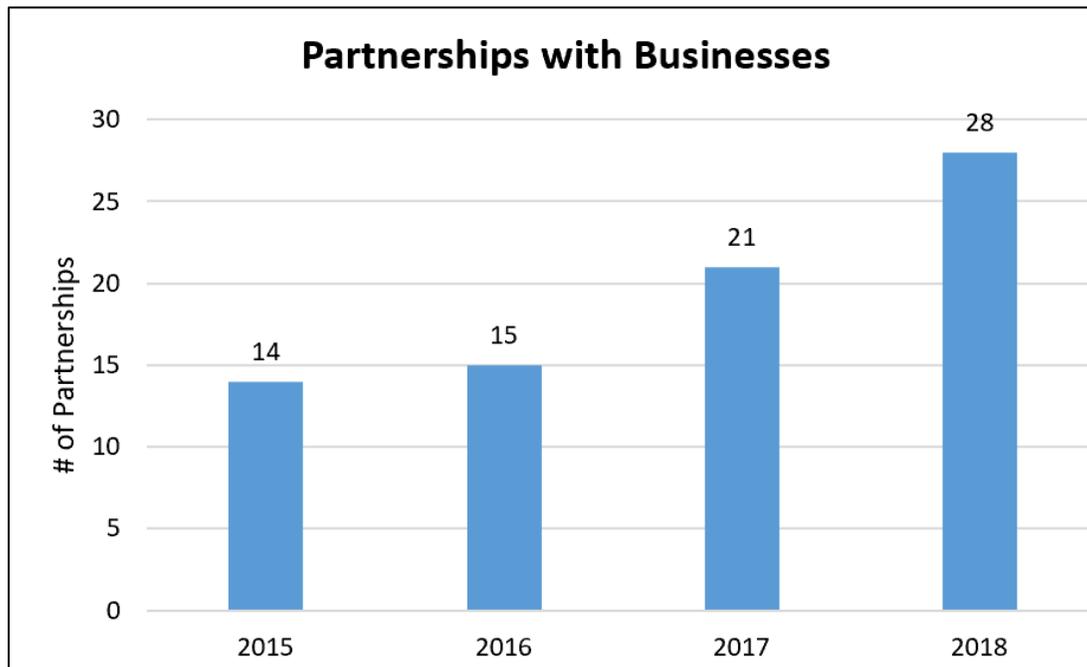
Chart 22



Partnerships with Businesses

For the period 2015-18, El Camino College doubled the number of partnerships with businesses (see chart 23 below). These collaborations focused on workforce training, co-op education, apprenticeships, donations, and upskilling. Among many others, businesses that partner with ECC are: Disney Cruises, CVS Pharmacy, Chevron, and Polypeptide Lab.

