



El Camino College

College Council Minutes
Monday, March 4, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Kristie Daniel-DiGregorio, Dena Maloney, Rose Mahowald, David McPatchell, Jean Shankweiler, Ross Miyashiro, Jane Miyashiro, Joseph Mardesich, Debbie Turano, Edith Gutierrez, Chris Jeffries, Jesse Mills, Brian Fahnestock, Ann O'Brien, Carolee Vakil-Jessop

Absent

Kenny Galan, Jesse Mills, Joseph Mardesich

Minutes

1. Welcome/Approval of Minutes

After review, the minutes from the February 19, 2019 meeting were approved.

2. International Student Program

Ross Miyashiro provided an information presentation on the reorganization of the International Student Program (presentation attached). An overview of the two existing programs – International Student Program (ISP) and El Camino Language Academy (ECLA) was provided including data on enrollment trends, success rates and student demographics. Questions on enrollment trends, visa restrictions and post-completion work permits were answered.

Proposed strategies for recruitment and growth were also presented. Soliciting local transfers, online marketing and advertising, overseas recruitment, and agents were highlighted. ECC needs to explore paying recruiting agents higher fees to compete with other community college districts. New programming in the new Student Services Building and a high personal touch will make ECC a destination for International students. Ultimately increasing the population of International students at El Camino improves enrollment, fills empty seats, possibly expands sections and provides the opportunity to increase funding. In the state of California, there is an increase of International students.

Topics of Discussion:

The vulnerability of the International student population due to housing issues, being away from family in a foreign country and perhaps not succeeding at a previous institution - What kind of support will we offer? Should we consider a cohort model to support these students? We use ECC Connect and dedicated counselors to provide support to these students early on. The Faculty Innovation Center will also coach faculty on how to teach to International students. We would provide more student assistants and a closer relationship with the International Students club to help integrate the International student through student engagement. Student engagement is key.

Do International students participate in online courses? This is not recommended. This population need to be acclimated to the classroom environment.

Do International students participate in the Honors programs? Yes but they cannot take advantage of the full benefits as domestic other honor students - specifically the preferential transfer benefit to UCLA.

This presentation will go to Academic Senate and Executive Cabinet next.

3. QFE Topics

This topic is being brought back to provide an update on the identification of the QFE – Quality Focus Essay topic (handout provided). At the most recent Steering Committee meeting, it was discussed that the previously suggested ideas for the QFE could be addressed under a broader umbrella of *Planning* or *Integrated Planning*. This concept is an additional recommendation. As a reminder, the other suggested topics were organizing the campus positions/structure to meet the service needs, assessment of Distance Education delivery methods, aligning learning outcome assessments with Institutional set standards and the impact of the new funding formula. Our topic could be multi-dimensional.

Planning is a great umbrella for the ideas that have emerged. Each of the previously suggested QFE topics have an element of planning to them – What is the planning process that makes it all come together? The idea of the *Planning* umbrella makes sense and gives us a lot of room, as we write the QFE, as to what we need to do to improve the quality and planning.

This topic will be going to PBC, Academic Senate for the second time and ASO. QFE topic will be brought back to College Council one more time, after the consultation process, for final vetting.

4. Strategic Planning Progress

Ross Miyashiro presented information on revising Board Policy 1200 (presentation attached). This policy culminates in the shift of where we are for Strategic planning, Education Master Plan and for Program Review. The revised policy will provide a clear roadmap and provide flexibility in making the Strategic Mission, Vision & Values more dynamic and allow the Education Master Plan to work as a guide towards planning, programming and review. The current policy needs to be more broad and overarching and not have the Strategic Plan embedded in it.

Mission, Vision and Values along with the Education Master Plan serve as the foundation of El Camino College. They inform our institutional goals that then advise our Strategic Plan & Initiatives. The Program Review process should also build from our Mission, Vision and Values along with the Education Master Plan to stay on point. Resource allocations and Plan implementation should be aligned as well.

The Education Master Plan, Strategic Plan, Program Review and Annual Master Plan need to interconnect better with the Chancellor's *Vision for Success* at the core. This is the criteria for future apportionment funding.

The Vision for Success is the newest factor to consider in developing a planning model. The main goals in *The Vision for Success* are to increase success rates, increase transfers to UC or CSU, close equity gaps, decrease number of units accumulated by CCC students earning AS degrees and reduce region achievement gaps. This is a five-year, statewide plan. All colleges must align their plans with these goals.

ECC has plans where the metrics in *The Vision for Success* already exist. The recommendation is NOT to write new plans but to create “crosswalks” that connect our existing plans to *The Vision for Success*.

Topics of Discussion:

Are other colleges “retrofitting” their plans similarly to comply with *The Vision for Success*? The question was not asked at the CEO Symposium recently attended by Dr. Maloney but she will look into it and is certain they are.

Will *The Vision for Success* affect the format of the Program Review or the guidelines? Further discussion through collegial consultation process is needed. The process may not change much but the conversation will change. It is important that your program be supported by our foundation.

Access to data was briefly discussed. In general, each division should have the capability to pull their own data - similar to the access at the state level. This discussion will continue when the new Director of Institutional Research & Planning starts.

5. Fact Book

The Fact Book has been updated (attached). Hard copies are currently being published and will be available soon. Ross Miyashiro walked through the data and demographics provided in the Fact Book on El Camino’s students and staff.

6. Adjournment

All

2018-19 College Council Goals

1. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC.
2. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution.
3. Support Compton Transition Planning process to conclude partnership by June 7, 2019.
4. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey.
5. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019.
6. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation.

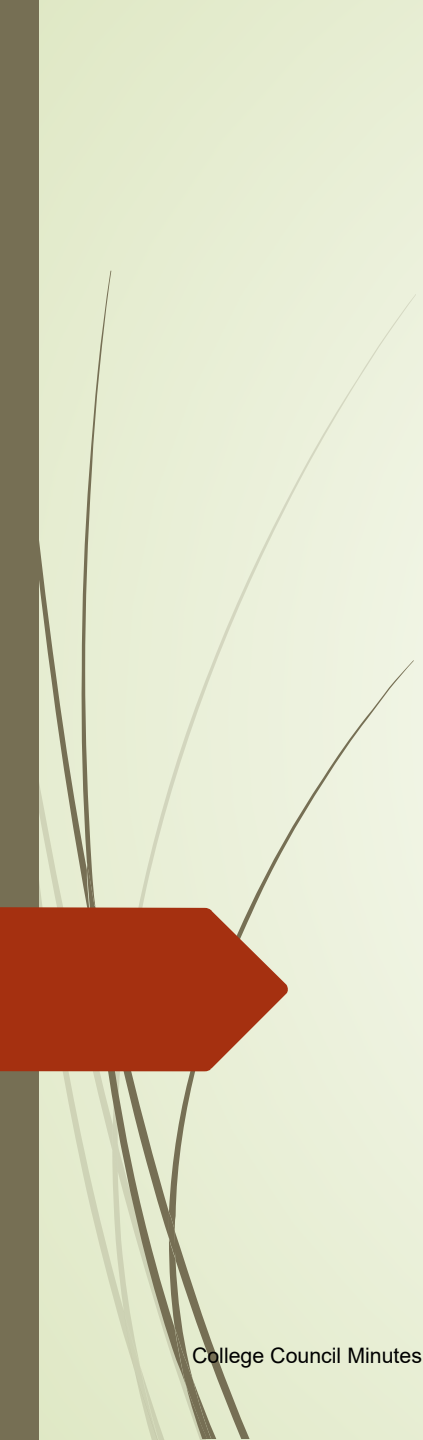
Future Meeting Dates: 1:30 p.m. in Lib. 202

D. Maloney

Reminder only

Spring College Council Meetings

- | | |
|---------------------------|---------------------|
| a. Friday, March 15, 2019 | (Policy Review Day) |
| b. Monday, March 18, 2019 | (Board Day) |
| c. Monday, April 1, 2019 | |
| d. Monday, April 15, 2019 | (Board Day) |
| e. Friday, May 3, 2019 | (Policy Review Day) |
| f. Monday, May 6, 2019 | |
| g. Monday, May 20, 2019 | (Board Day) |
| h. Monday, June 3, 2019 | |



El Camino College (ECC) International Student Programs

College Council Presentation

March 4, 2019



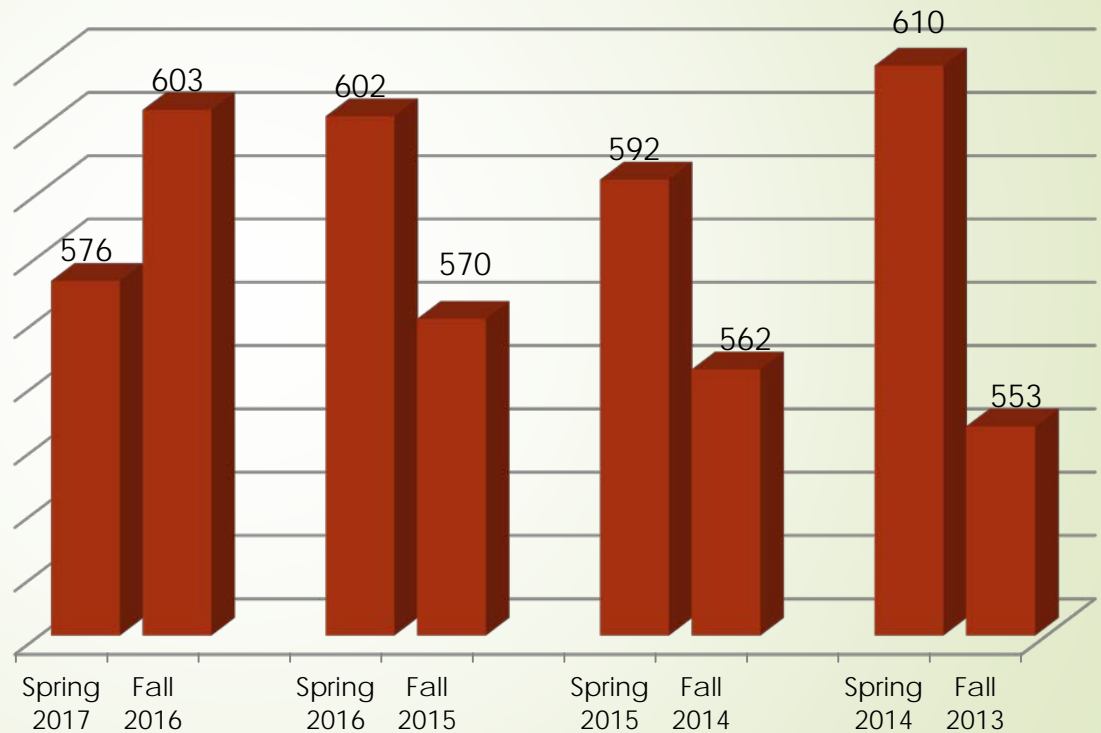
Two Programs

1. International Student Program (ISP)
Degree seeking students in an academic, degree bearing program
2. El Camino Language Academy (ECLA)
Non credit, intensive English language program which prepares students for academic program

ISP Enrollment Information

F-1 Visa Students Enrolled

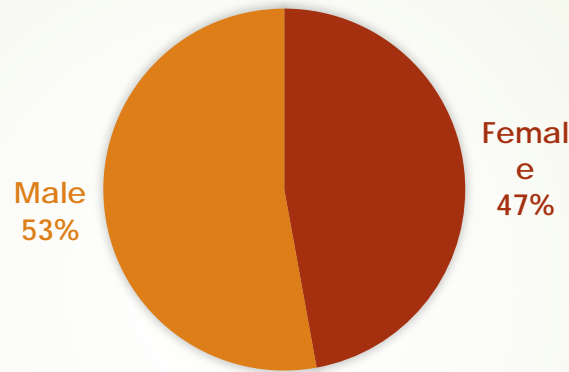
Semester	Number Enrolled
Spring 2017	576
Fall 2016	603
Spring 2016	602
Fall 2015	570
Spring 2015	592
Fall 2014	562
Spring 2014	610
Fall 2013	553



ISP Student Snapshot 2016-

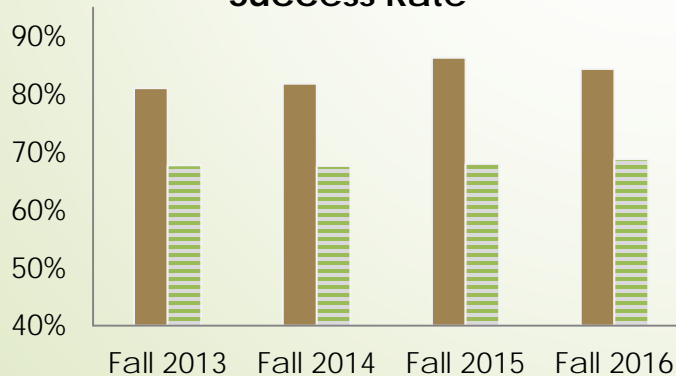
Country	Number
Japan	155
South Korea	111
China	111
Vietnam	89
Hong Kong	33
Russia	24
Brazil	17
Other	161

