# El Camino College

ACCREDITATION MIDTERM REPORT

MARCH 15, 2017
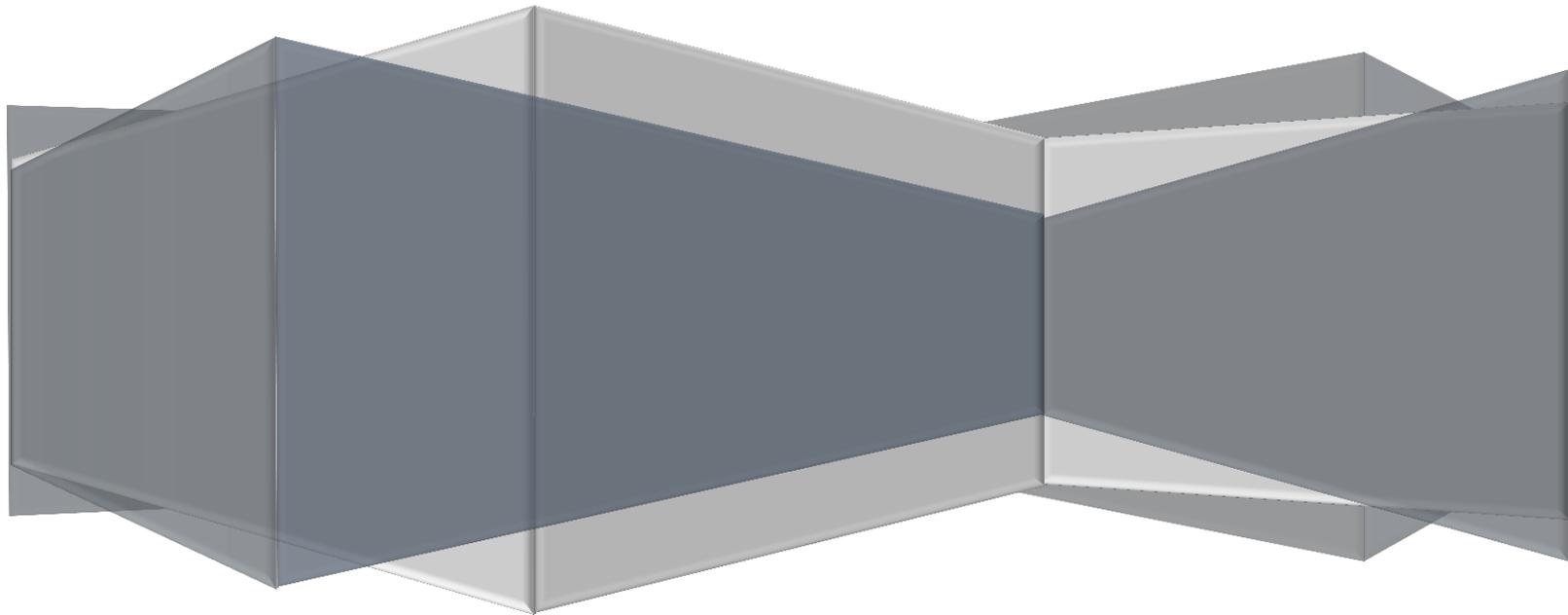
EL CAMINO COLLEGE

MIDTERM REPORT

Submitted By:

El Camino College
16007 Crenshaw Boulevard
Torrance, California   90506

Submitted To:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

March 15, 2017

Certification Page – Midterm Report

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Dena P. Maloney, Ed.D.
        Superintendent/President
        El Camino College
        16007 Crenshaw Boulevard
        Torrance, California   90506

We certify there was broad participation/review by the campus community and we believe that this Midterm Report accurately reflects the nature and substance of this institution.

Signatures:

_____   3/14/17
Dena P. Maloney, Ed.D., Superintendent/President   Date
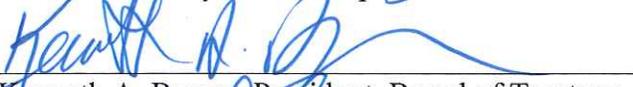
_____   3/14/17
Kenneth A. Brown, President, Board of Trustees   Date

_____   3/14/17
Keith Curry, Ed.D., Provost/Chief Executive Officer,   Date
El Camino College Compton Center

_____   3/14/17
Jeanie M. Nishime, Ed.D., Vice President, Student & Community Advancement/   Date
Accreditation Liaison Officer

_____   3/14/17
Jean Shankweiler, Ph.D., Vice President, Academic Affairs   Date
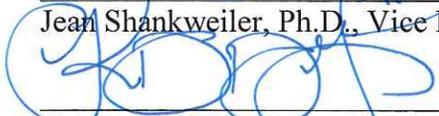
_____   3.14.17
Kristie Daniel-DiGregorio, Ph.D., President, Academic Senate   Date
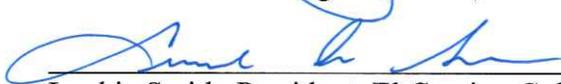
_____   3/14/17
Luukia Smith, President, El Camino College Classified Employees   Date

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STATEMENT OF REPORT PREPARATION

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC), at its meeting of January 6-8, 2016, reviewed El Camino College's Follow-up Report, evidentiary materials, and the Follow-Up Visit Team Report prepared by the Evaluation Team from its visit of October 29, 2015. The Commission found that El Camino College addressed College Recommendations 1, 2, and 3 from the fall 2014 comprehensive evaluation visit, resolved the deficiencies, and that standards were met.

In February 2016, El Camino College received notice from the ACCJC that its next scheduled report was the Midterm Report to be submitted by March 15, 2017. The Midterm Progress Report is in response to the El Camino College Accreditation visit in 2014 and the subsequent actions taken by the ACCJC.

The report demonstrates the College's progress on all eleven recommendations for institutional improvement, the self-identified issues from the 2014 Self-Evaluation Report and an analysis of the Annual Report and the Annual Fiscal Report to the Commission. The Midterm Report was reviewed and discussed through the collegial consultation process at both El Camino College and the El Camino College Compton Center. The College-wide Accreditation Committee includes the following members:

- Babatunde Atane, Director, Accounting, Management Representative, El Camino College
- Keith Curry, Provost/Chief Executive Officer, El Camino College Compton Center
- Kevin Degnan, Faculty Representative, El Camino College
- Julienne Gard, Faculty Representative, El Camino College
- Amber Gillis, Faculty Representative, El Camino College Compton Center
- Irene Graff, Director, Institutional Research and Planning, El Camino College
- Rory Natividad, Dean, Health Sciences and Athletics, El Camino College
- Jeanie Nishime, Vice President, Student & Community Advancement/ Accreditation Liaison Officer, El Camino College
- Julieta Ortiz, Classified Representative, El Camino College
- Dipte Patel, Dean, Counseling and Student Success, El Camino College
- Barbara Perez, Vice President, El Camino College Compton Center
- Jean Shankweiler, Vice President, Academic Affairs, El Camino College
- Claudia Striepe, Faculty Representative, El Camino College

Response to Commission Action Letter

Recommendation for Institutional Improvement 1
In order to increase effectiveness, the team recommends the College complete the development and implementation of measurable objectives for the strategic initiatives, institutional effectiveness outcomes, and student achievement standards (I.B.3, I.B.4, I.B.6, I.B.7).

On December 15, 2014, The Board of Trustees approved Board Policy 1200, District Mission and Strategic Plan 2015-2020. (1.1)

Within that policy, the following measures were included to assess the college's institutional effectiveness:

1. Student Readiness Rate

2. Successful Course Completion Rate

3. Remedial English Completion Rate

4. Remedial Math Completion Rate

5. Three-Term Persistence Rate

6. 30-Unit Achievement Rate

7. Completion Rate

8. Transfer Rate

9. Degrees and Certificates Awarded

10. Number of Transfers

Measurable objectives were also included under each of the six Strategic Initiatives. These objectives will allow the College to assess its progress during the period of the Strategic Plan (2015-16 to 2019-2020).