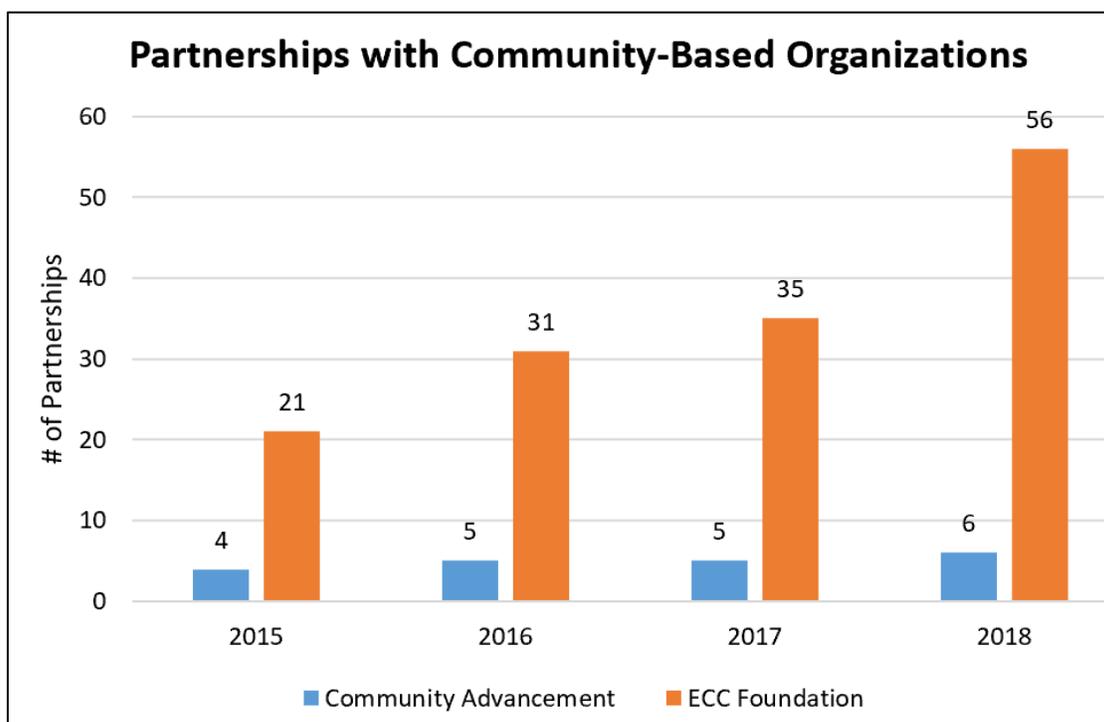
Chart 23



Partnerships with Community-Based Organizations

During the 2015-18 period, ECC shows numerous partnerships with community-based organizations (see chart 24 below). In the case of those related to the College's Foundation, the partnerships have increased more than 160%. Some of the areas covered by the Foundation's community-based organizations partnerships are aerospace, biotechnology, construction, engineering, finance, government, healthcare, and sports, among many others. Community advancement collaborations show little but steady growth. Most of them are related to economic development projects.

Chart 24



E. Strategic Initiative E: Institutional Effectiveness

E1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative E *Institutional Effectiveness* was defined as follows:

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

The objectives listed for this initiative were six:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.

3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

E2. Accomplishments

Program Review and Planning Tool

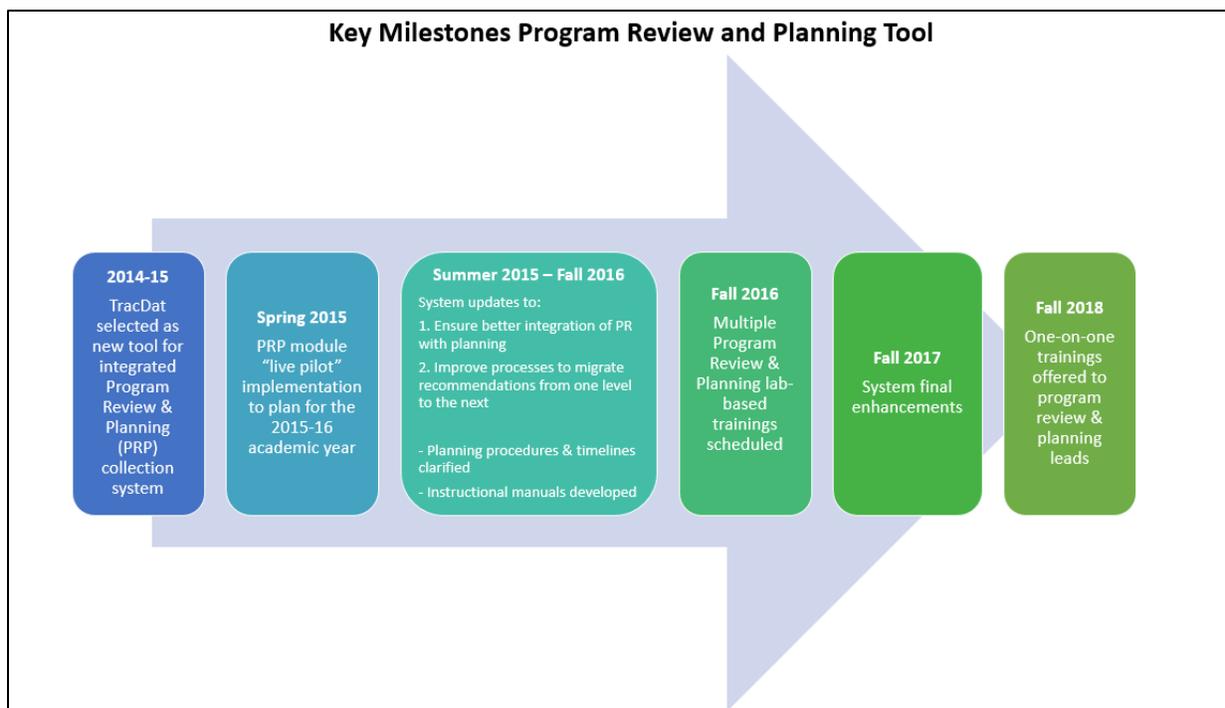
In 2014-15, the College selected TracDat (now known as Nuventive Improve) as its tool for setting up an integrated Program Review & Planning (PRP) collection system. TracDat replaced the old system called Plan Builder and was chosen since it would ensure greater familiarity and easier navigation because it was already in use to record assessment of learning outcomes.