Gender of International Students 2016-17

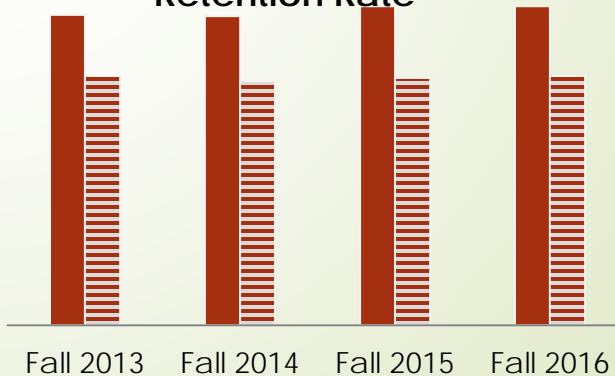


Age	2016-2017
17 and younger	1%
18-24	77%
25-29	15%
30-39	5%
40+	2%

Success Rate



Retention Rate



■ Program Success

▨ ECC Success

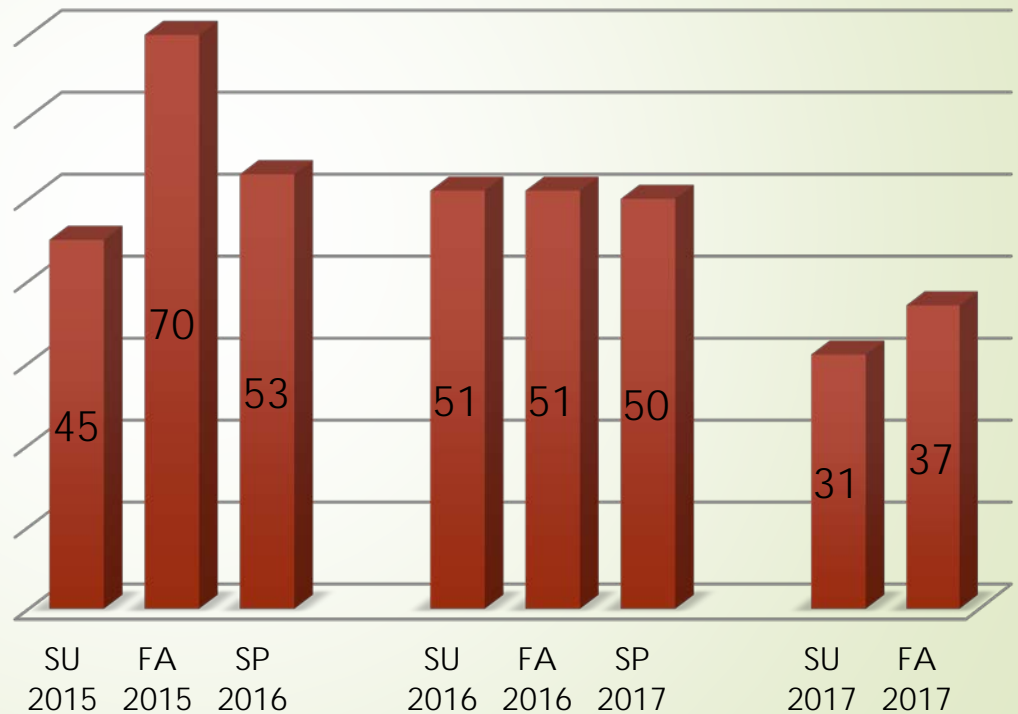
■ Program Retention

▨ ECC Retention

ECLA Enrollment Information

Semester	Total Enrolled
Fall 2017	37
Summer 2017	31
Spring 2017	50
Fall 2016	51
Summer 2016	51
Spring 2016	53
Fall 2015	70
Summer 2015	45
Spring 2015	61
Fall 2014	65


ECLA Enrollment 2015-2017






ECLA Transfers to ISP

Academic Year	Students Transferred to ECC
2016-2017	72
2015-2016	67
2014-2015	68
2013-2014	54
2012-2013	65



International Student Program (ISP)

- Serves over 619 students in class, as well as studying on post-completion work permits (FA17)
- All applications, processing, programming and support done in house
- Staffing
 - Three full time classified employees
 - Three part time temporary non classified employees
 - Three student workers



El Camino Language Academy (ECLA)

- ▶ The non-credit, intensive English language program serves between 40-65 students each semester (fall, spring, summer)
- ▶ Strong feeder school into the ISP program – 95% of students transfer to ISP program
- ▶ Staffing
 - ▶ One International Manager
 - ▶ One part time temporary non-classified
 - ▶ Seven non faculty instructors



Programs & Support

- Monthly events and workshops
- International Student Club
- Dedicated academic counselor
- Quarterly newsletter
- Strong personal communication
- HDEV 101 specific for F-1 visa students launched spring 2017



Recruitment & Growth

How do students find us?



Local Transfers

- Other Colleges
- Word of Mouth
 - Friends, family, colleagues, etc.
- Intensive English Language Programs
 - Language Systems Institute
 - El Camino Language Academy



Online Marketing & Advertising

- Study abroad magazines
- Online publications
- Social media
- International education partnership websites



Overseas Recruitment

- Work with organizing agencies who manage large scale events overseas
- Cost per trip varies: \$4,500 - \$10,000
- 3-4 trips per year
- Average trip directly recruits 2-3 students
- Indirect recruitment of students is much greater
- Strengthens existing relationships



Agents

Agreements established with established overseas overseas to recruit students on behalf of ECC

- ▶ Five year contracts established after a student arrives and registers at ECC
- ▶ Contracts go through approval process before being presented to the Board of Trustees
- ▶ After Board approval, commission fees are mid semester

Total Agents by Country

Total active agents: 119

(15 agent contracts will expire in 2017-2018 cycle)

Country	Number of Agents
China	20
Vietnam	19
Japan	17
South Korea	15
Hong Kong	12
U.S.A. Based	12
Russia	6
Brazil	2
Indonesia	2
Mongolia	2

Countries with only 1 agent: Bulgaria, Cambodia, Israel, Macao, Kazakhstan, Morocco, Myanmar, Romania, Singapore, Sri Lanka, Taiwan, Thailand



Future Strategies

- Grow the program to 1,000 students during a time of national decline but increasing California (over 3%)
- Increase our Agent fees to be competitive with surrounding institutions (ECC pays the lowest and even raising the fee will put us in the middle). From \$500 per student to \$1,500 per student (SMC pays over \$2,000)
- Re-think how and what we market to prospective students.



Future Strategies

- ▶ New student programming in the new Student Services Building:
 - ▶ Higher Student Engagement through a stronger club
 - ▶ More U.S. Cultural Events
 - ▶ Even higher touch for students within the program (ECC Connect)
 - ▶ Closer relationship with the ECC Language Program and ECC International Student Program

Economic Impact – College

El Camino Community College Final Budget 2017-2018

Description	2013-2014 Actuals	2014-2015 Unaudited	2015-2016 Actual	2016-2017 Unaudited	2016-2017 Final Budget
Non Resident Tuition Foreign	\$3,514,497	\$3,679,942	\$3,695,787	\$3,727,301	\$3,700,00

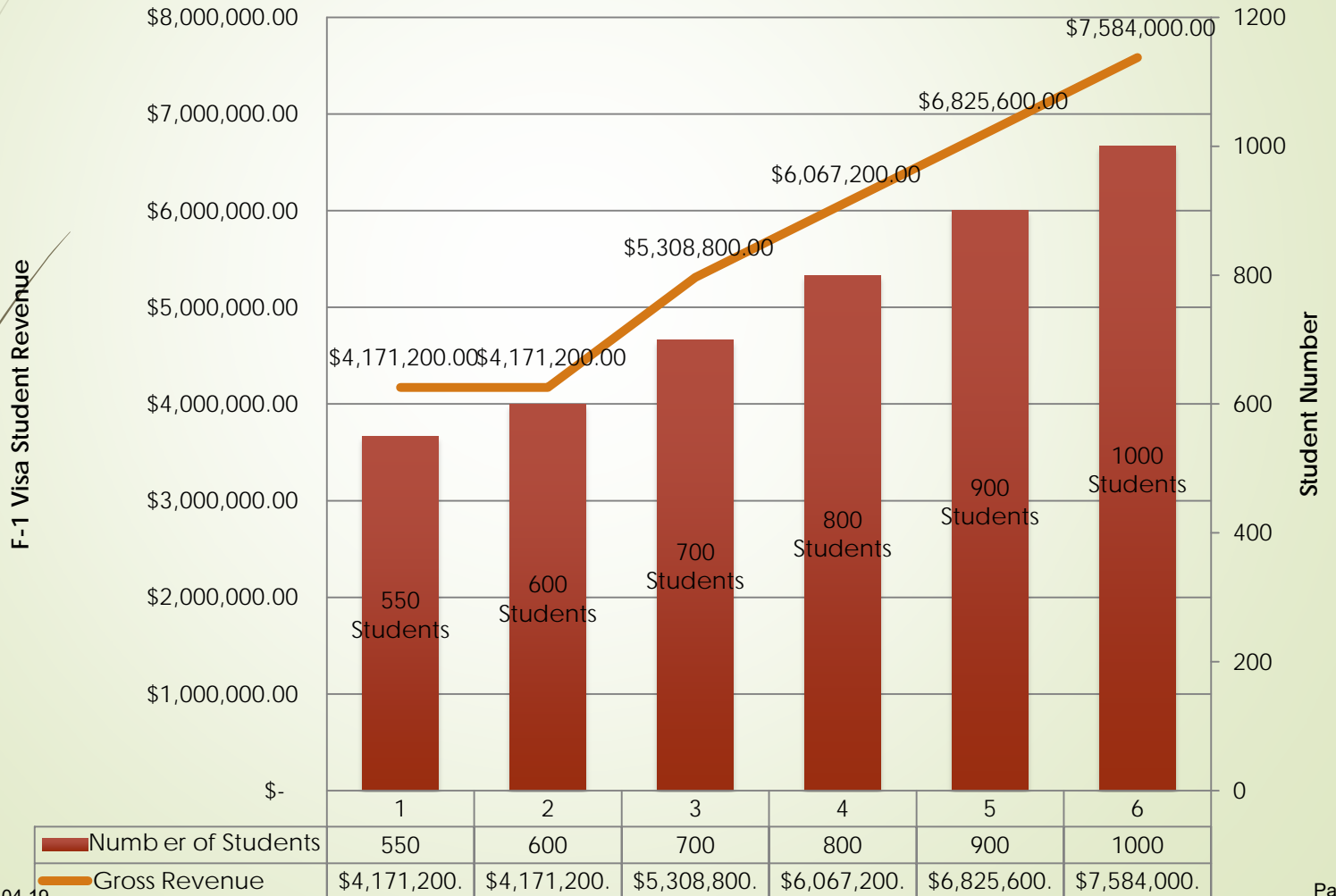
Final Budget 2017-2018, Page 4
Does not include F-1 visa student enrollment fees

Tuition & Fees Per Semester 2017-2018 Academic Year

Tuition Per Unit	\$ 248.00
Enrollment Fee Per Unit	\$ 46.00
Health Fee	\$ 20.00
Student Representative Fee	\$ 0.50
Health Insurance Fee	\$ 707.50
Total Tuition & Fees (12 Units)	\$4,256.00

Future Impact

F-1 Visa Revenue Projection Non Resident Tuition- Foreign & Enrollment Fees 2018





Proposal to Grow ISP

- Add an ISP Director and delete the ISP Manager
- Add a permanent Administrative Assistant to take over the F-1 Visa processing & free up the ISP Recruiter to recruit full-time both internationally and domestically
- Add a ECC Language Program Manager to grow the program and add a cultural component to ultimately grow the IS Program through the Language Program
- Triple the amount of ISP Student Assistants to 9 or more depending on demand for high touch services



QFE (Quality Focus Essay) Ideas UPDATE March 1st 2019

After discussion with the Standard Chairs, it was felt that many of the below mentioned original ideas/topics could be mentioned under the umbrella topic of **Planning** or **Integrated Planning**. In other words, the focus of the Quality essay would be on improving the Planning processes at El Camino College, and examples could be (for instance) how we plan to organize the campus positions/structures to meet student service needs, and how we plan to address funding formula impacts.

Here is an excerpt from Los Angeles Mission College

<http://www.lamission.edu/2016accreditation/QualityFocusEssay.pdf> who also chose Planning (more formally Integrated Planning) as their QFE topic

“According to the Society for College and University Planning, “Integrated Planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.” Meisinger (1990) described integrated planning as the establishment of institutional goals and prioritized objectives, linked to an implementation framework that estimates the cost of such a plan, an allocation of necessary resources, and a method of assessing the success in achieving these goals and objectives. The ultimate goal of all planning is improvement in student learning and success. Integrating the multiple plans that exist at the College will lead to an increase in efficiency of the distribution and allocation of resources across all of the College and program plans and, ultimately, improve student success. In this way, maximizing the College’s resources via a more streamlined and cohesive integrated planning and budgeting process will increase its capacity to accomplish its mission.”

If we adopted the Planning topic and moved along similar lines as outlined in the SL Mission college introductory statement above, ECC’s improvement of planning in areas like campus structures and services and funding would indeed serve our aim of helping students feel that ECC is where they belong and succeed.

We could include DE planning under that umbrella as well, or have DE as a secondary topic.

OLDER QFE (Quality Focus Essay) Ideas January 30th, 2019

Ideas for the QFE are:

STD II. Dipte: Organizing the campus positions/structure to meet the service needs of students when implementing the Guided Pathways framework.

Something similar (Action Projects) was done by the College of the Desert

<http://www.collegeofthedesert.edu/aboutus/Accreditation/Documents/Quality%20Focus%20Essay%20-%20QFE.pdf> and Napa

<http://www.napavalley.edu/AboutNVC/Planning/accreditation/Documents/QFE/Quality%20Focus%20Essay%20060315.pdf> and Foothill <https://foothill.edu/accreditation/pdf/QFEIdeasv8.pdf>

Std 1:Russell: **Assessment of DE delivery methods.** Noted in Std 1 B 5 and Distance Education in general.