Plan Development

Development of the institutional effectiveness measures and Strategic Initiative objectives included efforts of the 74 participants who attended the Planning Summit held on April 25, 2014. Participants included 9 students, 13 Classified staff, 9 faculty, and 42 managers, who came together to discuss the measures appropriate for inclusion in Board Policy 1200. During the fall 2014 semester, broad consultation took place to receive input from all constituencies before presenting the final policy to the Board of Trustees for approval. Consulted groups include the Planning & Budgeting Committee (PBC), Academic Senate, Council of Deans and College Council.

Institutional Effectiveness Outcomes

The new Strategic Plan and associated Institutional Effectiveness (IE) Outcomes were presented at the 2015 Planning Summit, attended by 60 employees representing students and all employee groups. (1.2)

IE Outcomes were also discussed at the Fall Professional Development Day and shared in all employee packets. A one-page progress report on the IE Outcomes is published annually on the College's Institutional Research and Planning webpage. (1.3)

Beginning in 2016, progress toward the five-year goal for each IE Outcome will be discussed annually at the Planning Summit, President's Cabinet, Council of Deans, Academic Senate, student success committees at both locations, and at appropriate collegial consultation committees. Progress is also reported to the Board of Trustees annually in conjunction with the presentation of the Student Success Scorecard. (1.4)

Implementation of the Strategic Plan

In 2015, a Strategic Plan Implementation document was developed, detailing a plan for annual evaluation and reporting of progress made. This process will culminate in an annual Strategic Plan Update reported through the consultation process, at the Planning Summit, and on the College's webpage. The first update report, to evaluate the first year under the new Strategic Plan, is in progress and will be reviewed at the beginning of spring 2017. Henceforth, annual review of the status and progress on the Strategic Plan will occur annually in PBC, Planning Summits and within other consultative committees.

Strategic Plan and Measurable Objectives Development and Approval

A timeline of consultative review of the Strategic Plan and its implementation can be found in Appendix A.

Recommendation for Institutional Improvement 2
In order to increase effectiveness, the team recommends El Camino Compton Education Center address student access for the diverse population reflected in the Center's service area and student population which ensures that the institution recruits and enrolls diverse students who reflect the community it serves (II.B).

The Compton Center finalized its 2015-2018 Enrollment Management Plan (2.1), which targets students from the diverse communities of Carson, Compton, Lynwood, Long Beach, and Paramount. Since the last accreditation visit, the Compton Center has implemented the Compton Early College High School with Compton Unified School District, began offering a Cosmetology Program, and has increased the number of courses offered in the Afternoon College Program.

The Compton Center also completed its 2015-2018 Student Equity Plan (2.2), which addresses areas of disproportionate impact. The Office of Institutional Research identified the impacted populations in each category of the Student Equity guidelines: Access, Course Completion, ESL and Basic Skills Completion, Degree/Certificate Completion, and Transfer. African American, Pacific Islander, and Latino students were all shown as being disproportionately impacted in terms of course completion, completion of Basic Skills courses, and transfer. Male students, foster youth, and Veterans were also identified as needing more support in several areas.

A Director of Student Equity was hired and a cross-campus effort has resulted in the implementation of programs and interventions to support these students who are experiencing the most challenges. The Formerly Incarcerated Students in Transition program is assisting students re-entering society and school with targeted advising, counseling, and support such as transportation and textbook resources. In-class tutors for Basic Skills Math is showing promise in increasing retention for African American students in particular. English Bridge preparation workshops help Basic Skills students review writing concepts and place into more appropriate courses, with some testing directly into college-level English. Transfer-ready students are selected to participate in tours of minority-serving institutions to get them motivated and informed about transfer options.

These and many other initiatives are expanding the access, support and resources available to students from diverse populations who have additional barriers to success in college.

Recommendation for Institutional Improvement 3
In order to increase effectiveness and to ensure that the institution's enrollment management goals are achieved, the team recommends a stronger alignment between the Outreach Plan and the Enrollment Management Plan (II.A.1, II.B).

The Enrollment Management Committee was reconstituted in fall 2015 and is jointly chaired by the Vice President for Academic Affairs and Vice President for Student and Community Advancement. Goals from the Outreach Plan were incorporated into the Enrollment Management Plan as Outreach Strategies in spring 2016. The strategies incorporated include goals to increase off-campus assessment testing of high school students and to increase the number of high school students who complete the three core services (assessment, orientation, educational planning) and enroll in courses (applicant rate) at El Camino College. Specific FTES goals have been attached to each of the strategies within the Enrollment Management Plan. The off campus assessment is projected to increase enrollment at El Camino by 30 FTES for each of the next three years, while strategies to increase the applicant rate is expected to increase FTES up to 500 FTES in three years. Also incorporated into the Enrollment Management and Outreach Plans are action items to expand the South Bay Promise, El Camino's College Promise Program, from two school districts within our service area to three districts. This expansion would increase the number of students involved by 30 (up to a total of 90 students), or an additional 25 FTEs. The Enrollment Management Plan outlines further increases over the next three years, to 120 students and 100 FTES. (3.1)

Ultimately, the College plans to expand the South Bay Promise to high school graduates from all of our feeder districts, up to 500 students annually. The El Camino College Foundation has made raising funds for the expanded South Bay Promise a priority and the President has initiated meetings with City officials to garner support for the program. The South Bay Promise expansion will be incorporated into the Enrollment Management plan at the next revision.

The Board of Trustees requested a more focused Outreach Plan for each of the district's feeder high schools so a separate plan was created and presented to the Board of Trustees in October 2016. The Outreach Plan, developed by the office of Outreach and School Relations, outlines eight action items to be implemented during the 2016-17 academic year. Timelines are provided for activities within each action item, along with identified leads. (3.2)

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Recommendation for Institutional Improvement 4
In order to increase effectiveness and in order to ensure equitable access to programs and services to students regardless of location or delivery, the team recommends the College address the provision of essential online support services (electronic student planning module), health services, and expanded wireless capability for students attending the Compton Education Center (II.B, II.B.1, II.B.3.a, III.C).

The college is currently participating in two pilot projects that address and expand the provision of essential online support services for educational planning. First, as a pilot participant of the Educational Planning Initiative (EPI), the college is implementing the Starfish products for online educational plans and a degree auditing tool. The current implementation phase involves planning and testing our Certificates of Accomplishment which are 70 in total. Second, the college is a pilot college for the online counseling tool through ConEx (also referred as Cranium Café) as part of the Online Education Initiative (OEI). This tool allows students to mimic in-person counseling services such as express (drop-in) counseling and appointments using a video web conference tool. Two El Camino College counselors pilot-tested this service during the fall 2016 semester with students enrolled in distance education sections. (4.1)

Next steps include evaluating our efforts, analyzing the data and tools, and supporting more counselors to complete the online counseling course to allow for expansion at both El Camino College and the Compton Center. Although both of these efforts will increase ease and opportunity of equitable access to students regardless of location or delivery, students currently are able to secure telephone appointments and/or receive service in an alternative way such as via email exchange.

Since the last accreditation visit, the Compton Community College District (CCCD) entered into an agreement with AT&T to expand the technology infrastructure at the Compton Center. This was a $4 million project that was funded with CCCD Measure CC Bond funds. The Compton Center now has wireless capability throughout the campus.