The key milestones of this accomplishment are displayed in image 1 below. An early version of the PRP module was rolled out in Spring 2015 to plan for the 2015-16 academic year, serving as a “live pilot” of the system. Evaluation of this early version determined that a stronger linkage between program review and annual program planning needed to be developed. As a result, system updates continued until Fall 2016 in order to maximize features and usability, ensure better integration of program review with planning, and improve processes to migrate planning recommendations from the program level to the unit level up to the area level. During the same period, planning procedures and timelines were clarified, and TracDat instructional manuals were developed to support the annual planning process.

While TracDat seemed adequate in fulfilling the needs of an integrated program review and planning process, there were concerns about the module’s efficiency and effectiveness (non-intuitive and not ideal for efficient support of planning and institutional improvement). In order to address these issues, starting Fall 2016, multiple program review and planning lab-based trainings were scheduled.

Final enhancements to the system were made in Fall 2017. As trainings had low attendance or were cancelled, one-on-one trainings were offered to program review and planning leads starting in Fall 2018.

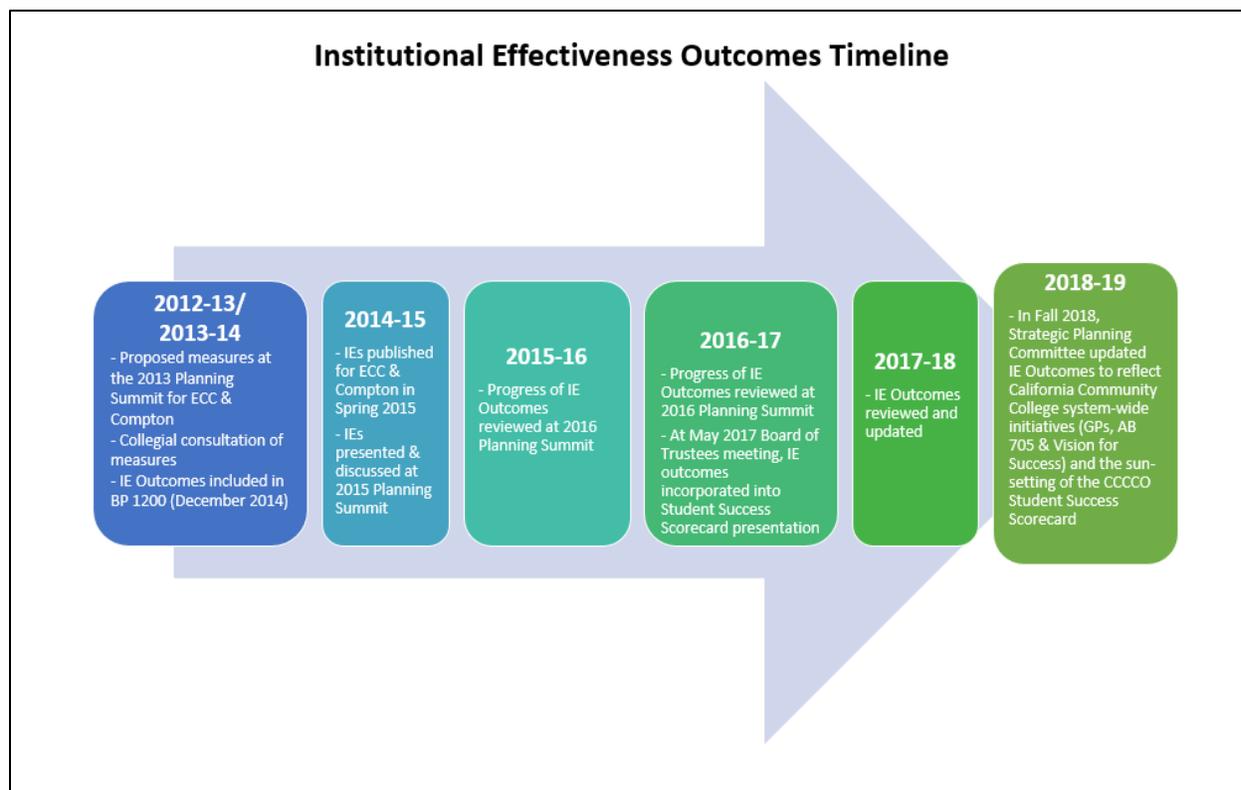
Image 1



Student Achievement Benchmarks and Aspirational Goals

Institutional Effectiveness (IE) Outcomes were developed in 2014, as a part of the 2015-2020 Strategic Plan, with goals set for the 2019-2020 academic year. A baseline year of 2012-13 was established with progress tracked on an annual basis from 2014-15 to 2017-18. These 5-year goals were established using data and a broad-based consultation process. Image 2 below depicts the timeline for the establishment of the IE outcomes.