Russell: **Aligning Learning Outcome assessments with Institutional set standards.** *As per Std 1 A 3 the State budget also requires that community colleges align their mission and goals with the new student – centered directives. This is a task we will be analyzing more directly in the next few months.*

Cypress College includes some of Russ's ideas <http://news.cypresscollege.edu/Documents/2017-Accreditation/Second-Draft/2017-2-Quality-Focus-Essay.pdf>

Russell and Chris : **Funding Formula impacts.** *As per Std 1C 14:“the institution has demonstrated concerns with the new funding formula and has discussed this....2018-19 Final Budget Report” – we will wait and see what Std III has to say before deciding.*

Here is also a link to Mt Sac 2017 QFE for formulation example.

https://www.mtsac.edu/accreditation/college_accreditation/2017/quality_focus_essay.html

BOARD POLICY 1200

March 4, 2019

College Council

CONFUSION BETWEEN THE RELATIONSHIP OF THE STRATEGIC PLAN & THE ED. MASTER PLAN?

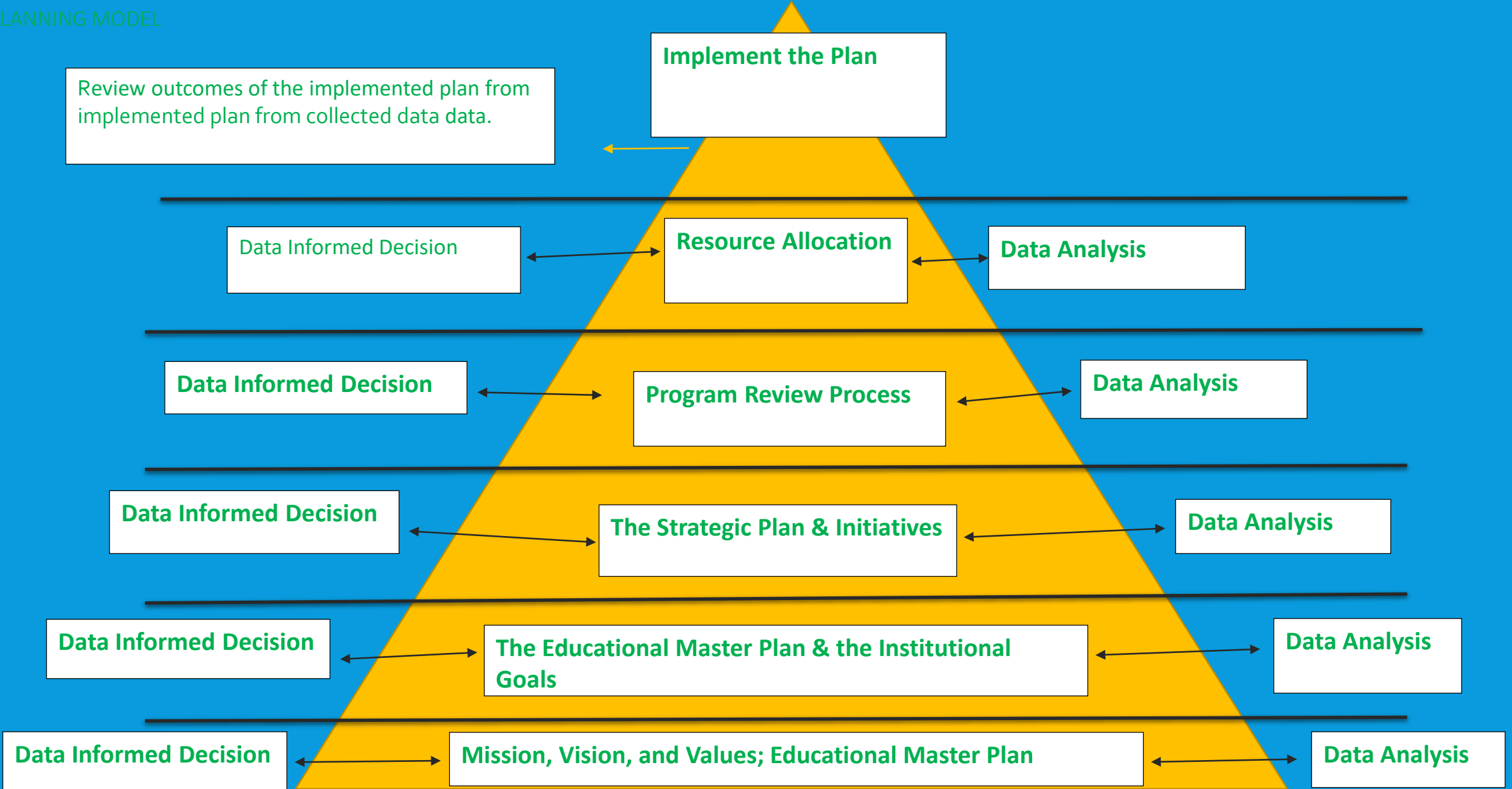
- Which has the overall El Camino College Direction and Goals?
- Which is highest in the hierarchy ?
- Which do we write our Program Reviews to?

CLARITY IN VISION, MISSION, VALUES, PLANNING, & BUDGET

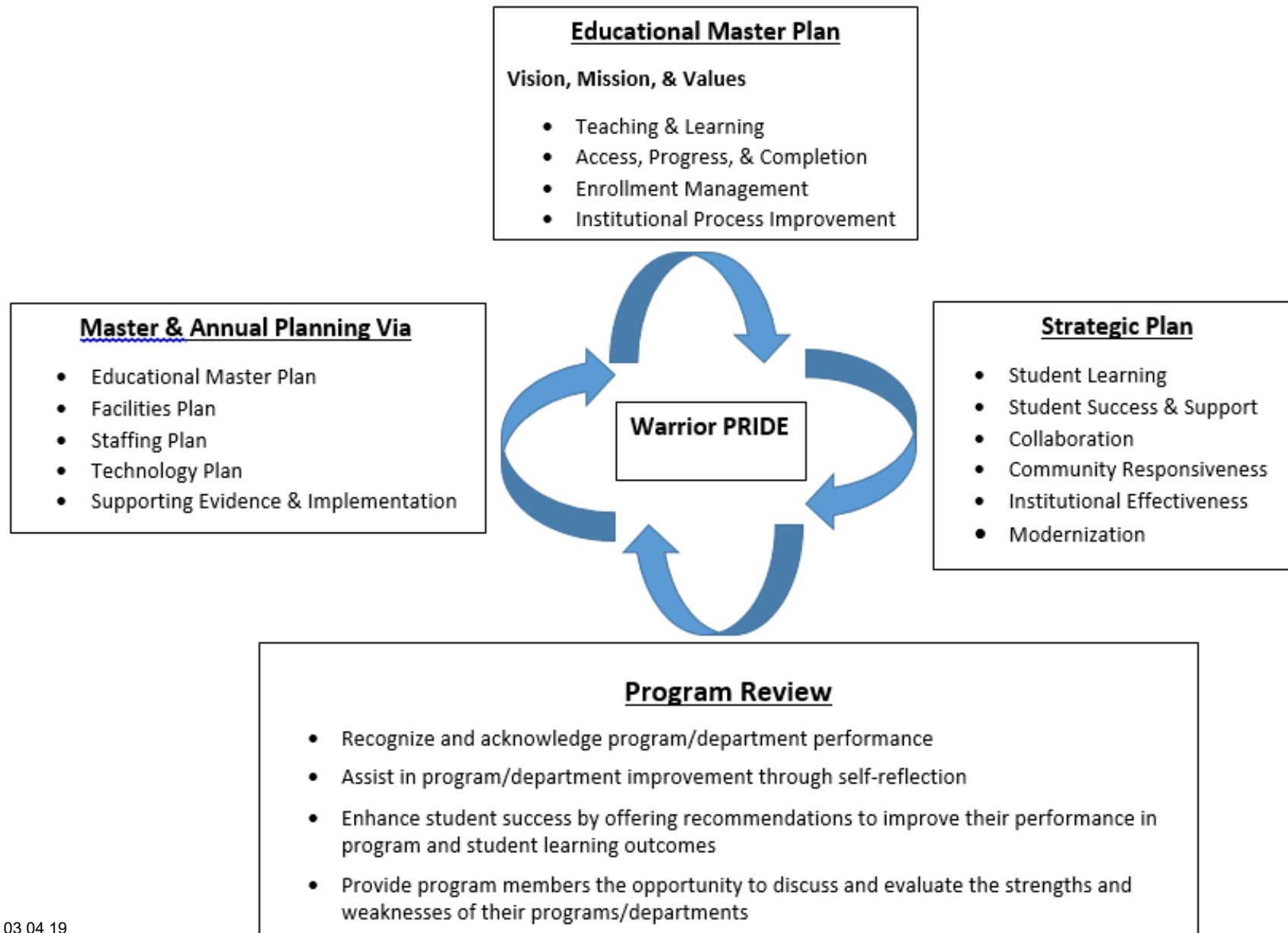
- This proposed change in Board Policy 1200 will clarify and provide a clearer roadmap for everyone at El Camino College.
- This proposed change will allow flexibility in making the Strategic Mission, Vision, & Values more dynamic and less static.
- This will allow the Educational Master Plan as the guiding document towards planning and review.
- This proposed change will also provide all El Camino College people with a singular Mission, Vision, and set of Values to create programming in all areas of the college.

BOARD POLICY 1200 REVISED

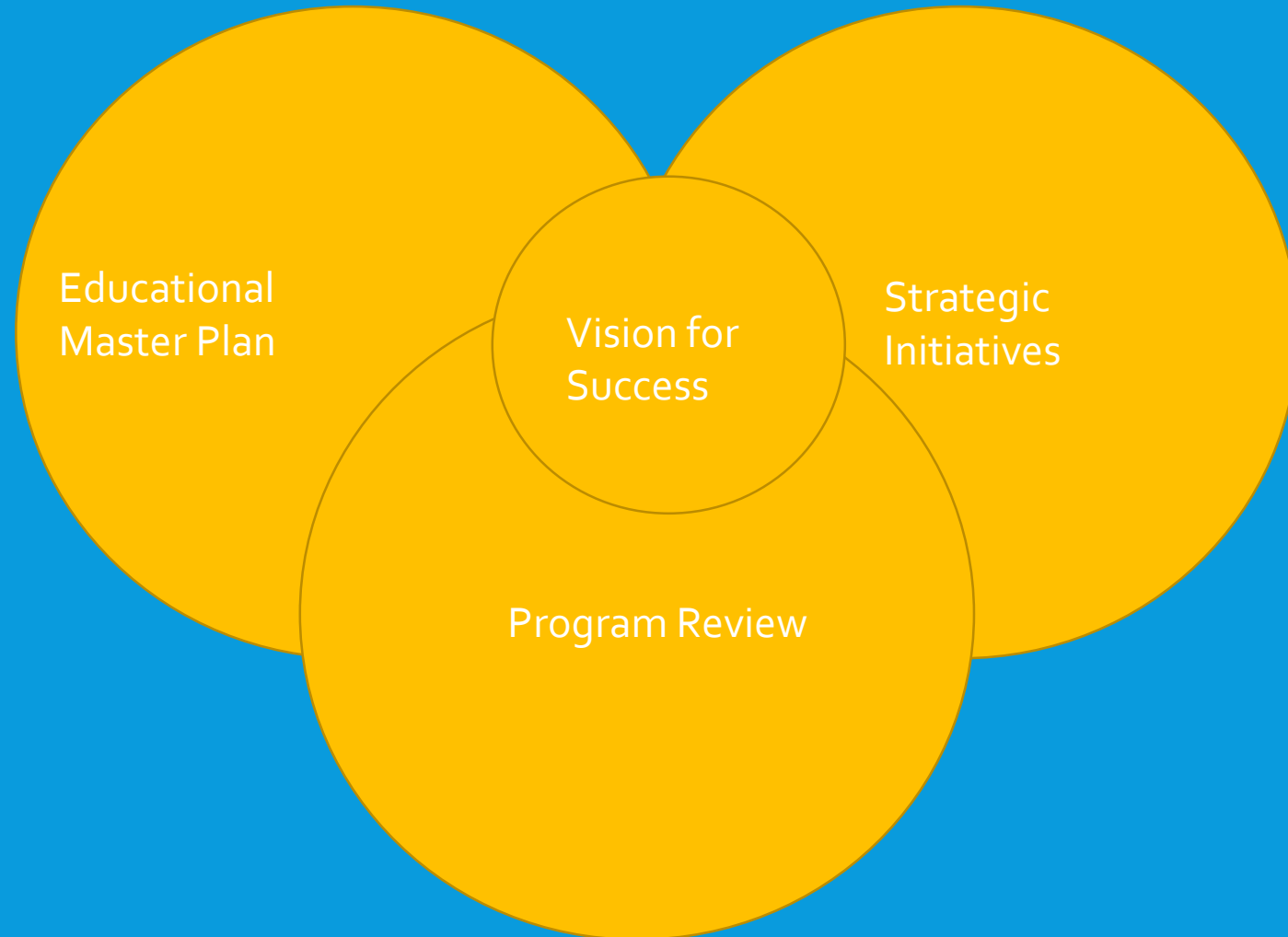
- Board Policy 1200 as a high-level document
- Board policies should be broad and over-arching
- The proposed document covers El Camino College's Values, Vision, and Mission.
- It does not get into the weeds of things but creates a guiding light to lead the college.



El Camino College Planning Model



Vision for Success



QUESTION?
COMMENT?
CONCERN?

We want to hear about it.





*Where you belong.
Where you succeed.*

ANNUAL FACTBOOK 2017-2018



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The El Camino Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

Introduction

The El Camino College (ECC) Annual Factbook is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data in the factbook provides background information to facilitate policy analysis and decision making. It is a useful tool in college and departmental planning, grant preparation, and in the accreditation process. It is our hope that the information provided is used to objectively evaluate programs and practices as well as visualize the trends that affect El Camino College's current and future operations.

The Annual Factbook presents tables and graphs that contain enrollment trends for the last five academic years. Pie charts represent enrollment for the most recent academic year. Information has been disaggregated by age, gender and ethnicity where appropriate.