Compton Center entered into an innovative partnership with Molina Medical Management to provide the facility and staffing to open an on-campus health care facility in spring 2017 so that students may access health services right on campus. Through the partnership with El Camino College, Compton Center students have access to the ECC Student Health Center, but must travel to ECC to receive health services.

The Molina Health Center will be staffed by a nurse practitioner and medical assistants, and managed by Molina Medical. For this new health service, Compton Center students are required to pay the $19 Health Services Fee when registering for classes. The Molina Health Center will be open year-round with tentative hours scheduled from 8:30a.m. – 5:30 p.m. on Tuesdays and Wednesdays; and from 11:00 a.m. – 7:00 p.m. on Thursdays. Services to be provided by the Molina Health Center are included in the Student Health Clinic Services Agreement. (4.2)

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El Camino College and Compton Center are one of the pilot colleges for the Educational Planning Initiative which includes early alert, degree audit and electronic educational planning. Each program was pilot tested beginning with early alert in fall 2016. The electronic educational plan will be piloted in spring 2017.

Recommendation for Institutional Improvement 5

In order to increase effectiveness, the team recommends the College develop and implement a plan to digitize student records currently stored in hard copies, as noted in their actionable improvement plan (II.B.3.f.).

At its August 15, 2016 meeting, the Board of Trustees awarded a contract to RICOH to begin digitizing the hard copy records in Human Resources, Admissions and Records, and Financial Aid. The Human Resources project is completed and the Admissions and Records project has begun with an expected completion date of May 2017.

Recommendation for Institutional Improvement 6

In order to increase effectiveness, the team recommends the College coordinate student tutorial and learning programs to ensure uniformity in tutor training and standardize the method of assessment of the effectiveness of their learning support services (II.C.2).

The College has a number of tutorial programs supported across campus. These tutorials programs include, but are not limited to, the tutors available in the Learning Resource Center, the Supplemental Instruction (SI) program, the Mathematics, Engineering, Science Achievement (MESA) tutors, the Math Tutoring Center and the Writing Center. In fall 2015, the directors of these programs convened to examine all services offered and coordinate services. Throughout the 2015-16 year, the directors met to determine the types of tutoring offered at each location and expected duties of various levels of tutors. A standard was set for the rate of pay at different levels of tutoring offered across campus. A second meeting focused on developing standardized training for tutors at all centers, and common materials to be included in the handbooks provided to tutors. A subsequent meeting in spring 2016 focused on data collected on student usage in each center. Discussions were held to determine the data that needs to be collected and how best to achieve this efficiently. It was discovered that several areas were still collecting student information with hard copy sign-in sheets. These centers were prioritized for implementation of CI Tracker, an electronic method of scanning and collecting data usage for the tutorial centers. As a result, data was collected for the Math Tutoring Center and initial information on usage analyzed by the Institutional Research department. Going forward, discussions will center on placing responsibility for monitoring data collection and training standards with one program coordinator or director. In order to inform the College community of the wide range of tutoring services available to students, the last two Fall Professional Development Days featured a tour of tutoring services to increase awareness of how tutoring services are integrated and collaborate to serve students.

Recommendation for Institutional Improvement 7
In order to increase effectiveness, the team recommends El Camino College Compton Education Center implement the Compton Facilities Master Plan for improvements to aged and non-functional buildings that support the educational plan and provide a physical environment conducive to teaching and learning (III.B.1, III.B.1.b).

Since 2002, the Compton Community College District (CCCD) has funded and constructed state-of the-art building projects through the $100 million Measure CC bond. In November 2014, residents of the Compton Community College District passed Measure C (7.1) with more than 78 percent approval, authorizing an additional $100 million in general obligation bonds.

Since 2012, CCCD has achieved several completion milestones which include: Server Room and Management Information Systems building enhancements, Library-Student Success Center, Infrastructure Phases I and II, Central Plant/Stadium Lighting project, Football Field renovation, Information Technology infrastructure (an extensive campus-wide Wi-Fi installation), Allied Health Building, and Cosmetology project. All of these projects are included in the 2017 Compton Facilities Master Plan which is included in the 2017 Comprehensive Master Plan (7.2) and many are replacing non-functional buildings at the Compton Center.

The 2017 Compton Facilities Master Plan (7.3) was approved by the CCCD and an updated version is included in the 2017 Comprehensive Master Plan that was approved in December 2016.

Recommendation for Institutional Improvement 8
In order to increase effectiveness, the team recommends the College clarify the mission, scope, and relationship of the College's Technology Committee to its Academic Technology Committee (III.C.1).

A Chief Technology Officer (CTO) position was created and a job description was approved by the ECC Board of Trustees on May 18, 2015. (8.1)

The Chief Technology Officer was hired in October 2015. This position is responsible for aligning all information technology and data under the College's Comprehensive Master Plan. With this hiring, the Technology Committee, chaired by the CTO, has subsequently proposed and approved a purpose statement which is now appended to the meeting minutes.

> "The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan."

The purpose statement was created to differentiate the College Technology Committee and the Academic Technology Committee's roles, functions, and purpose as it works to solidify IT governance at the college level. The Academic Technology Committee (ATC) is a subcommittee of the Academic Senate and is co-chaired by the Senate's Vice President of Academic Technology and an academic dean. The ATC also created a descriptive statement of its purpose to differentiate it from the College Technology Committee.

> "The Academic Technology Committee (ATC) has served as a lens to focus increasing attention on the ways in which technologies, and especially information technologies, affect teaching and learning. It should be seen as kin to similar technology groups at other colleges and universities - the "Teaching, Learning, and Technology Roundtables," for instance, that meet routinely to consider issues and to advise academic officers and other institutional leaders. The ATC has also been a forum for the expression of needs - a public space on campus that's been used to discuss topics that would enhance our academic programs. And finally, the ATC has served as a means for ensuring that always-limited resources are used to their best effect." (8.2)

The two committees work together with the Academic Technology Committee focused on academic issues and needs while the College Technology Committee encompasses the full scope of the college community to include infrastructure, security, academic and administrative computing, support for audio visual, web, and new projects. Additionally, the Technology Committee proposed, formulated and drafted the College Technology Plan 2018-2022 aligned under the College Comprehensive Master Plan and its components. The Academic Technology Committee will submit recommendations through the Academic Senate to the College Technology Committee on upcoming academic projects, issues, needs, and requirements as needed.

<u>Recommendation for Institutional Improvement 9</u>
In order to increase effectiveness, the team recommends that the Board of Trustees complete a process for the selection of a Superintendent/President as stated in Board Policy 2431. (IV.B.1).

The Board of Trustees updated Board Policy 2431, Superintendent/President Selection, on April 13, 2015 (9.1). The Board completed the selection process for a new Superintendent/President in December 2015 and Dr. Dena Maloney began her tenure as El Camino College's Superintendent/President on February 1, 2016.

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Recommendation for Institutional Improvement 10
In order to increase effectiveness, the team recommends the College implement a process for the evaluation of policies and procedures according to an identified timeline and the Board of Trustees revise the policies as necessary (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d, IV.B.1.b, IV.B.1.e).

Board Policy 2410 was approved by the Board of Trustees on April 13, 2015 (10.1). Administrative Procedure 2410 was discussed in College Council on February 23, 2015 and approved by the Board on March 2, 2015 (10.2). Since the comprehensive visit in fall 2014, sixty-eight policies and forty procedures have been updated, or written, and approved by the Board of Trustees. However, the College has much work to do to review and update policies and procedures in the 3000, 6000 and 7000 series. The College will begin to expedite the work, relying on the collegial consultation process, by focusing first on legally mandated policies and procedures with the goal of completing all legally required policies and procedures by December 2017 (10.3)

Recommendation for Institutional Improvement 11
In order to increase effectiveness, the team recommends the College develop procedures to train fiscal employees to strengthen accounting and fiscal procedures as indicated in each institution's audit findings. (III.D.3)

El Camino College continues to assess and evaluate ways to improve the technical skills of staff and management in Fiscal Services in order to ensure full understanding of professional standards, interpretation of Federal, State and local laws and regulations including board policies and procedures. To ensure operations are consistent and timely, staff is cross-trained in multiple functions. The College has also implemented various in-service training programs and outside training opportunities. A majority of staff attend the annual CASBO workshops for all areas of Fiscal Services. In 2016, staff and management were also offered a two-day workshop on Federal Grant Management and Universal Guidance by Thompson Information System.