Image 2



Instruments to Collect El Camino College Community Data

In 2016, the Institutional Research & Planning (IRP) Office conducted an environmental scan of the College's service area and assessed the issues and trends that could have important implications for the campus, its students, and the local community. In 2018, the IRP Office updated the environmental scan, now known as the Service Area Profile. This profile provides trends in demographic shifts and occupational outlooks in ECC's service area, which helps informing college planning.

As part of the regular campus climate survey cycle, in 2018, the IRP Office administered this survey for students and employees. On the one hand, it explored the staff, faculty and administrators' perspectives and experiences around the college mission, work environment, job satisfaction, professional development, sense of belonging, service to students, and college communication and vision. On the other hand, the instrument allowed examining the students' perspectives and experiences around the college mission, campus safety, diversity issues, sense of belonging, acceptance and tolerance of diverse students, and housing/food security. The campus climate survey was widely disseminated to help stakeholders make decisions informed by evidence.

The college community data gathered was used in developing the Educational Master Plan, climate survey action steps and other responses to community needs.

Meetings and Workshops Related to Institutional Effectiveness

During the 2015-18 period, El Camino College implemented a number of meetings and workshops related to institutional effectiveness. These events covered assessment, program review, planning, and resource allocation.¹³ Between 2015 and 2017, assessment meetings and workshops decreased but started increasing in 2018 (chart 25). Planning encounters decreased during the 2015-18 period (chart 26). The same number of program review events occurred in 2015 and 2018. In 2016 and 2017, almost the same number of program review encounters took place (chart 27).

Chart 25

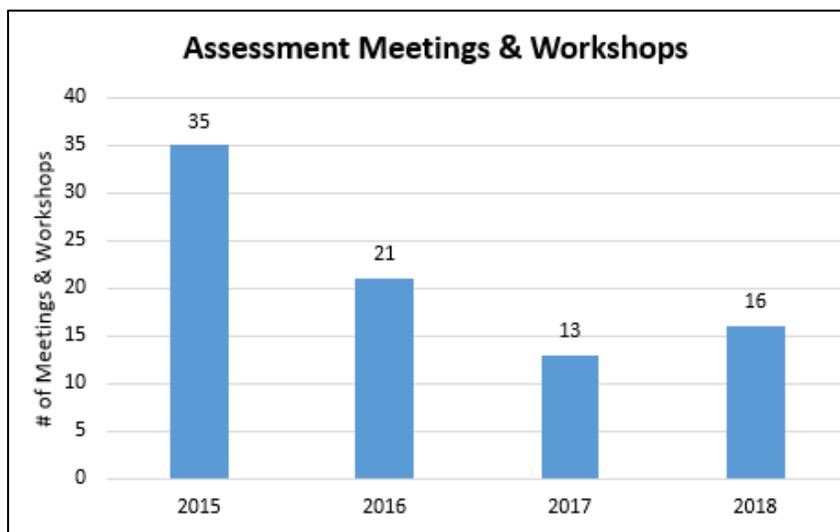


Chart 26



¹³ **Assessment** included Assessment of Learning Committee (ALC) and Student Learning Outcomes (SLC) Facilitator meetings, as well as development of Program Learning Outcomes and Student Learning Outcomes. **Planning** included Strategic Planning Committee (SPC) meetings and Planning Summits, as well as training on how to enter program, area and unit plans into TracDat planning platform. **Program Review** included Academic Affairs and Student Support Services program review committee meetings, as well as training on the program review process (orientation, data analysis, and entering information into TracDat planning platform). **Resource allocation workshops** covered training on requisitions, purchase orders, and running a budget report.