Data Sources

Demographic and enrollment data on ECC students was provided by the Chancellor's Office. Some of the data in the Special Programs section was extracted from the college's student database. In addition, data from the National Student Clearinghouse was used to provide transfer destination information. The National Student Clearinghouse is a national, non-profit organization that offers access to enrollment and degree records.

Please send any comments or feedback to eccresearch@elcamino.edu.

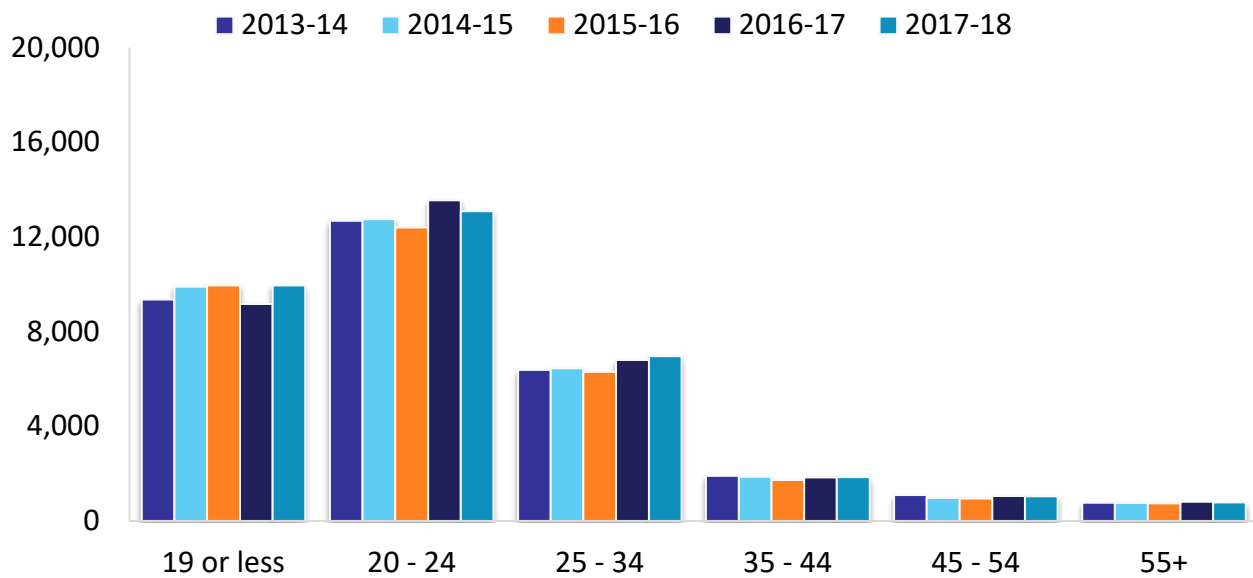
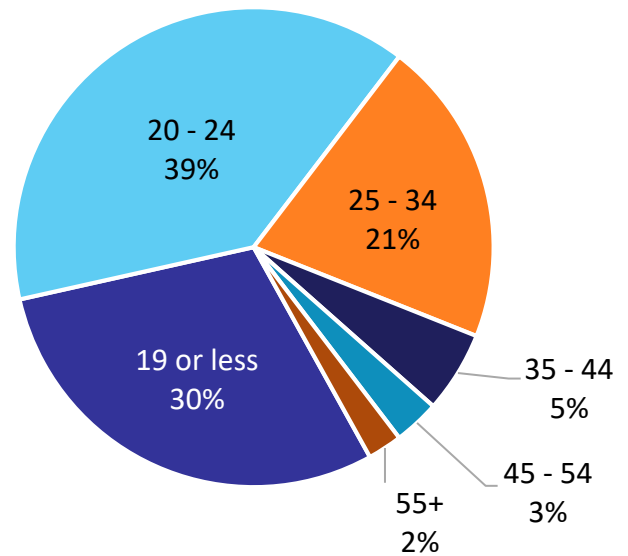
Student Enrollment Trends



Age

In the last five years, 69% of enrolled students were less than 25 years of age. Working adults ages 25-44 comprised 26% of enrolled students while 5% of students were ages 45 and older. From 2016-17 to 2017-18, there was a 3% decrease in enrolled students between the ages of 20 and 24. Additionally, enrollment among students ages 25-34 increased by 2%, continuing the upward trend in the previous four years.

2017-2018

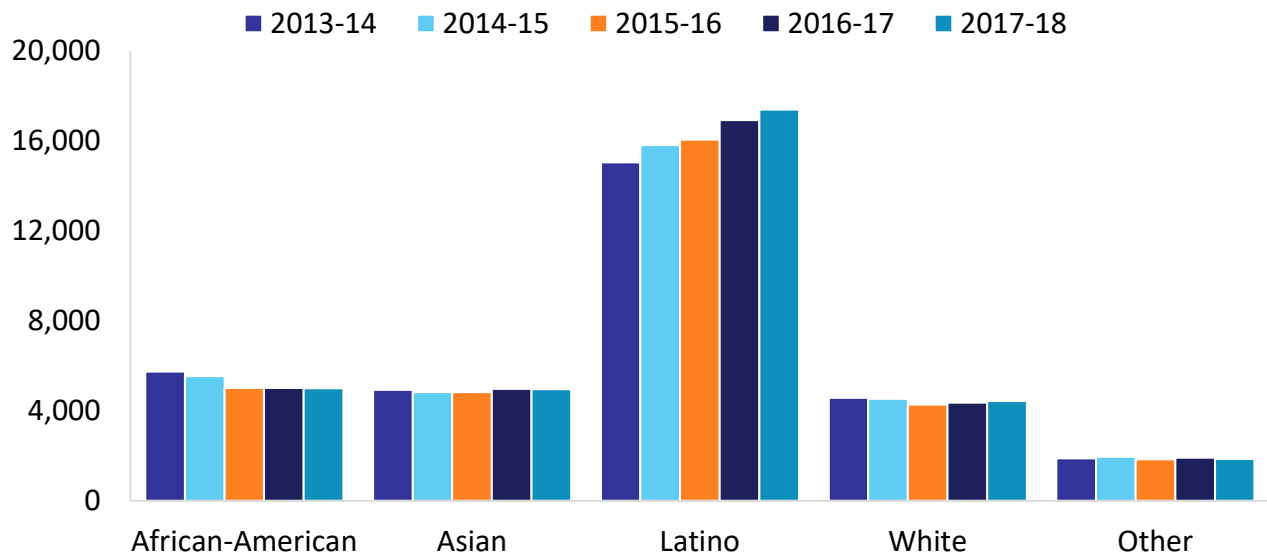
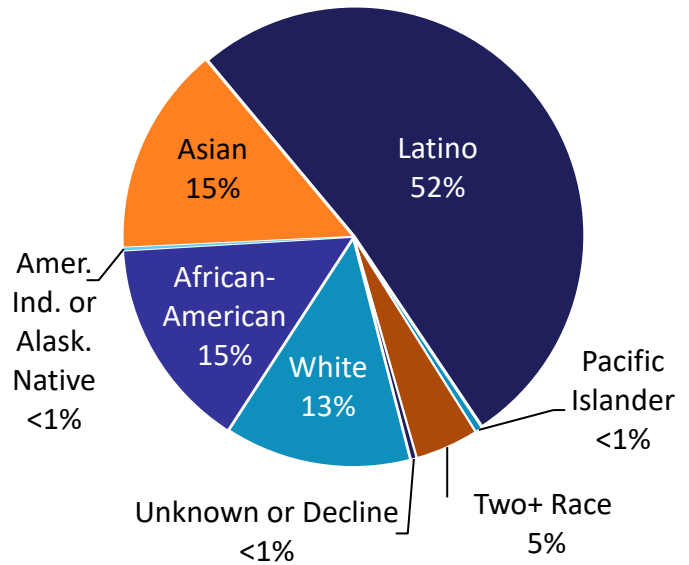


	2013-14	2014-15	2015-16	2016-17	2017-18
19 or less	9,360	9,898	9,950	9,175	9,956
20-24	12,685	12,750	12,398	13,552	13,096
25-34	6,386	6,450	6,301	6,796	6,958
35-44	1,911	1,861	1,731	1,843	1,851
45-54	1,092	979	941	1,049	1,040
55+	766	761	751	811	782
Total	32,200	32,699	32,072	33,226	33,684

Ethnicity

Latinos represent the largest ethnic group on campus, comprising 52% of the student population. The group experienced a 15% increase in the past five years. Other ethnic groups' enrollment have remained stable, with the exception of African-American students, whose representation has declined by three percentage points in five years.

2017-2018



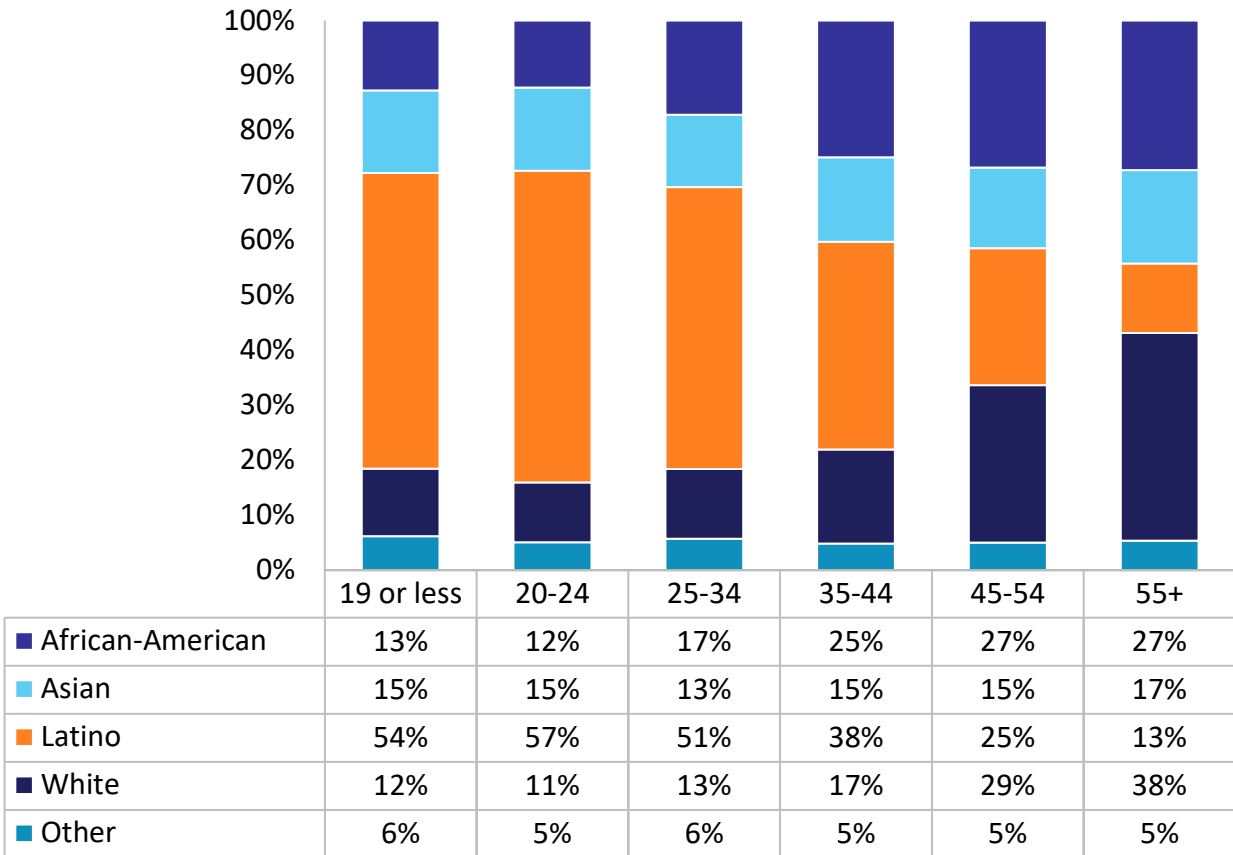
	2013-14	2014-15	2015-16	2016-17	2017-18
African-American	5,747	5,547	5,027	5,022	5,004
Amer. Ind. or Alask. Native	59	53	56	59	55
Asian	4,938	4,841	4,842	4,980	4,967
Latino	15,051	15,816	16,070	16,936	17,408
Pacific Islander	180	168	173	164	153
Two or More Races	1,292	1,490	1,465	1,556	1,529
Unknown or Decline	360	245	160	141	124
White	4,573	4,539	4,279	4,368	4,444
Total	32,200	32,699	32,072	33,226	33,684

Other Includes: Amer. Ind. or Alask. Native, Pacific Islander, Two+ Races, and Unknown

Age by Ethnicity

Most ethnic groups at El Camino College represent varying percentages of the student body relative to age or age group. African-American and White students are more likely to be older while Latino students are more likely to be of traditional college age and in their 20's and 30's. Less pronounced variability is found among other ethnic groups.