Managers also attended workshops on the Affordable Health Care Act conducted by Atkinson, Andelson, Loya, Rudd and Romo. Other local resources for training are made available to staff and management by the Los Angeles County Office of Education (LACOE) and include accounts payable, purchasing, human resources, payroll, and budget development training and workshops. These training opportunities are available year-round to staff and management. (11.1 and 11.2)

Since the last accreditation visit, the Compton Community College District has provided ongoing training and has hired additional employees in the fiscal services division. As a result, the 2014, 2015, and 2016 Annual Financial Audit Reports (11.3.a), (11.3.b) and (11.3.c) were completed and filed with the state of California by the December 31 deadline.

In addition, there have been no audit findings reported for the CCCD for three consecutive years. The 2016 report demonstrated an unmodified opinion of the financial statements as well as the following continued improvements:

1. CCCD ended the 2016 fiscal year with an unrestricted general fund balance of $11.6 million or a 31.05 percent reserve.
2. CCCD has maintained reserves above the CCCD Board Policy minimum of 10 percent for the 2016 fiscal year.
3. There were no audit findings reported for the past three fiscal years.
4. There were no audit adjustments noted for the past three fiscal years.
5. There were no internal controls deficiencies reported for the past three fiscal years.
6. CCCD was in compliance with 50 Percent Law for the past three fiscal years.

Institutional Self-Evaluation – August 2014 – Actionable Items

Standard I: Institutional Mission and Effectivenes	Action Item	Follow-Up	Status
Standard I.B. - Improving Institutional Effectiveness			
I.B.2	1. The College will develop measureable objectives to assess the attainment of the strategic initiatives	Institutional Research & Planning (IRP)	**Completed** BP1200, District Mission and Strategic Plan. Following consultation, the new Strategic Plan was approved by Board in December 2014. Measures (unpublished) were created for each Objective. These will serve as the foundation for assessing progress on the plan (see Implementation Plan, I.B.2-2 below)
	2. The College will use the objectives to systematically and comprehensively measure achievement of the strategic initiatives annually	IRP	**In progress** The Strategic Plan (BP 1200) is reviewed at each Planning Summit (2015, 2016) and progress will be reported beginning in Spring 2017. An Implementation Plan (IP) for the Strategic Plan was developed in consultation with Planning & Budgeting Committees (11/5/15, 12/3/2015-ECC, 11/24/15-Compton) and Academic Senate (12/1, 2/2). Progress on Strategic Initiatives and Objectives will be assessed according to the IP in fall of each year. A Strategic Plan Update will publish the results of this annual assessment, as detailed in the IP. *PBC binder of materials* (11/5/215)

I.B.3	1. Develop and implement consistent resource prioritization criteria to be used at all levels that evaluate requests by their support of mission, strategic initiatives, and student learning and achievement goals, among other criteria to be determined.	Vice Presidents	**Completed** Added to Budget Book ([2016-17 Budget Book, p. 31)](#)
	2. Develop a mechanism in the planning software to standardize these criteria. This will serve as both educational and accountability tools.	IRP; Associate Dean, Academic Affairs	**In progress** In 2016, the Program Review & Planning (PRP) module in TracDat was modified to more clearly align the template for entering recommendations with the institution's criteria for prioritizing resource requests. The template includes a field for providing a narrative for any recommendations that reflect *mandates by external agencies* (e.g., state/federal entities, program-level accrediting agencies). It also includes required fields for indicating the *strategic initiative(s)* that align(s) with each recommendation and for identifying *expected outcomes* regarding student- and institution-level goals/performance. Effective Fall 2016 (and applicable to the 2017-18 planning year), the updated template for entering annual planning recommendations also includes a required field for identifying the *origin of the recommendation*. The three options presented in the associated drop-down menu are "Program Review," "Emerging Need," and "Other." When the origin of the recommendation is Program Review, the specific program review component (e.g., staffing, facilities) also must be identified and the exact language from the program review recommendation must be cut and pasted into a new "Program Review Components" field.

			These enhancements to the annual planning template provide further evidence of its alignment with prioritization criteria, particularly strengthening the integration between the program reviews and planning processes. (Annual Program Plan Sample)
	3. Report results of annual prioritizations at Area and College levels to the College community as part of an annual Implementation Plan based on established criteria or other rationales as appropriate.	IRP and Public Relations	**In progress** The Program Review & Planning (PRP) system in TracDat has a College Plan that contains all prioritized VP recommendations. The College Plan can be viewed by all employees with access to TracDat. Once the final budget and list of funded recommendations are approved, a funding report will be published on the Planning & Budgeting Committee webpage. In order to strengthen the linkage between institutional improvement endeavors and resource allocation, a new criterion related to student achievement outcomes was added for budget development decisions: "2. Directly impacting institutional effectiveness outcomes." (2016-17 Budget Book, p. 31
I.B.4	Generate a report annually of how allocated resources are linked to institutional improvement, based on evaluations of funded plans. The report also needs to be more widely distributed across campus.	Vice President-Academic Affairs

Vice President-Student & Community Advancement | **In progress** Over the past two years, the College explored ways to facilitate the reporting process to document the positive impacts of funding allocations and institutional improvement. Planners determined that the Program Review & Planning (PRP) module in TracDat could be enhanced by including the very top level Plan—the College Plan—into the planning system. This would create transparency in terms of what is funded and facilitate full-cycle evaluation of completed recommendations. Beginning with the |

			2016-17 planning year, a [College Plan] was created and published both in TracDat and through the Planning & Budgeting Committee public webpage. This College Plan is now being implemented; positive impacts will be evaluated in late 2017. The PRP module in TracDat includes an "Annual Evaluation" component associated with annual planning recommendations. This component will be used to document the evaluation of recommendations that have been funded and implemented.
I.B.6	The College will document and justify changes to planning and resource allocation. The implementation of a new institutional effectiveness group page on the internal portal will serve as a repository for this information.	Vice President-Academic Affairs Vice President-Student & Community Advancement	**Abandon** The portal is cumbersome and not an effective way to store and retrieve information. Changes to planning and resource allocation will be communicated through the collegial consultation process as described in [Making Decisions at El Camino College.] Justifications of resource allocations will be noted at the PBC meeting and recorded in the minutes.
I.B.7	1. Establish and publish a process evaluation calendar for program review, planning, and learning outcomes assessment similar to other review calendars (e.g., program review, curriculum).	Assoc. Dean Academic Affairs	**In progress** The processes for program review, planning, and student learning outcomes assessment are currently evaluated on a regular basis. The associated committees (i.e., the Academic Program Review Committee, the Planning and Budgeting Committee, and the Assessment of Learning Committee) conduct these evaluations to assess the effectiveness of the processes and to inform action plans for improvement. During Spring 2017, a comprehensive process evaluation calendar will be developed and posted on both the Institutional Research and Planning (IRP) and Academic Affairs webpages.