Chart 27

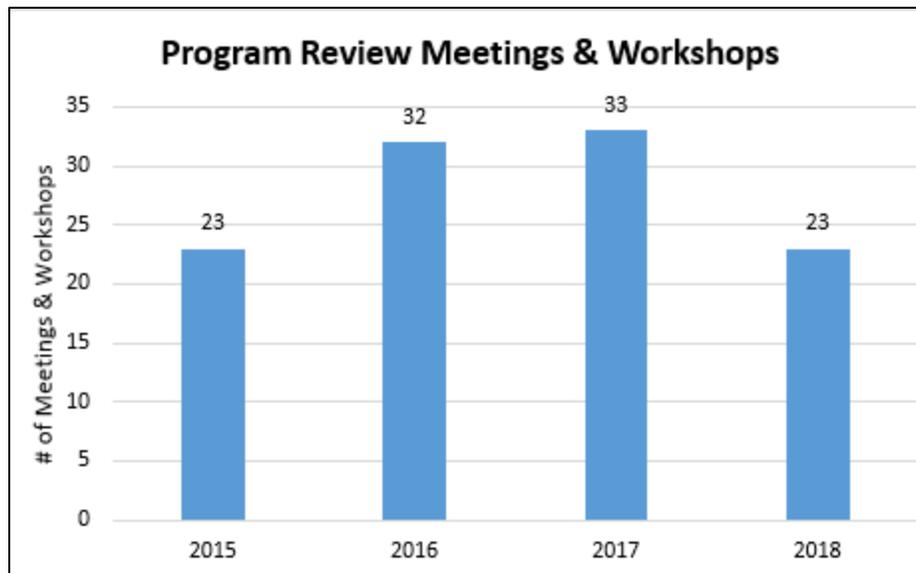


Chart 28



Few resource allocation workshops occurred during the 2015-18 period (see chart 28 above). Nevertheless, all these encounters are evidence of an effort to use institutional effectiveness practices to strengthen campus processes, programs, and services. In order to strengthen the effectiveness of planning processes, a new model is currently under development. The model details the cycle of evaluation, planning, implementation, assessment and future planning. Resource allocation processes are also being defined and institutionalized.

F. Strategic Initiative F: Modernization

F1. Definition

According to the El Camino College Board Policy 1200 from December 2014, Strategic Initiative F *Modernization* was defined as follows:

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

The objectives listed for this initiative were six:

1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plan.

F2. Performance Indicators

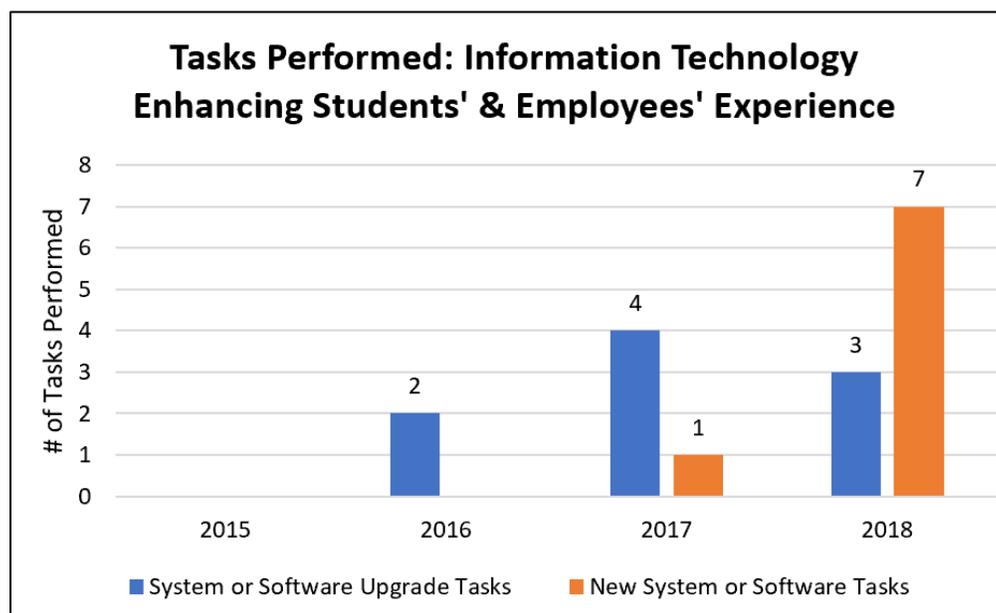
Activities quantified in the charts below are of various kinds and levels of sophistication, from installing new WIFI access points to migration of courses from one platform to another. Therefore, the analysis of quantities increase and decrease must take this fact into consideration.