2017-2018



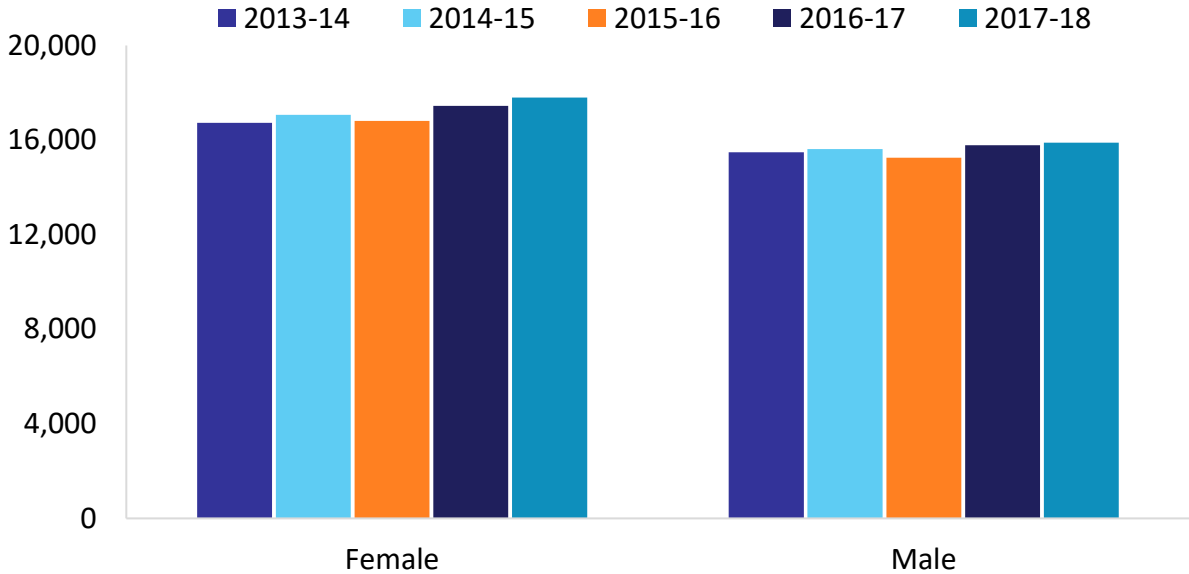
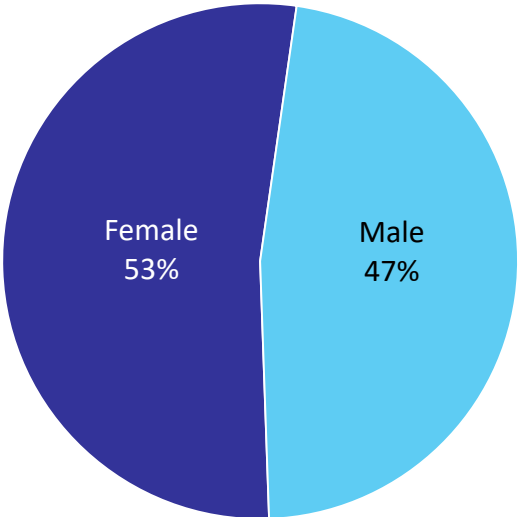
	19 or less	20-24	25-34	35-44	45-54	55+
African-American	1,265	1,595	1,192	461	278	213
Asian	1,498	1,984	915	284	153	133
Latino	5,353	7,426	3,571	700	259	99
White	1,225	1,426	883	316	298	296
Other	615	665	397	90	52	42
Total	9,956	13,096	6,958	1,851	1,040	783

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two+ Races, and Unknown

Gender

Overall, 10% more women than men have attended ECC in the last five years. The greatest difference was found in 2017-2018 when 12% more women than men attended ECC. The gender gap was smaller in 2016-2017 when 8% more women than men attended ECC.

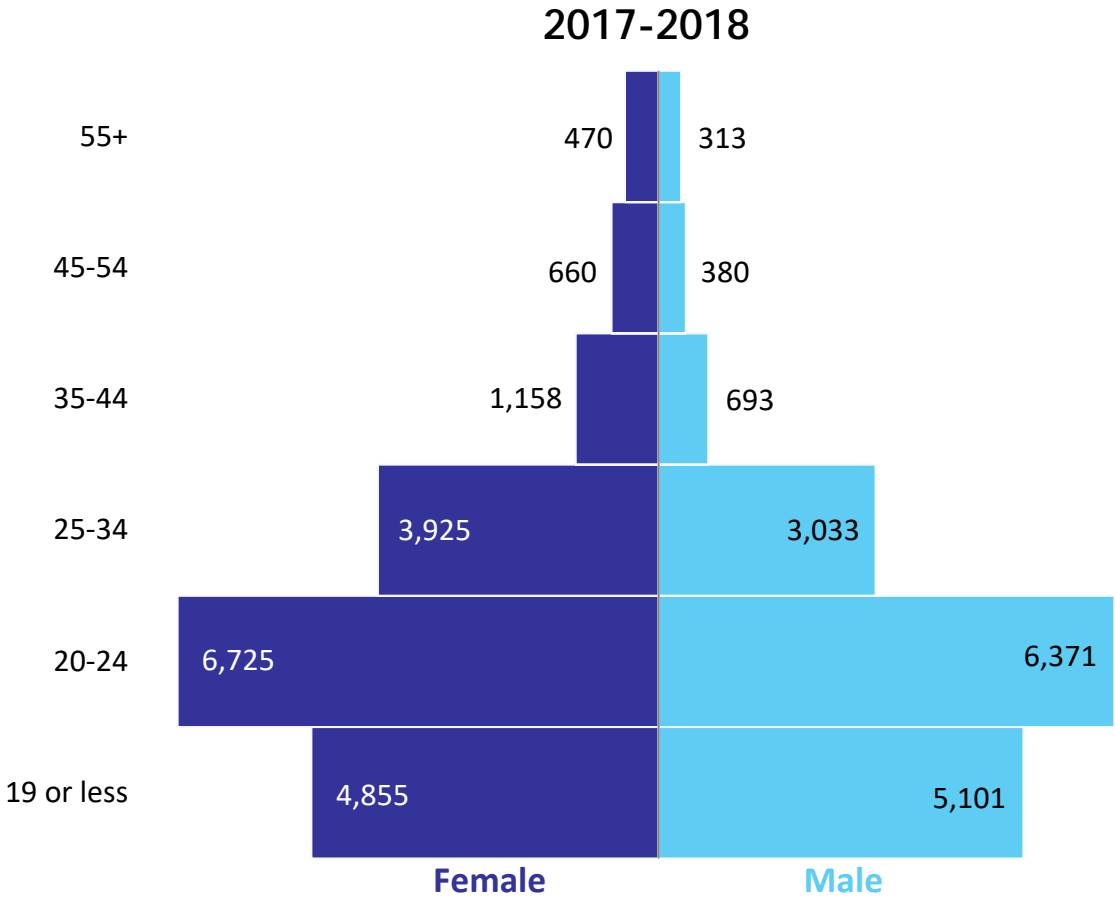
2017-2018



	2013-14	2014-15	2015-16	2016-17	2017-18
Female	16,724	17,072	16,810	17,442	17,792
Male	15,477	15,624	15,260	15,781	15,891
Unknown	4	3	2	3	1
Total	32,205	32,699	32,072	33,226	33,684

Gender by Age

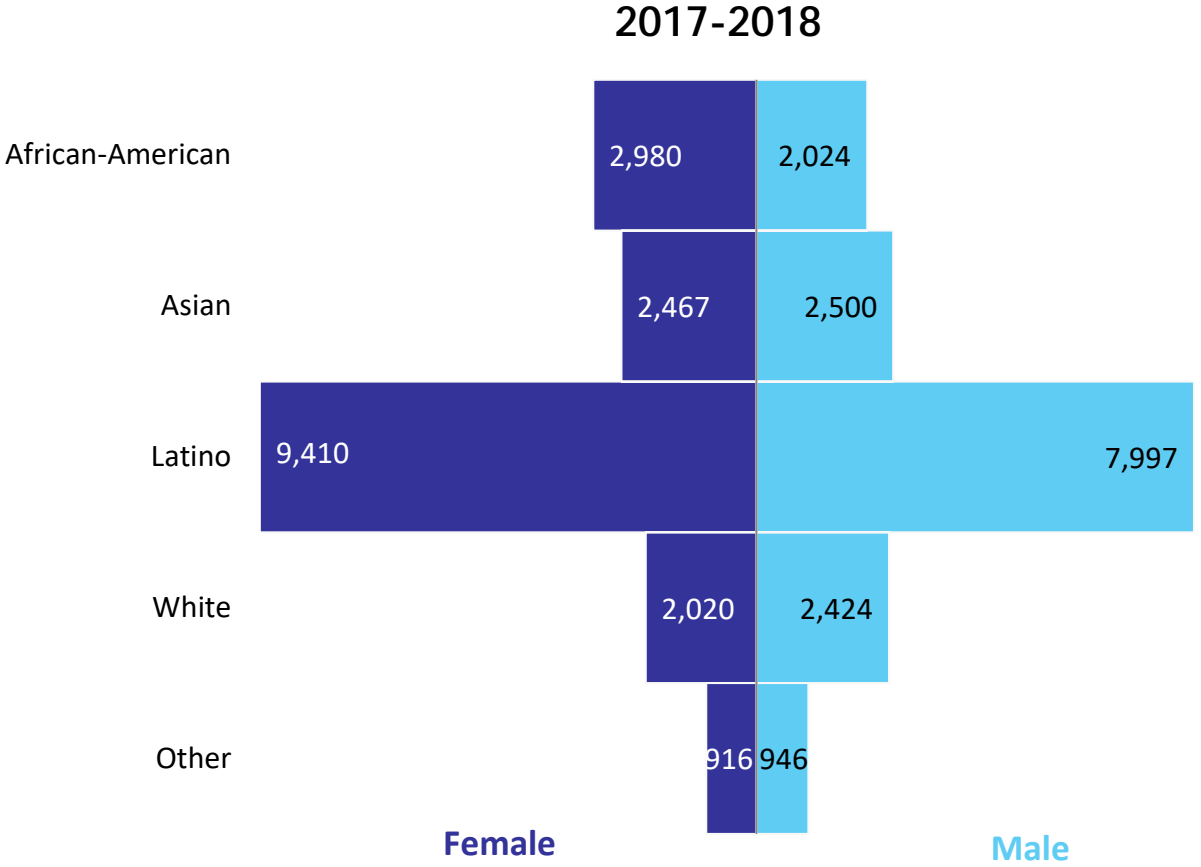
El Camino College is predominantly made up of young adults. Fifty-one percent of students 20 to 24 years old were female while 51% of students 19 or younger were male. The largest gender differences were among adult students age 35 to 54 where females made up over 60% of these age groups.



	19 or less	20-24	25-34	35-44	45-54	55+
Female	49%	51%	56%	63%	63%	60%
Male	51%	49%	44%	37%	37%	40%

Gender by Ethnicity

In 2017-18, 60% of African American students were female while 54% of Latino students were female. Over half of Asian and White students were male.

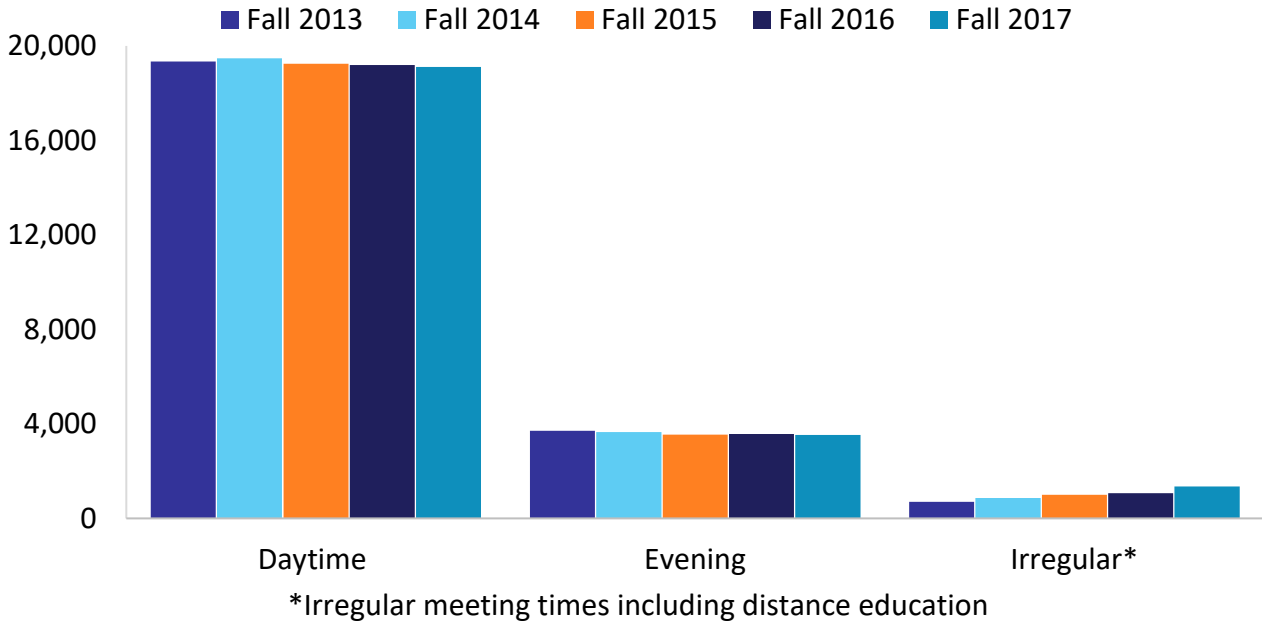
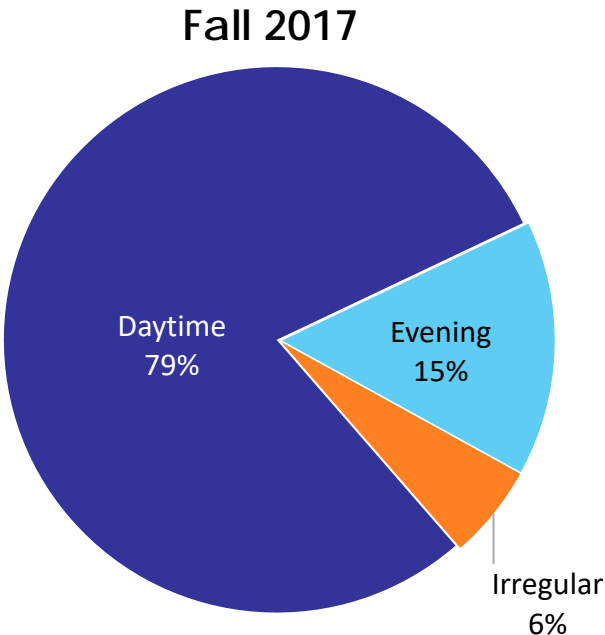


	African-American	Asian	Latino	White	Other
Female	60%	50%	54%	45%	49%
Male	40%	50%	46%	55%	51%

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two+ Races, and Unknown

Day and Evening

Seventy-nine percent of students enrolled in at least one daytime course in Fall 2017 while 15% exclusively chose evening courses. Both daytime and evening enrollments decreased slightly in the last year. Distance education enrollments increased by 27% in Fall 2017 in the past year.