	2. The College will conduct and document process assessments on a regular schedule to ensure that processes are comprehensive, meaningful, and contribute to institutional improvement.	Vice President-Student & Community Advancement	**Completed** The College formalized its evaluation of the collegial consultation process in 2015-16. In Fall 2015, the College repeated its 2011 campus-wide Planning Process Survey which was presented and discussed at the Planning & Budgeting Committee (PBC) on January 21, 2016. PBC Minutes. Results from the two most recent surveys were compared, suggesting areas of focused improvement to the process. One of these areas related to understanding of the process and where constituents fit into the process. In responses, the number of process orientations and training sessions were increased in 2016 and a visual flow chart of the process was created to add clarity. Visual Flowchart - p. 15 Examples of orientations include an updated PBC Orientation pp5-26 held on September 15, 2016, and, henceforth, annually with new members and an orientation for academic deans held on December 1, 2016. The visual flowchart, entitled the "Annual Planning & Budgeting Process", was reviewed and approved by College Council and PBC. It is now incorporated into the PBC Orientation. Going forward, the College intends to evaluate the institutional effectiveness process in several ways. First, the campus-wide planning process survey will be repeated and reviewed every four years, with plans to conduct the next survey in fall 2019. Second, results from all collegial consultation committee self-evaluations will now be aggregated to produce a meta-analysis of the consultation process annually. This evaluation process will be piloted on 2015-16 evaluations and finalized for 2016-17 evaluations (conducted in fall 2017). Finally, the College now monitors improvements in institutional

			effectiveness through evaluation and progress reporting of the Strategic Plan. Evaluation of the first year of the Strategic Plan (2015-16) is currently underway, with a progress report published in Spring 2017. PBC Minutes 11/5/15, PBC Handouts 11/5/15
			The Assessment of Learning Committee (ALC) is responsible for process evaluation for student learning outcomes assessment (i.e., SLO, PLO, and ILO) for which timelines exist and are posted on the Student Learning Outcomes website. Meeting on a monthly basis, the ALC evaluates process effectiveness on an ongoing basis with feedback from its membership regarding these regularly scheduled learning outcomes assessments. Process evaluation includes review of assessment protocols and templates by the committee, as well as faculty/staff surveys regarding the data collection, analysis, and reporting processes. The program review process is evaluated on a regular basis by the Academic Program Review Committee (APRC). In the fall semester, the committee meets on a weekly basis to coordinate and conduct review meetings with programs scheduled for full review in that year; during the spring semester, one or two meetings are scheduled to evaluate the formal review process and to update the program review process and related materials for the subsequent review year.
	3. Train committee chairs to conduct	IRP; Vice President	**In progress** In 2014-15, a resource manual on the

	annual review of their committee's goals and performance. Conduct the committee reviews and post the results and dialogue on the web in meeting minutes.	Student & Community Advancement; Consultation committee chairs	effective functioning of consultation committee was finalized to assist collegial consultation committee chairs with best practices as detailed in *Making Decisions at El Camino College*. The resource manual provides direction and ideas for providing an orientation for members; reviewing purpose, purview, and goals; conducting a self-evaluation; and reviewing the *Making Decisions* document for understanding and currency. This manual will be maintained by Institutional Research & Planning, reviewed and revised by College Council periodically, and shared with new committee chairs and others, as needed. (Annual Review for Collegial Consultation Committees)
Standard II: Student Learning Programs and Services	**Action Item**	**Follow-Up**	**Status**
II.A. Instructional Programs			
II.A.1.c.	1. The College will review the TracDat system implemented in fall 2013 for ease of use, reporting abilities, and the ability to connect student assessment results to curricular improvements and student achievement.	Assessment of Learning Committee (ALC)	**Completed** Two faculty surveys were conducted regarding the SLO/PLO process, one in fall 2013 and a second in fall 2016. Reporting abilities connection of results to curriculum and student achievement questions were included. The Fall 2016 survey included questions specific to TracDat.

	2. The ALC will implement a comprehensive re-mapping of courses, SLOs, PLOs, and ILOs in early fall 2014 to align with the revised ILO statements.	ALC	**Completed** Each division completed an alignment grid that aligned SLOs to PLOs and courses to ILOs during the fall 2014 semester. The alignment grids are published on the Student Leaning Outcomes web page.
II.A.2.a.	The College will reach its target of 100 percent course assessment rate by end of fall 2014.	ALC	**Completed** 100% of offered classes have assessed their student learning outcomes, with the assessment report published on the Student Learning Outcomes web page. Completion rates for learning outcomes assessment are reviewed during meetings of the Assessment of Learning Committee (ALC). A minimal number of classes that have not been offered have not assessed student learning outcomes. The individual departments will review such courses and determine if they should be inactivated.
II.A.2.b.	Standardize and strengthen input processes for advisory committees in particular programs.	Career & Technical Education; Industry & Technology Division; Business Division	**In Progress** During the spring 2017 semester, a CTE advisory committee will be formed to serve as an umbrella advisory committee for all CTE programs. Among the responsibilities of the committee will be a review of the industry advisory committees.
II.A.2.d	The College will investigate research methods to evaluate impact of instructional methodology training on student learning. *Revised statement: The College will gather and report evidence of implementation of instructional methodologies learned through any professional*	IRP; Professional Development (PD); Faculty Development Committee (FDC)	**Revised** The College reviewed this Actionable Improvement Plan and felt that the wording did not match the original intent of the Self-Evaluation. The midterm review process provided an opportunity to review and revise Improvement Plans for greater relevance and implementation. The revised action item is indicated.

	development opportunity (e.g., Office of Professional Development and Learning, conferences, departmental brown bags, continuing education).		
II.A.2.g.	The English department and Institutional Research will work together to validate the tests and ensure that the exit exams are unbiased.	English Department IRP	**Completed** The English department and IRP worked together to conduct a validation study of the Reading course exit examinations (Townsend Press and Degrees of Reading Power). The validation study was conducted in spring/summer 2014 and reviewed in fall 2014.
II.A.3.a.	Combine aggregated course and program GE area assessment data with other standalone ILO assessment methods to deliver comprehensive assessment data for analysis and possible actions.	ALC	**Completed** The College uses Institutional Learning Outcomes (ILOs) to assess General Education (GE) areas. Each GE area has been mapped to one or more ILOs. Our ongoing ILO assessments aggregate data around GE areas for analysis and action-planning. Data from all levels of learning outcomes assessment are reviewed by the Assessment of Learning (ALC).
II.A.6.	Program mission statements and PLOs will be published on program area websites.	ALC	**In progress** Currently, all programs have mission statements associated with the planning process. During the spring 2017 semester, the Assessment of Learning Committee (ALC) will develop a template for the program websites to publish required information such as mission statement and links to SLO/PLO/Program Reviews. During Summer 2017, the Associate Dean of Academic Affairs will collaborate with the academic division deans on implementation.