Information Technology Enhancing Students' and Employees' Experience¹⁴

During the 2015-18 period, El Camino College implemented cloud-based systems that allowed the campus to enhance its ability to operate regardless of its physical infrastructure. Two important examples are the implementation of Civitas Course Builder, which helped simplify and upgrade the build-out of semester courses; and the set-up of ReviewSnap, an online performance management system that is available 24 hours a day, 7 days a week from any computer with internet access. Chart 29 below shows the number of tasks performed during the period examined, related to this indicator.

¹⁴ This indicator refers to the 2017-22 Technology Plan goals 1: Complete College without walls concept with more focus on distance education, both for instructor and student training and access; 11: Support the ongoing evolution of the educational environment to include use of and recognition of current and emerging technologies; and 14: Use information technology to enhance the library's accessibility, delivery, and timeliness of information services.

Chart 29

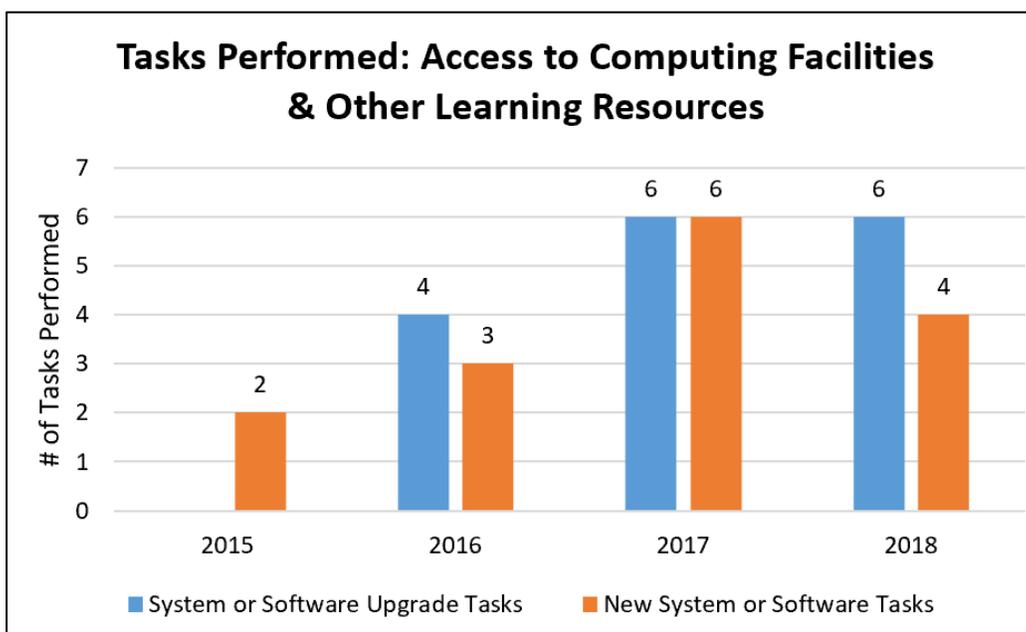


Access to Computing Facilities and Other Learning Resources¹⁵

During the 2015-18 period, El Camino College enhanced its information systems data security by adding in several new software tools. It also began a systematic process of upgrading/replacing all switching on campus that had not been renewed. This included updating the wireless capability across campus. Several different methods of data and access security were added to network and desktop systems in order to help fend off internet launched cyberattacks. Starting in 2016, El Camino College also began a series of programs aimed at improving the student-learning environment. The most important example of this initiative is the migration from Etudes to Canvas, the ECC's learning platform. Chart 30 below shows the number of tasks performed during the period examined, related to this indicator.

¹⁵ This indicator refers to the 2017-22 Technology Plan goals 2: Provide campus automation, telecommunications, and security program; 5: Provide state of the art facilities and systems to trained end users; 12: Continue to pursue campus infrastructure improvements through capital equipment, grants, and other funding sources to ensure cost-effective, flexible, maintainable, and reliable network infrastructure to support voice, video, virtual, and data needs; 15: Ensure student access to computing facilities and other learning resources; and 19: Provide quality and timely training and support to end-users of administrative and support systems.