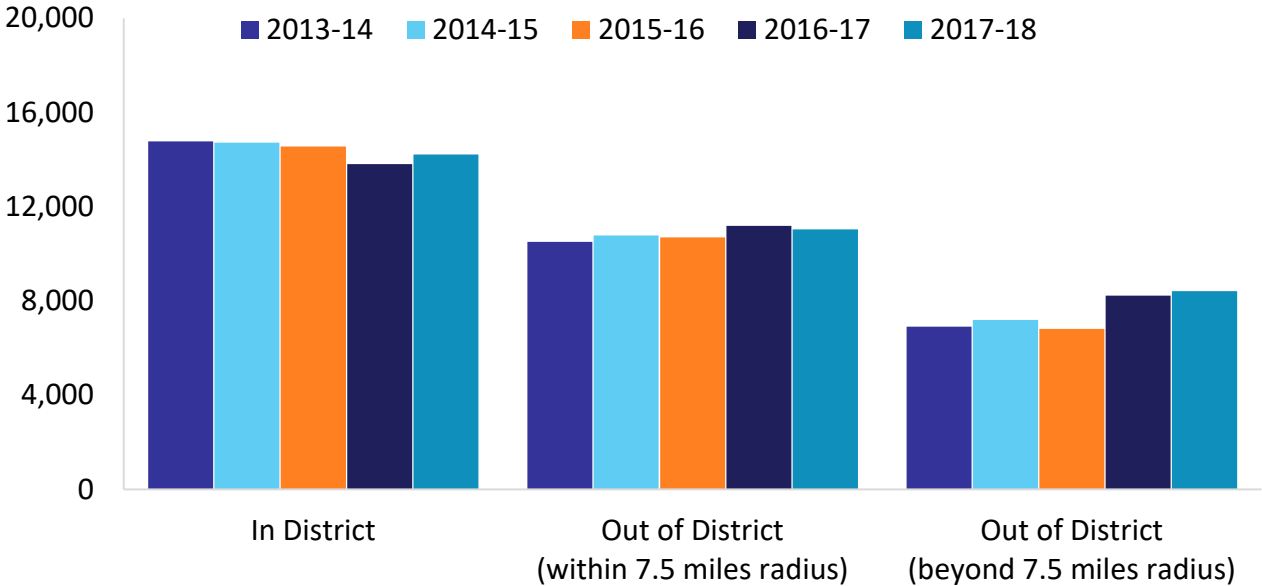
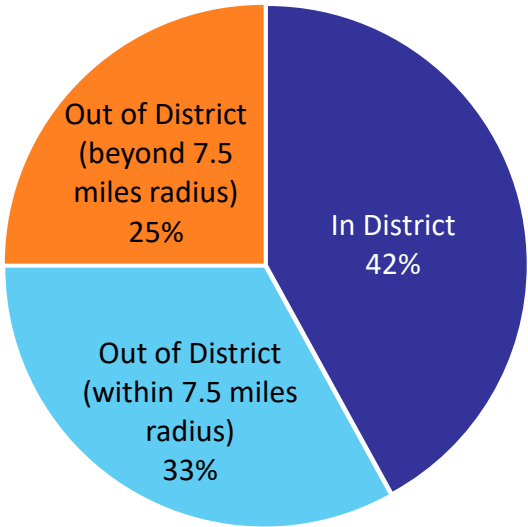
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Daytime	19,342	19,472	19,240	19,196	19,105
Evening	3,702	3,654	3,539	3,573	3,537
Irregular	695	870	1,002	1,069	1,357
Total*	23,993	24,263	24,000	24,092	24,349

*Unknowns included in Total

Residency

2017-2018

In 2017-18, 42% of students enrolled at El Camino College lived within the El Camino Community College District (ECCCD). Thirty-three percent of students resided within 7.5 miles of the college while 25% lived beyond a 7.5 mile radius of El Camino College. The number of students coming from within the District increased by 3% in the last year.



	2013-14	2014-15	2015-16	2016-17	2017-18
In District	14,781	14,727	14,556	13,807	14,225
Out of District (within 7.5 miles radius)	10,511	10,783	10,703	11,197	11,047
Out of District (beyond 7.5 miles radius)	6,908	7,189	6,813	8,222	8,412
Total	32,200	32,699	32,072	33,226	33,684

Feeder High Schools

The majority of enrolled students attended local high schools throughout the South Bay area. The top five high schools include three Torrance high schools (North High, West High, and Torrance High) as well as Lawndale High and Redondo High.



	2013-14	2014-15	2015-16	2016-17	2017-18
Banning*	111	128	114	110	107
Bishop Montgomery	152	181	173	159	139
Carson*	366	289	270	239	227
El Segundo	194	202	187	222	231
Gardena*	511	471	399	406	376
Hawthorne	551	544	470	474	464
Inglewood	125	135	136	121	109
Lawndale	478	540	663	715	723
Leuzinger	509	466	404	346	361
Mira Costa	323	350	319	316	285
Morningside	135	149	125	141	129
Narbonne*	499	541	490	520	480
North	888	1,018	920	901	860
Palos Verdes*	93	130	125	137	116
Palos Verde Peninsula*	274	266	279	287	302
Redondo	694	688	669	694	746
San Pedro*	239	220	189	190	210
South	508	502	498	499	521
Torrance	647	659	678	677	745
Washington*	141	129	106	104	85
West	691	731	767	767	783
Other Non-District Feeders	3,203	2,495	2,884	2,736	2,774

*High schools outside El Camino Community College District boundaries

Special Programs



CARE

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

STRENGTH MOTIVATE STUDENT CHILDREN GOALS
EDUCATION ROLE MODELS SUPPORT SUCCESS
DETERMINATION ACHIEVEMENT HOPE EMPLOYMENT



EOPS

EXTENDED OPPORTUNITY PROGRAMS & SERVICES

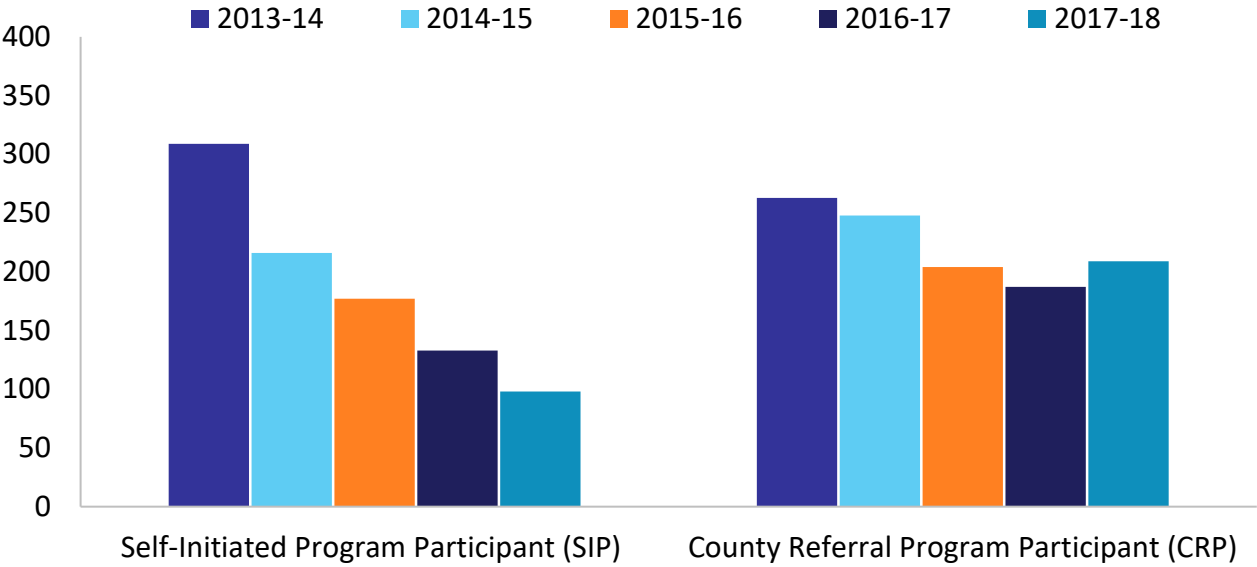
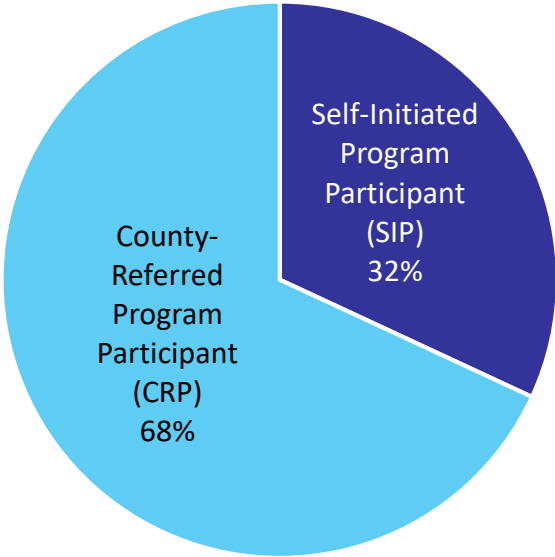
counselor strength motivate exam support book vouchers
determination goals inspire grants career
success EL CAMINO COLLEGE



CalWORKs

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKs funds assist single parents who are receiving Temporary Assistance for Needy Families (TANF), and those transitioning off welfare. This program helps students achieve long-term self-sufficiency through coordinated student services. Approximately 2% of the student population participated in CalWORKs in 2017-18. In the last five years, the number of CalWORKs participants has steadily decreased. This is a reflection of a decrease in CalWORKs participation statewide.

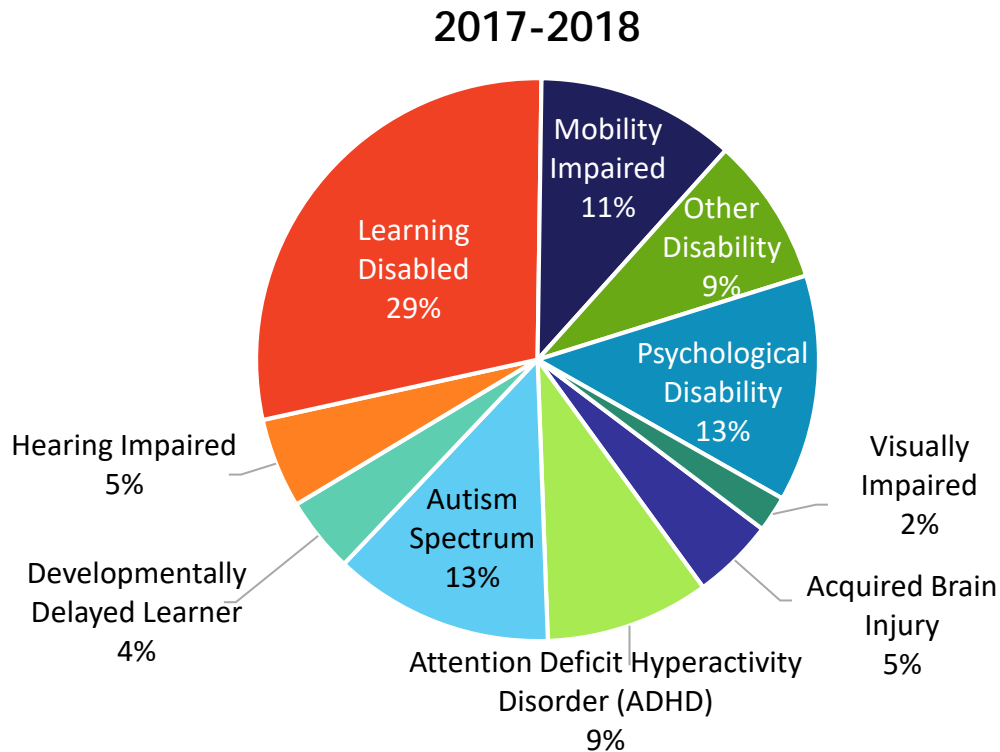
2017-2018



	2013-14	2014-15	2015-16	2016-17	2017-18
Self-Initiated Program Participant (SIP)	309	216	177	133	98
County Referral Program Participant (CRP)	263	248	204	187	209
Total	572	464	381	320	307

Disabled Student Programs & Services

About 5% of ECC students have a registered disability. The most common disability is learning disabilities followed by psychological disabilities. In 2016-17, students with Attention Deficit Hyperactivity Disorder (ADHD) and autism spectrum were reported for the first time. In 2017-18, 9% of ECC students with a registered disability had ADHD while 13% were on the autism spectrum.