II.A.6.a.	Develop a process for the regular review of the policy for the acceptance of transfer credit.	Admissions & Records; Articulation Officer	**Completed** Board Policies and Administrative Procedures are reviewed by the Academic Senate, Vice President of Academic Affairs, and Academic Deans to develop and revise policies and procedures as appropriate. Within Academic Senate there is a subcommittee, Educational Policies, which reviews the policies and procedures. Once the draft is complete it is approved by the Vice President of Academic Affairs, the item is then sent to Academic Senate for two readings, then brought to College Council, President's Cabinet, and lastly to the Board of Trustees for final approval. Board Policies and Administrative Procedures are reviewed approximately every five years or when changes to the California education code or the California Code of Regulations necessitate a change. Academic Senate Handbook (page 41). Admissions and Records has expanded the evaluation team with the recent hiring of two transcript evaluators to assist with incoming transcripts and evaluations to build course equivalencies in the database for degree audit. In addition, they have been working on programming the infrastructure for the pilot online education plan provided by Hobsons. Records has been instrumental in having outside transcripts scanned into Hershey, an online management system for viewing documents. Evaluators review and determine eligibility of courses for certificates, associate degrees, CSUGE, and IGETC certifications following AP 4100, IGETC Standards, and CSUGE Guidelines. Certificates, degrees, and certifications are processed upon receipt of a petition form in Admissions and Records and

			typically submit a petition during their final semester at El Camino College. Students may file for degrees and certificates during the fall, spring and summer sessions. IGETC and CSU certifications may be submitted by students on a rolling basis, but should be done during the final semester once a student is admitted to a UC or CSU. Admissions & Records will review the internal processes regarding Transfer Credit Policy in concert with the review of the Board Policy and Administrative Procedure that governs the awarding of degrees and certificates and the acceptance of credit from other institutions.
II.A.6.b.	Develop a systematic procedure to identify, notify and advise students when program requirements change. Include a plan for a regular review of the procedure.	Council of Deans	**In progress** In 2014, the college approved. Board Policy 4021 and Administrative Procedure 4021 regarding Program Discontinuance. The procedure includes the college's intent to make arrangements for enrolled students to complete their education with minimum disruption. Although a separate policy and procedure have not been developed for instances in which program requirements change, a similar process of collaboration between academic divisions, program faculty and counselors exists to ensure that students are informed and directed regarding modifications to program requirements. To facilitate standardization and implementation of best practices, written guidelines are being drafted which will be discussed with academic deans and student services to ensure a systematic procedure regarding significant program modifications. Board policies and procedures will be reviewed consistent with the cycle of

			review or if regulation or education code changes necessitate otherwise. The college will also explore and leverage the functionality of its degree audit system, Degree Planner, to notify students regarding changes to program requirements.
II.B. Student Support Services			
II.B.3.f.	The College should develop a plan to digitize records currently stored as hard copies.	Chief Technology Officer	**Completed** At its August 15, 2016 meeting, the Board of Trustees awarded a contract to RICOH to begin digitizing the hard copy records in Human Resources, Admissions and Records, and Financial Aid. The Human Resources project is completed and the Admissions and Records project has begun with an expected completion date of May 2017, due to the different types and conditions of the hard copy records and multiple types of previously digitized but unreadable records.
Standard III: Resources	**Action Item**	**Follow-Up**	**Status**
III.A. Human Resources			
III.A.1.d.	The College will develop a Code of Ethics for all employees	Human Resources	**In Progress** A committee was assembled in fall 2016 to develop a board policy for a Code of Ethics that will apply to all college employees. The committee was composed of administrators, faculty and staff. A draft of the policy is currently under review by the committee. The policy will then be reviewed by all collegial consultation bodies prior to Board approval. It is anticipated this process will be completed by the end of the spring 2017 semester.

III.B. Physical Resources

III.B.1.a.	Modify the online planning tool, Plan Builder, to ensure that plan objectives involve facilities or equipment needs are appropriately identified.	IRP	**In progress** The PRP system in TracDat is in a beta phase to evaluate how well facilities, equipment and IT requests can be identified. The current version is still being refined. In addition to facilitating this process with the planning tool, The Technology Committee is developing a set of rules for evaluating technology requests, with the goal of a prioritized list to recommend to the Vice Presidents. If successful, this process could extend to facilities and equipment requests. The IT review could be ready for the 2017-18 planning process that begins in fall 2016. *[This also relates to III.C.1*

III.C. Technology

III.C.1	The College should clarify the mission and the relationship of the Technology Committee and the subcommittee, the Academic Technology Committee. Both committees should analyze the technology infrastructure's influence on instruction and student learning outcomes in annual reports. They should also review the reports and draft recommendations before reporting to the Planning and Budgeting Committee and become a regular aspect of the annual planning and budget process. The technology funded projects will be monitored and their outcomes evaluated to	Planning & Budgeting Committee; Technology Committee	**Completed** Technology Committee has proposed and approved a purpose statement which is now appended to the meetings minutes. "The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan." The purpose statement was created to differentiate the College Technology Committee and the Academic

			Technology Committee's roles, functions, and purpose as it work to solidify IT governance at the college level. The two committees work together with the Academic Technology Committee focused on academic issues and needs while the College Technology Committee encompasses the full scope of the college community to include infrastructure, security, academic and administrative computing, support for audio visual, web, and new projects. Additionally, the Technology Committee proposed, formulated and drafted the College Technology Plan 2018-2022 aligned under the College Comprehensive Master Plan and its components. The Academic Technology Committee will submit recommendations through the Academic Senate to the College Technology Committee on upcoming academic projects, issues, needs, and requirements as needed.
determine the need for improvements.			
Standard IV: Leadership and Governance	**Action Item**	**Follow-Up**	**Status**
IV.A. Decision-Making Roles and Processes			
IV.A.2.a.	More effort will be made to recruit students for involvement in the governance and policy development process.	Student Development Office	**Completed** From 2014-2016, 18 campus committees, including Board of Trustees, College Council, Academic Senate and the Planning and Budgeting Committee, were represented by at least one ASO student. Most ASO student representatives are voting members of the committee. Students are also involved in other areas of governance and the policy development process. Per Administrative Procedure 5520, at least one student representative serves on every student discipline hearing

			committee. The student representative listens and processes the evidence and contributes to the disciplinary decision of the student. Students are also involved in short-term consultation procedures such as process improvement. ASO students also participated in consultation sessions for the College's Student Equity Plan. ASO and Inter-Club Council (ICC) students and Student Ambassadors were involved in multiple stages of developing the College's 2017-2022 Comprehensive Master Plan. In 2014-15, ASO and ICC student leaders along with Student Ambassadors participated in the Strategic Planning Committee and Planning Summit. In 2016, ASO, ICC, and Student Ambassadors were involved in the Planning Summit. Members of the Educational Master Plan team attended an ASO Senate meeting to gather feedback and questions from students regarding the 2017-2022 Educational Master Plan.
IV.A.5	Add at least one classified staff member to all Area Councils and other consultation committees.	ECCE Classified Union	**Completed** At least one classified staff member is assigned to all Area Councils and consultation committees.
IV.B. Board and Administrative Organization			
IV.B.1.	The Board shall complete, in consultation with the campus community, a procedure for the selection of a Superintendent/ President.	Vice Presidents; College Council; Board of Trustees	**Completed** BP2431 was approved by the Board of Trustees on April 13, 2015 (Board Policy 2431). A written procedure was not deemed necessary by the Board.
IV.B.1.e.	A timeline for routine review of policies and procedure should be implemented to maintain currency.	Vice Presidents; College Council	**Completed** BP/AP 2410 was approved by the Board of Trustees on April 13, 2015 (BP 2410 and AP 2410)
IV.B.1.g.	The Board shall revise the evaluation instrument.	Board , Superintendent/ President	**Completed** In December 2012, the board approved the amendment of Board Policy 2745 *Board Self Evaluation*. This policy amended the timeline for the Board

			evaluation process. The revised board policy stipulates that the Board will re-present its goals at the October Board meeting, complete a self-evaluation during the period between the October and November Board meetings, and discuss their self-evaluation data at the November Board meeting. New goals are to be established at the December Board meeting. The self-evaluation instrument consists of an online survey sent to each Board member. The survey asks the Board member to assess the Board's performance on each goal for the prior year. The results are tabulated by the Institutional Research Department. [Board Evaluation Summary](#). During the Open Session at the November Board meeting, the Board is presented with the aggregated survey results as well as each Board member's individual ratings. At the November 2016 Board meeting, the Board discussed the self-evaluation process and requested the Superintendent/President develop a recommendation for a new timeline to better align with the District's integrated planning cycle. ([Board of Trustees Minutes](#)) The Board indicated that it wished to establish its goals on an academic year basis rather than a calendar year basis. The Superintendent/President will provide the Board with a recommendation at the December 2016 Board meeting. [Board of Trustees Minutes](#)

ANNUAL FISCAL REPORT DATA

Category	Reporting year		
	2014	2015	2016
General Fund Performance			
Revenues	104,478,777	110,374,993	131,941,205
Expenditures	107,383,209	110,561,637	115,172,772
Expenditures for Salaries and Benefits	89,273,277	92,706,341	97,882,573
Surplus/Deficit	(2,904,432)	(186,644)	16,768,433
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	2.7%	0.1689%	12.7%
Reserve (Primary Reserve Ratio)	0.40	0.30	0.41

Analysis of the data: The District revenue continues to experience steady growth as a result of the increased appropriation from the State due to significant amount of onetime funding. Between Fiscal years 2014 and 2015 unrestricted general fund revenue increased by $5.9M or 6% due to significant amount of onetime funding, while expenditure increased by $3.1M or 3%.