Chart 30

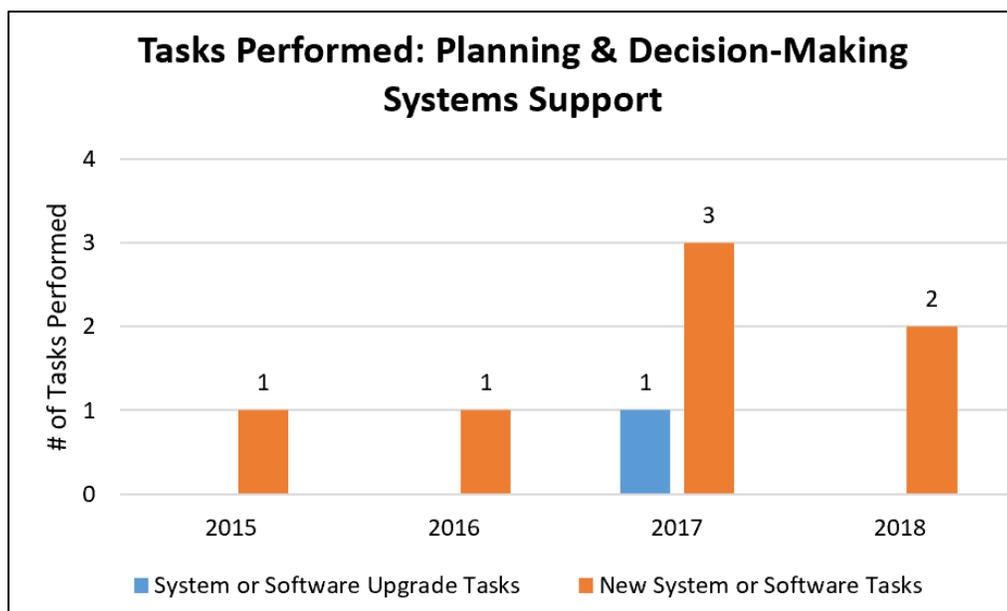


Planning and Decision-Making Systems Support¹⁶

In 2017, Qualtrics was deployed, a high quality survey software system. Qualtrics has helped collecting and analyzing data to be used in planning and making-decision processes. In 2018, Information Technology Services at El Camino College initiated a Data Governance committee. The committee has begun inventorying all data sources and sharing, prioritizing risk and developing processes for future data and code sharing. Also in 2018, ITS conducted a program review, which helped determining necessary improvements and optimizing the use of technology. Chart 31 below shows the number of tasks performed during the period examined, related to this indicator.

¹⁶ This indicator refers to the 2017-22 Technology Plan goals 3: Develop and provide information on support planning and decision-making systems for ECC; 4: Develop and implement assessment strategies to monitor and evaluate technology-based courses; 16: Optimize available resources through deliberate business process improvement review and research; and increase funding to provide innovative solutions for all IT related requirements; and 18: Provide innovative technological leadership in determining and optimizing the use of technology.

Chart 31

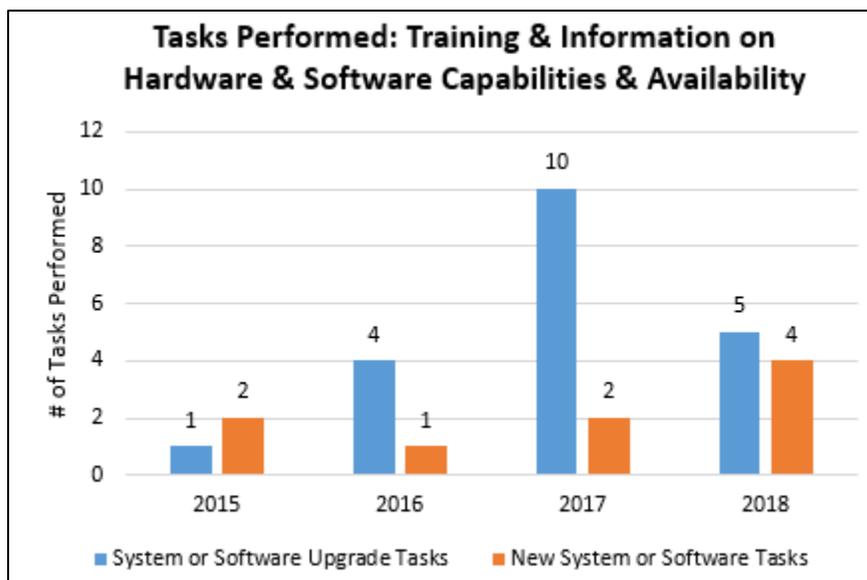


Training and Information on Hardware and Software Capabilities and Availability¹⁷

During the 2015-18 period, El Camino College focused on improving campus technology support by enhancing the staffing and systems available to the Technology Help Desk. Additionally, an annual Academic Technology Fair has taken place to provide quality information services to the entire campus. The migration to Canvas has allowed the College to provide shells for all sections offered each term, which has allowed greater freedom of instruction, outreach and connectivity, in all aspects of the curriculum, to students and faculty. Chart 32 below shows the number of tasks performed during the period examined, related to this indicator.