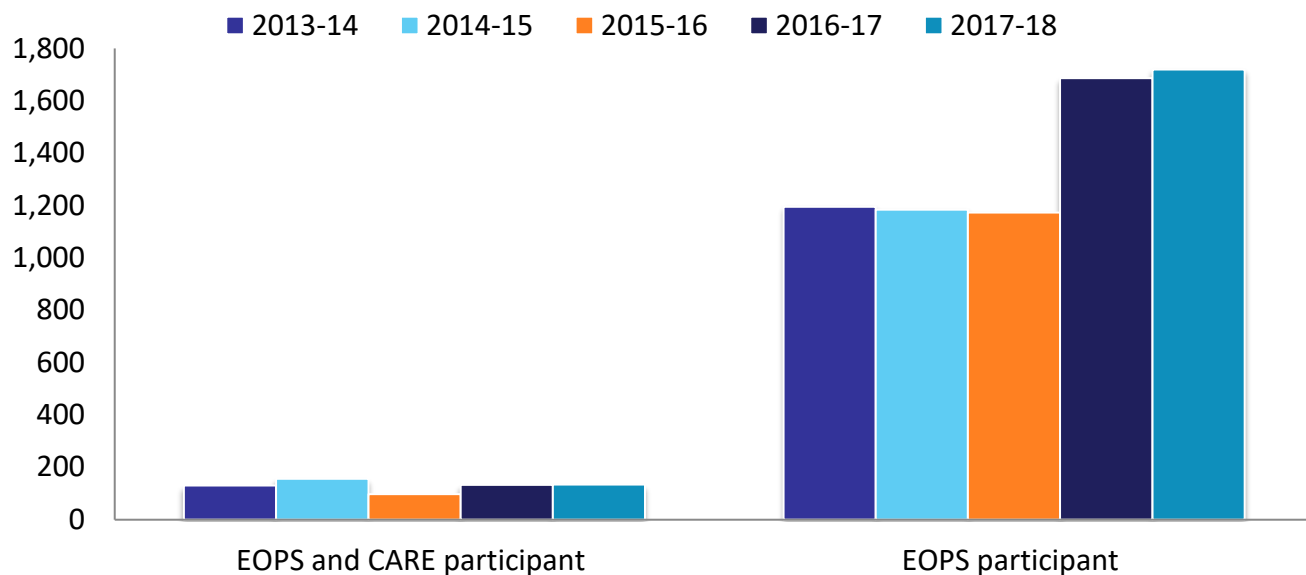
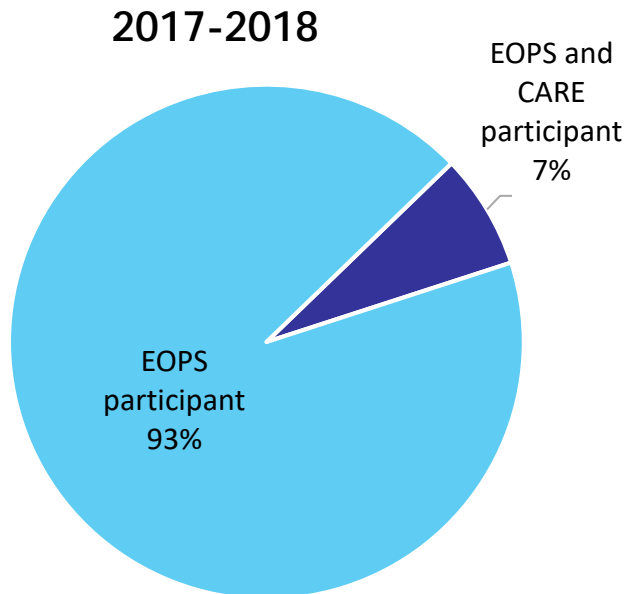
	2013-14	2014-15	2015-16	2016-17	2017-18
Acquired Brain Injury	121	111	113	82	73
Attention Deficit Hyperactivity Disorder (ADHD)*	-	-	-	163	146
Autism Spectrum*	-	-	-	160	196
Develop. Delay. Learner	76	74	85	80	67
Hearing Impaired	109	111	100	81	80
Learning Disabled	168	141	124	455	444
Mobility Impaired	262	258	242	206	177
Other Disability	937	909	987	212	132
Psychological Disability	228	206	204	213	202
Speech/Lang. Impaired**	19	23	15	-	-
Visually Impaired	47	43	44	30	32
Total	1,967	1,876	1,914	1,682	1,549

*First time reported in 2016-17

**Last time reported in 2015-16

Extended Opportunity Programs & Services

Extended Opportunity Program and Services (EOPS) is designed to assist low income and educationally disadvantaged students achieve their educational goals at El Camino College. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. Approximately 5% of ECC students were in EOPS and CARE, a single parent support program for EOPS. In 2017-18, the number of students who participated in EOP&S and CARE increased by 2% from the previous year.



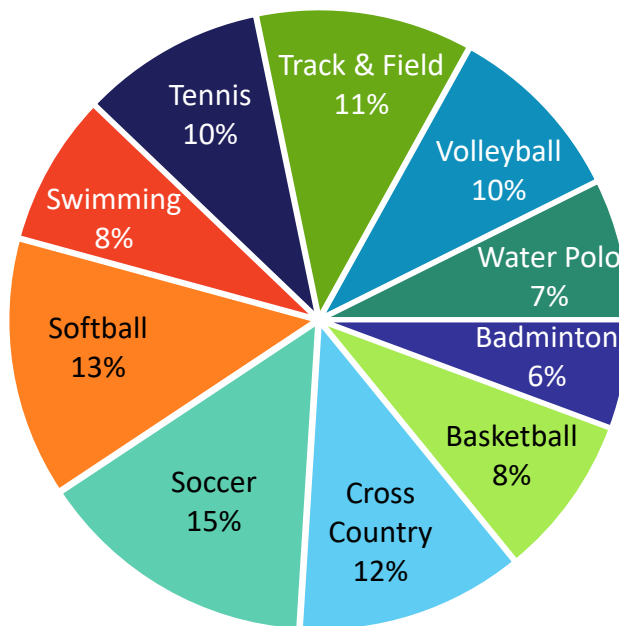
	2013-14	2014-15	2015-16	2016-17	2017-18
EOPS and CARE Participant	131	156	97	133	134
EOPS Participant	1,195	1,184	1,173	1,687	1,720
Total	1,326	1,340	1,270	1,820	1,854

Student Athletes - Females

In 2017-18, female student athletic participation decreased by 10% from the previous year. Track and Field was the largest female sport with an average of 36 players per year. Top achievements included conference championships for Women’s Volleyball, Basketball and Softball.



2017-2018



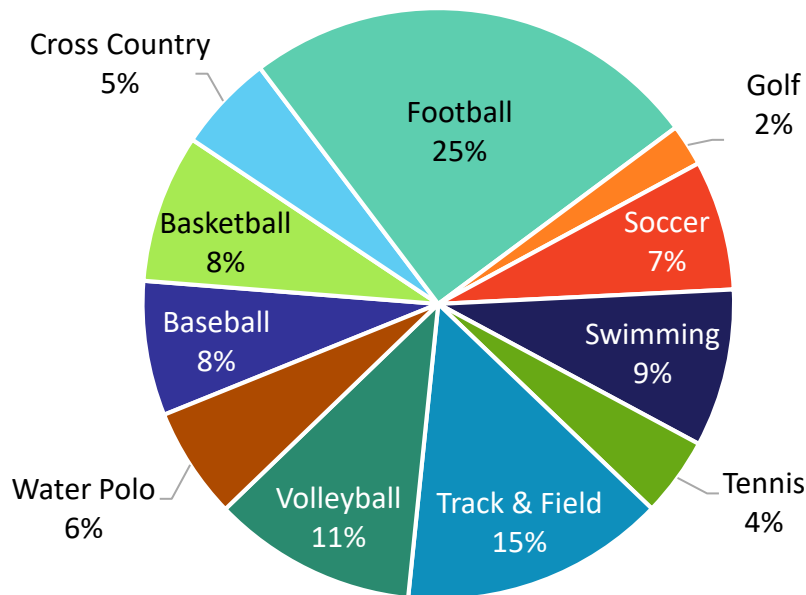
	2013-14	2014-15	2015-16	2016-17	2017-18
Badminton	13	12	10	12	10
Basketball	17	16	15	21	15
Cross Country	27	31	26	25	21
Soccer	23	22	21	27	26
Softball	18	17	17	17	24
Swimming	26	17	19	17	14
Tennis	17	19	17	19	17
Track & Field	63	26	25	30	20
Volleyball	17	21	20	20	17
Water Polo	15	19	11	10	13
Total	236	200	181	198	177

Student Athletes - Males

Male student athlete participation has decreased by 7% from the previous year. The largest male sport is football, with an average of 93 players per year. In 2016-17, the Men's Baseball team were conference champions and made a Final Four appearance. Also, Men's Track and Field and Men's Volleyball were ranked 8th and 2nd in the state, respectively.



2017-2018



	2013-14	2014-15	2015-16	2016-17	2017-18
Baseball	36	33	29	33	29
Basketball	20	24	23	30	32
Cross Country	-	26	27	25	21
Football	79	88	92	109	99
Golf	9	10	11	10	9
Soccer	34	36	36	34	28
Swimming	42	41	38	41	34
Tennis	14	11	14	19	17
Track & Field	30	45	42	64	57
Volleyball	26	24	22	41	44
Water Polo	18	15	12	16	24
Total	308	353	346	422	394

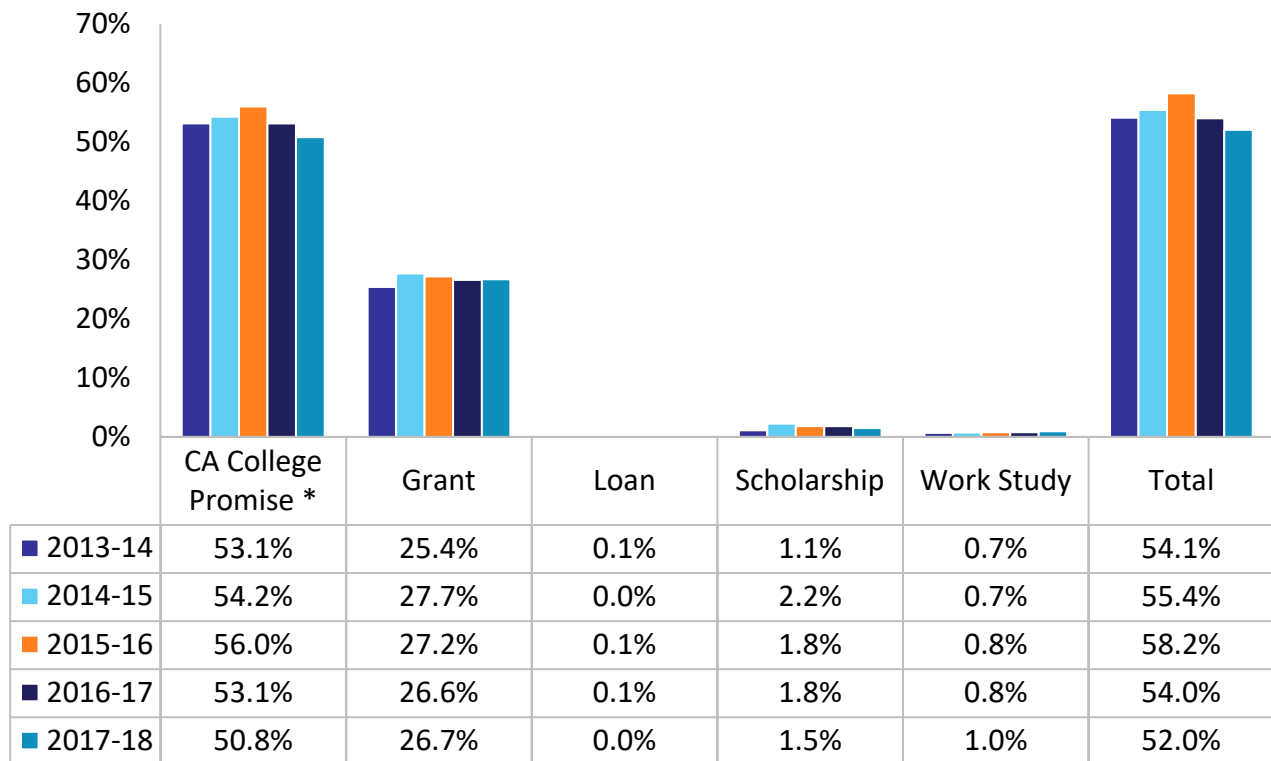
Financial Aid and Scholarships



Award Type

Fifty-two percent of all El Camino College students received financial aid in 2017-18, a two percent decrease from the previous year. The largest Financial Aid program is the California College Promise Grant with 51% of all ECC students receiving the award. In 2017-18, there was a three-percentage point decrease in California College Promise recipients from the previous year.