Between Fiscal years 2015 and 2016, revenue increased by $21.5M or 20% due to significant amount of onetime funding while expenditures increased by $4.6M or 4%. The District continues to experience large increases in employee retirement benefits contributions due to rate increases approved by CALSTRS and CALPERS respectively. Between Fiscal years 2014 and 2015, employee salaries and benefits increased by $3.4M or 4% due mainly to the increase in employer contribution to CALSTRS/CALPER and between Fiscal year 2015 and 2016, increased by $5.1M or 6% due mainly to increased contribution by the College to CALSTRS and CALPERS. For the 2014 and 2015 years the district experienced deficit spending in the unrestricted general fund. During the same period the District fully funded the Post-Employment Benefits and established an Irrevocable Trust Fund. In 2016, the District was able to meet all its obligations in the unrestricted general with a net operating revenue ratio of 12.7% or a surplus of revenue over expenditures.

The primary reserve ratio that measures the ability of El Camino College to support current levels of operations from expendable resources for 2014, 2015 and 2016 are 40%, 30% and 41% respectively. The primary reserve ratio benchmark advisable for most organizations is 40% or better. This ratio indicates that El Camino is well positioned and has the ability to cover about five months of its operations internally without borrowing.

Other Post-Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	22,214,690	22,214,690	20,598,897
Funded Ratio (Actuarial Value of plan Assets/AAL)	77%	77%	112%
Annual Required Contribution (ARC)	1,926,390	929,960	929,960
Amount of Contribution to ARC	3,314,335	4,066,677	670,497

Analysis of the data: In 2014, 2015 and 2016 the College Actuarial accrued liabilities are as show above. In 2014 and 2015 the district funded 77% of its OPEB liabilities and in 2016; its OPEB liability was fully funded. In each of the above years, the District contributed over and above its annually required contribution except in 2016 where the contribution was less than the annual required contribution because the district had already fully funded its OPEB liability.

The District is well positioned to meet its Other Post Employment Liabilities in the future barring any unforeseen shift or changes in future actuarial studies.

Enrollment			
Actual Full Time Equivalent Enrollment (FTES)	19,163	19,486	NA

Analysis of the data: In Fiscal Year 2014-15, 532 FTES were shifted from summer 2015 to the fiscal year to reach the districts' fully funded FTES cap. The base FTES for the year was 18,470 FTES with 693 workload restoration FTES totaling 19,163 FTES.

In Fiscal Year 2015-16, 1,446 FTES were shifted from summer 2016 to the fiscal year to reach 19,486 FTES; however, 19,539 FTES was the districts' fully funded cap. The 1,446 FTES was the maximum amount of FTES the district could borrow per Title 5 regulations. The base FTES for the year was 19,163 FTES with 376 growth FTES (1.96% growth rate) totaling 19,539 FTES.

In Fiscal Year 2016-17, the District earned 611 FTES for summer 2016 minus the 1,446 FTES shifted to the prior fiscal year. The projected total FTES for the year is 17,866 without borrowing. The district will go into stabilization in order to mitigate the effects of the enrollment decline. An aggressive enrollment management plan is being implemented to fully recover FTES losses by year 3 of stabilization.

Financial Aid			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	21.6%	9.01%	NA

Analysis of the data: El Camino College withdrew its participation from the William D. Ford Federal Direct Loan Program effective the 2013-2014 award year due to the low number of student borrowers, the lack of academic progress attained by student borrowers, and the growing percentage of students defaulting on their loans. The withdrawal from the Federal Student Loan Program has resulted in fewer students taking out loans to pursue their education at El Camino College.

Midterm Report
March 15, 2017

Annual Report Data

Category	Reporting year		
	2015	2016	2017
STUDENT COURSE COMPLETION **(Definition: The course completion rate is calculated based on the number of student's completions with a grade of C or better divided by the number of student enrollments.)**			
Standard	65%	65%	65%
Performance	68%	68%	*
Difference between Standard and Performance	**3%**	**3%**	
Analysis of the data: For the last 2 years (Fall terms reported only), student course completion has been stable at 68%, 3 percentage points above the institution set standard.			

*Fall 2016 student course completion rate currently unavailable

DEGREE COMPLETION **(Students who received one or more degrees may be counted once.)**			
Year Reported:	2013-14	2014-15	2015-16
Standard	1,170	1,170	1,170
Performance	1,580	1,549	1,846
Difference	**410**	**379**	**676**
Analysis of the data: When looking at the number of unduplicated students awarded degrees, El Camino College is above the institution set standard in all three years, with a large increase over the standard in the most recent year.			

CERTIFICATE COMPLETION

(Students who received one or more certificates may be counted once.)

Year Reported:	2013-14	2014-15	2015-16
Standard	348	348	348
Performance	373	342	386
Difference	**25**	**-6**	**38**

Analysis of the data: When looking at the number of unduplicated students who were awarded certificates, El Camino College was above the standard in 2013-14, but dropped below the standard by six students in 2014-15. At the 2016 Planning Summit, the College hosted discussions toward developing a plan to evaluate and respond to drops in certificates. This plan will be formalized in 2016-17.

DEGREE COMPLETION (duplicated)

(Students who received one or more degrees may be counted more than once.)

Year Reported:	2013-14	2014-15	2015-16
Standard	1,463	1,463	1,463
Performance	1,983	1,977	2,463
Difference	**520**	**514**	**1,000**

Analysis of the data: When looking at the total number of Associate degrees awarded, El Camino College awarded over 500 degrees above the institution set standard in 2013-14 and 2014-15 award years. In 2015-16 award year, El Camino awarded 1,000 degrees above the institution set standard (1,463). The count of Associate degrees has remained above the standard for the past five years.

CERTIFICATE COMPLETION (duplicated)

(Students who received one or more certificates may be counted more than once.)

Year Reported:	2013-14	2014-15	2015-16
Standard	435	435	435
Performance	472	410	474
Difference	37	-25	39

Analysis of the data: In 2014-15 award year, the total number of certificates awarded was 25 below the institution set standard. By the following year, the number of certificates awarded rebounded and El Camino College awarded 39 certificates above the institution set standard. Overall, the College exceeded its minimum standard in five out of the past seven years. At the 2016 Planning Summit, the College hosted discussions toward developing a plan to evaluate and respond to drops in certificates. This plan will be formalized in 2016-17.

Transfer

Year Reported:	2013-14	2014-15	2015-16
Standard	1,299	1,299	1,299
Performance	1,584	1,478	1,500
Difference	285	179	201

Analysis of the data: In the last three years, the number of transfer students has remained fairly stable and above the institution set standard of 1,299.