¹⁷ This indicator refers to the 2017-22 Technology Plan goals 6: Provide quality information services customer services to the entire campus and co-located programs; 7: Develop and support all educational, instructional, and training initiatives; and grants in providing outreach, access and training in information technology; 9: Provide end-users with current training and information on hardware and software capabilities, availability, and the life cycle replacement program; 10: Take advantage of every opportunity to learn and exchange information on new technology and concepts to meet customers' needs and expectations; and 13: Develop professional development program to include skills catalog, training matrix, and targeted funding schemes to ensure the quality of our human resources.

Chart 32

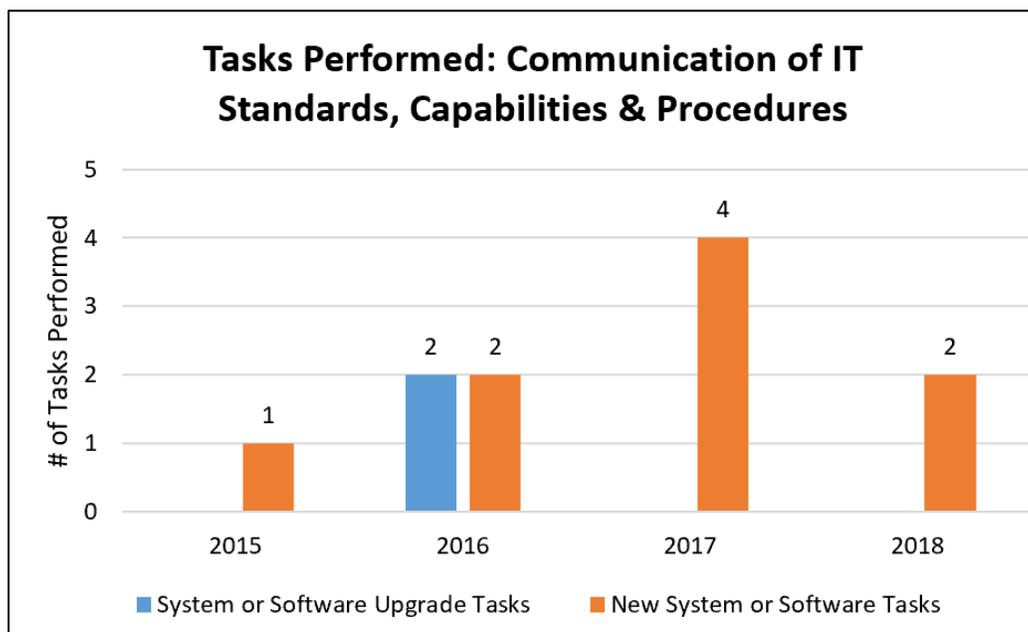


Communication of IT Standards, Capabilities and Procedures¹⁸

With the goal of expanding communications with the campus and staff, Information Technology Services at El Camino College upgraded its online presence on webpages to providing details on available technology and increased online support and helpdesk services. Chart 33 below shows the number of tasks performed during the period examined, related to this indicator.

¹⁸ This indicator refers to the 2017-22 Technology Plan goals 8: Expand communications and information exchange processes to ensure understanding of IT standards, capabilities and procedures; and 17: Develop, maintain and enforce universal standards in terms of hardware, software, and network on all campus systems.

Chart 33



VI. Strategic Planning Next Steps

During Fall 2019, the 2020-2023 Strategic Plan is going through collegial consultation. Board of Trustees approval is expected at the January 2020 meeting. The Institutional Research and Planning Office will develop a proposal of key performance indicators for the objectives of each strategic initiative. The Strategic Planning Committee and the Planning and Budgeting Committee will review the proposal and offer feedback. Once feedback has been incorporated, both committees will review the updated version for final approval. The IRP Office, in conjunction with the Marketing and Communications Area, will disseminate the strategic plan at all levels of the college and to all community stakeholders, so that annual planning starting September 2020 is designed with this plan in mind.

The next strategic planning cycle starts in 2023. In 2021, the Institutional Research and Planning Office will start the planning process to develop a 10-year Comprehensive Master Plan (2023-2033), and the first of two five-year strategic plans (2023-2028; 2028-2033). The El Camino College community at large will be involved in the development of both plans.



El Camino College