LICENSENSURE PASS RATE

(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination)

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014 (11-12)	2015 (12-13)	2016 (13-14)	2014	2015	2016
American Registry of Radiologic Technology	51.09	90%	100%	100%	100%	10%	10%	10%
State of California Department of Public Health - Radiation Health Branch for RT Program Certification and Fluoroscopy Exam	51.09	90%	100%	100%	100%	10%	10%	10%
Cosmetology (Written Exam)*	12.04	65%	49%	55%	92%	-16%	-10%	27%
Cosmetology (Practical Exam)*	12.04	90%	97%	80%	100%	7%	-10%	10%
EMT and Paramedic	51.09	90%	50%	59%	97%	-40%	-31%	7%
NCLEX-RN	51.38	90%	97%	97%	95%	7%	7%	5%
NBRC-CRT (2012-2013)*	51.09	80%	Not Available	71%	83%	N/A	-9%	3%

Analysis of Data: Licensure exam pass rates at El Camino College are shown to be highly variable. This is explained, in part, by rates based on low numbers of examinees (indicated by a * in the data above). Exam pass rates based on lower counts of students are highly vulnerable to wide fluctuations. In addition, standards for these measures were originally set as aspirational goals rather than performance floors using available licensure data. Many of these standards will be re-evaluated in 2016-17 through a consultation process with faculty and leadership in each field of study to ensure that standards are set appropriately. In the meantime, cases of underperformance will be analyzed further to determine program and service interventions that could be applied to improve student performance and ensure greater consistency over time.

*License exams with 15 or fewer students that passed exams

JOB PLACEMENT RATE

(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014 (11-12)	2015 (12-13)	2016 (13-14)	2014	2015	2016
Architectural & Architectural Technology	04.09	50%	71%	48%	69%	21%	-2%	19%
Accounting	52.03	75%	48%	47%	78%	-27%	-28%	3%
Administration of Justice	43.07	75%	70%	71%	77%	-5%	-4%	2%
Photography*	50.06	75%	60%	68%	63%	-15%	-7%	-12%
Automotive Collision Repair*	47.06	70%	64%	67%	54%	-6%	-3%	-16%
Automotive Technology	47.06	70%	68%	51%	62%	-2%	-19%	-8%
Business Administration*	52.02	75%	62%	58%	62%	-13%	-17%	-13%
Business Management	52.02	75%	60%	53%	67%	-15%	-7%	-8%
Child Development/Early Care and Education	19.07	75%	63%	54%	63%	-12%	-21%	-12%
Computer Information Systems*	11.10	70%	37%	56%	71%	-33%	-14%	1%
Construction Crafts Technology*	46.99	70%	20%	61%	42%	-50%	-9%	-28%
Cosmetology & Barbering	12.04	70%	57%	58%	68%	-13%	-12%	-2%
Film Studies*	50.06	50%	69%	64%	72%	19%	14%	22%

Fire Technology	43.02	75%	83%	83%	94%	**8%**	**8%**	**19%**
Marketing & Distribution*	52.99	75%	72%	71%	75%	**-3%**	**-4%**	**0%**
Office Administration*	52.04	75%	44%	100%	100%	**-31%**	**25%**	**25%**
Machine Tool Technology/Numeric al Control Programmer*	48.05	75%	52%	56%	83%	**-23%**	**-19%**	**8%**
Nursing	51.38	75%	63%	57%	74%	**-12%**	**-18%**	**-1%**
Paralegal	22.03	75%	57%	78%	78%	**-18%**	**3%**	**3%**
Paramedic	51.09	75%	97%	100%	96%	**22%**	**25%**	**21%**
Radiologic Technology	51.09	75%	60%	63%	61%	**-15%**	**-12%**	**-14%**
Respiratory Care/Therapy*	51.09	70%	65%	50%	75%	**-5%**	**-20%**	**5%**
Sign Language*	16.16	75%	58%	55%	63%	**-17%**	**-20%**	**-12%**

Analysis of Data: Job placement rates at El Camino College are shown to be highly variable over time. This is explained, in part, by limited job placement reports from students and other sources after completion. Job placement data was extremely limited and rates were based on the CTE Outcomes Survey (CTEOS) which has yielded less than a 25% response rate in its early years. Standards were set as aspirational goals rather than performance floors, with most standards set at 70% or 75% if a program was already within range of that goal. A few programs were placed lower because their outcomes at the time were much lower than the 70% standard. These standards will be re-evaluated in 2016-17 through a consultation process with faculty and leadership in each field to ensure that standards are set appropriately. In the meantime, cases of underperformance will be analyzed further to determine program and service interventions that could be applied to improve student performance and ensure greater consistency over time. Through internal and external efforts already under way, El Camino College anticipates that its job placement information will improve over time. For example, response rates for the CTEOS have increased by five percentage points in four years, from 24% in 2013 to 29% in 2016.

*Indicates 15 or fewer students hired

APPENDIX A: Master List of Recommendation for Institutional Improvement

Recommendation for Institutional Improvement 1
1.1 **Board Policy 1200 – District Mission and Strategic Plan 2015-2020**
1.2 **Planning Summit – Outcomes Report – 2015**
1.3 **Institutional Effectiveness Outcomes (IEO)**
1.4 **Board of Trustees Agenda – May 16, 2016**

Recommendation for Institutional Improvement 2
2.1 **Compton Educational Center 2015-2018 Enrollment Management Plan**
2.2 **Compton Educational Center 2015-2018 Student Equity Plan**

Recommendation for Institutional Improvement 3
3.1 **Enrollment Management Plan 2016-2019**
3.2 **College Outreach Plan – 2016-2017**

Recommendation for Institutional Improvement 4
4.1 **Appointment Page – Online Education Initiative (OEI)**
4.2 **Compton Educational Center Student Health Clinic Service Agreement**

Recommendation for Institutional Improvement 5 and 6 (No attachments)

Recommendation for Institutional Improvement 7
7.1 **Compton Community College District Bond Issue – Measure C**
7.2 **Compton Educational Center 2017 Comprehensive Master Plan**
7.3 **Compton Community College District 2012 Facilities Master Plan**

Recommendation for Institutional Improvement 8
8.1 **Chief Technology Officer Job Description**
8.2 **Academic Technology Committee**

Recommendation for Institutional Improvement 9
9.1 **Board Policy 2431 – Superintendent President Selection**

Recommendation for Institutional Improvement 10
10.1 **Board Policy 2410 – Board Policies and Administrative Procedures**
10.2 **Administrative Procedure 2410 – Board Policies and Administrative Procedures**
10.3 **Legally Required Board Policies and Administrative Procedures to be updated**

Recommendation for Institutional Improvement 11
11.1 **Los Angeles County Office of Education People Soft Training**
11.2 **Los Angeles County Office of Education HRS District Training Sessions**
11.3 (a, b, c) **Compton Community College District Annual Financial Audit Reports 2014, 2015, 2016**
http://www.elcamino.edu/administration/vpaa/accreditation/2017/docs/CCC_Annual -Financial-Audit-Report-FY-2014.pdf
http://www.elcamino.edu/administration/vpaa/accreditation/2017/docs/CCC_Annual -Financial-Audit-Report-FY-2015.pdf
http://www.elcamino.edu/administration/vpaa/accreditation/2017/docs/CCC_Annual -Financial-Audit-Report-FY-2016.pdf

Strategic Plan Implementation – Consultation Process

Planning Summit, April 25, 2014:
http://www.elcamino.edu/administration/ir/docs/planning/OutcomesReport_PlanningSummit_2014.pdf

PBC Initial Review of Proposed Strategic Plan May 15, 2014
http://www.elcamino.edu/administration/president/pbc/documents/PBC%20May%2015%202014%20Draft%20minutes.pdf

PBC Further Review of Proposed Strategic Plan, July 17, 2014:
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