Percent of Enrollment Receiving Financial Aid



Number of Students Awarded

	2013-14	2014-15	2015-16	2016-17	2017-18
CA College Promise *	17,114	17,737	17,951	17,631	17,111
Grant	8,314	9,036	8,730	8,842	9,003
Loan	22	14	18	21	6
Scholarship	364	731	579	594	507
Work Study	221	241	241	280	325
Total	17,433	18,102	18,668	17,953	17,522

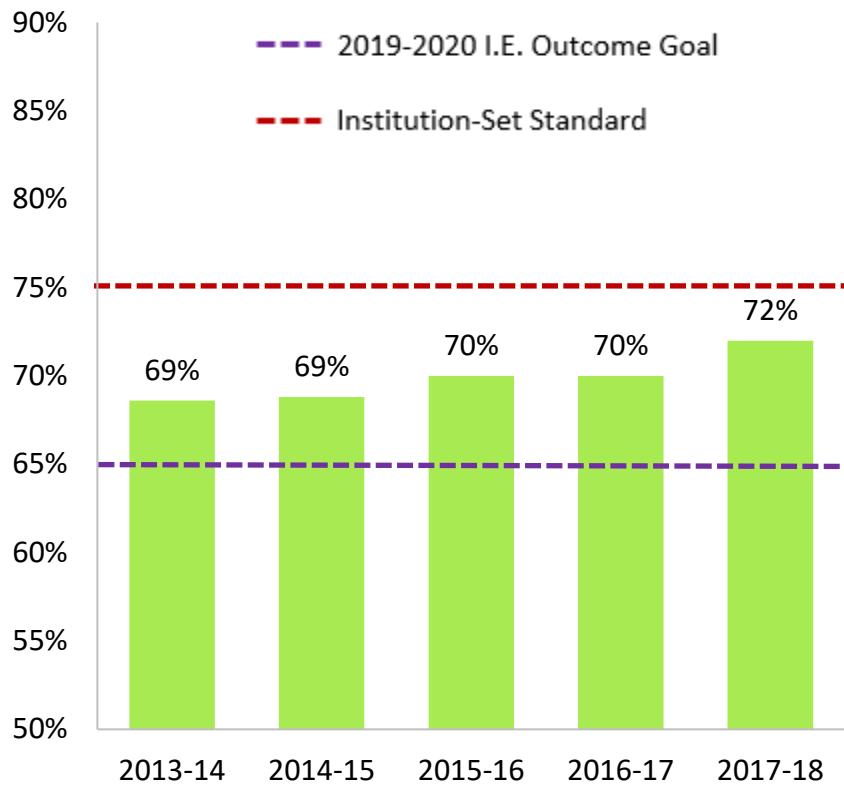
*Formerly known as Board of Governors Fee Waiver (BOGFW)

Students may receive more than one award

Success and Retention



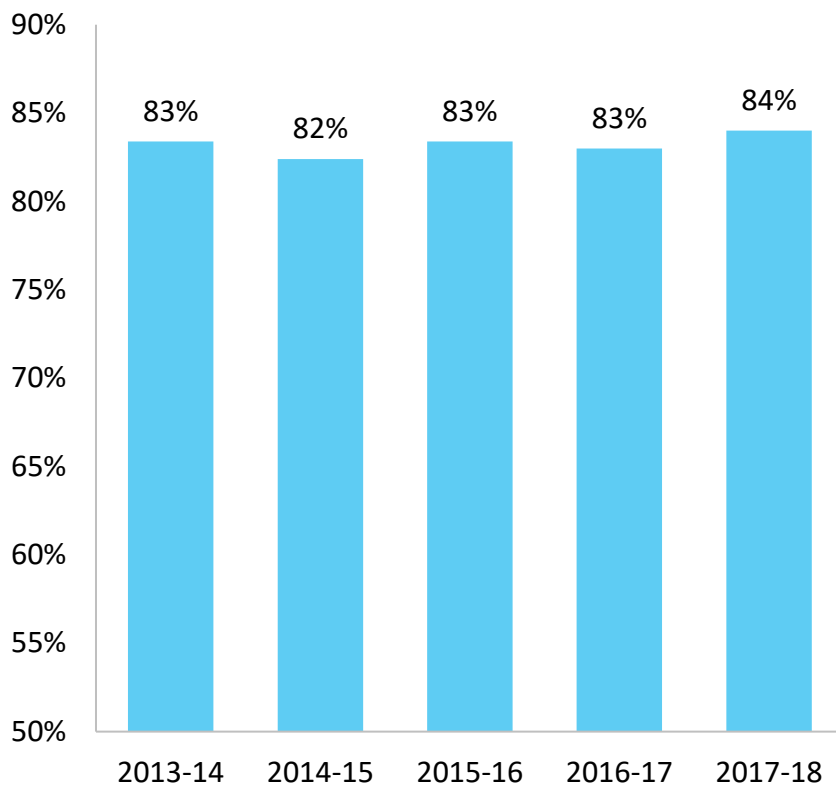
Success and Retention Rates



Success Rate

The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date.

ECC has an ACCJC Institution-Set Standard of 65% and an Institutional Effectiveness (I.E) Outcome goal of 74% by the year 2019-2020.



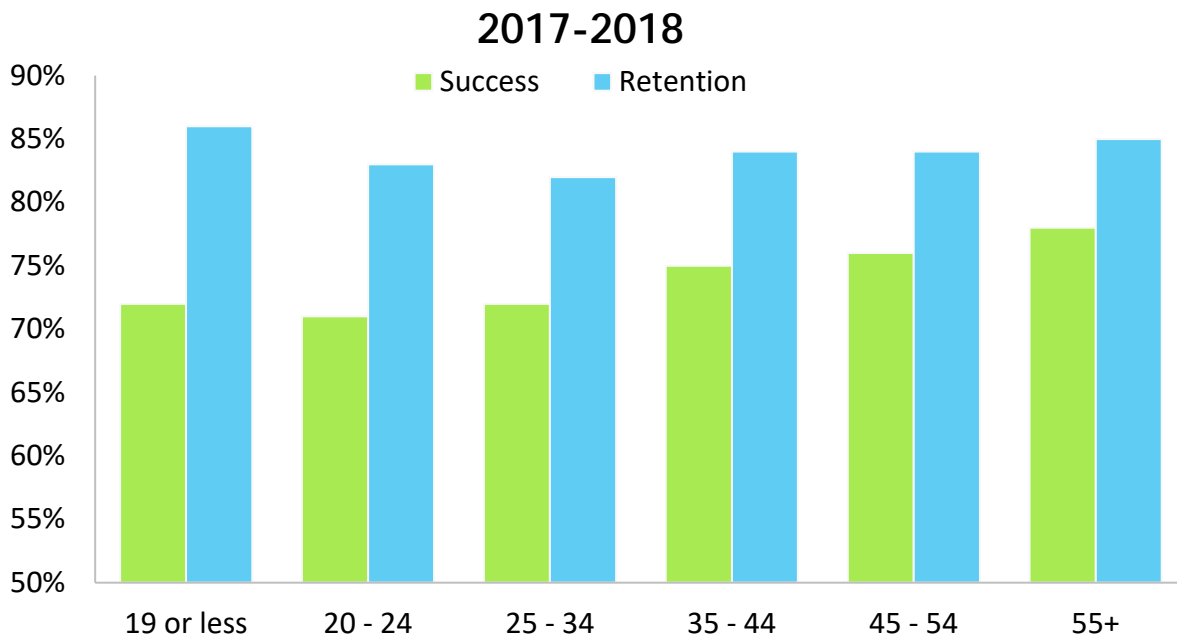
Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. It is the percentage of students who did not drop late or withdraw.

ECC does not have an ACCJC Institution-Set Standard or Institutional Effectiveness Outcome goal for retention rate.

Success and Retention Rates by Age

In 2017-18, students ages 35-55 had a success rate 75% or above. Students ages 25-34 and 19 or younger had a success rate of 72%.



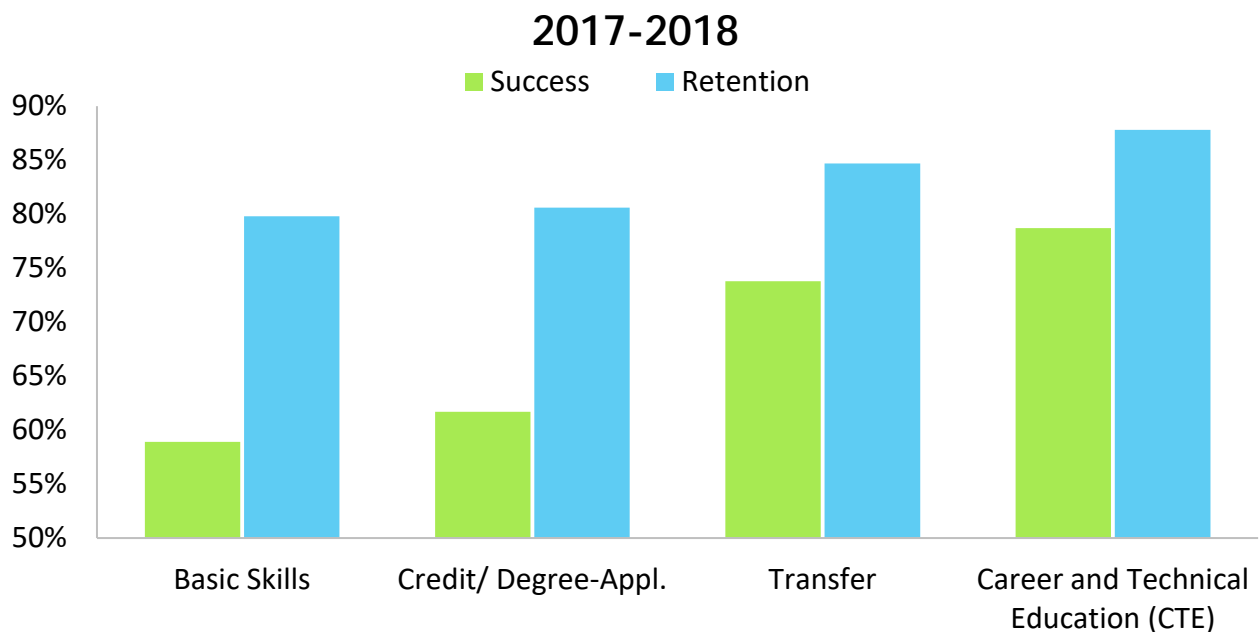
	2013-14		2014-15		2015-16		2016-17		2017-18	
19 or less	69%	86%	70%	85%	70%	85%	71%	85%	72%	86%
20 - 24	67%	82%	67%	81%	68%	82%	70%	83%	71%	83%
25 - 34	70%	82%	70%	81%	71%	82%	71%	82%	72%	82%
35 - 44	72%	83%	74%	83%	76%	85%	75%	84%	75%	84%
45 - 54	70%	81%	71%	81%	73%	82%	76%	84%	76%	84%
55+	74%	84%	76%	84%	75%	84%	77%	85%	78%	85%
Total	69%	83%	69%	82%	70%	83%	71%	84%	72%	84%

Success and Retention Rates by Course Type

The success rate for transfer level courses averages 72%, slightly higher than the overall and basic skills course success rates. The average retention rate for transfer level courses (84%) is also slightly higher than the overall success and retention rates and basic skills rates.

The average success rate for non-basic skills, non-transfer courses is the lowest and the average retention rate is the second lowest in comparison to the three previous course types.

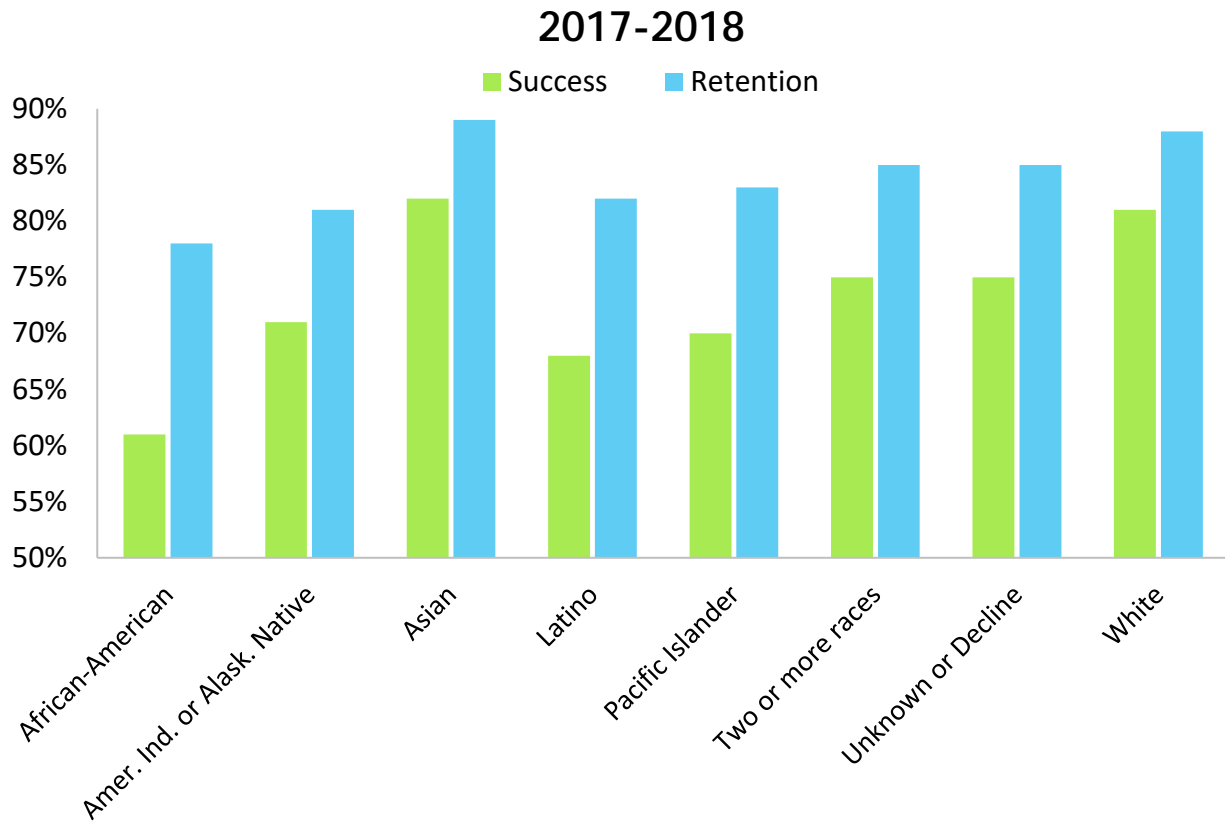
The average success and retention rates for Career and Technical Education (CTE) courses are higher in comparison to the four previous course types.



	2013-14		2014-15		2015-16		2016-17		2017-18	
Basic Skills	60%	82%	61%	82%	60%	79%	60%	82%	59%	80%
Credit/Degree Applicable	61%	82%	61%	80%	60%	80%	60%	80%	62%	81%
Transfer	70%	84%	70%	83%	72%	84%	73%	85%	74%	85%
Career Technical Education (CTE)	75%	87%	74%	85%	76%	87%	77%	87%	79%	88%
Overall Success/Retention	69%	83%	69%	82%	70%	83%	70%	83%	72%	84%

Success and Retention Rates by Ethnicity

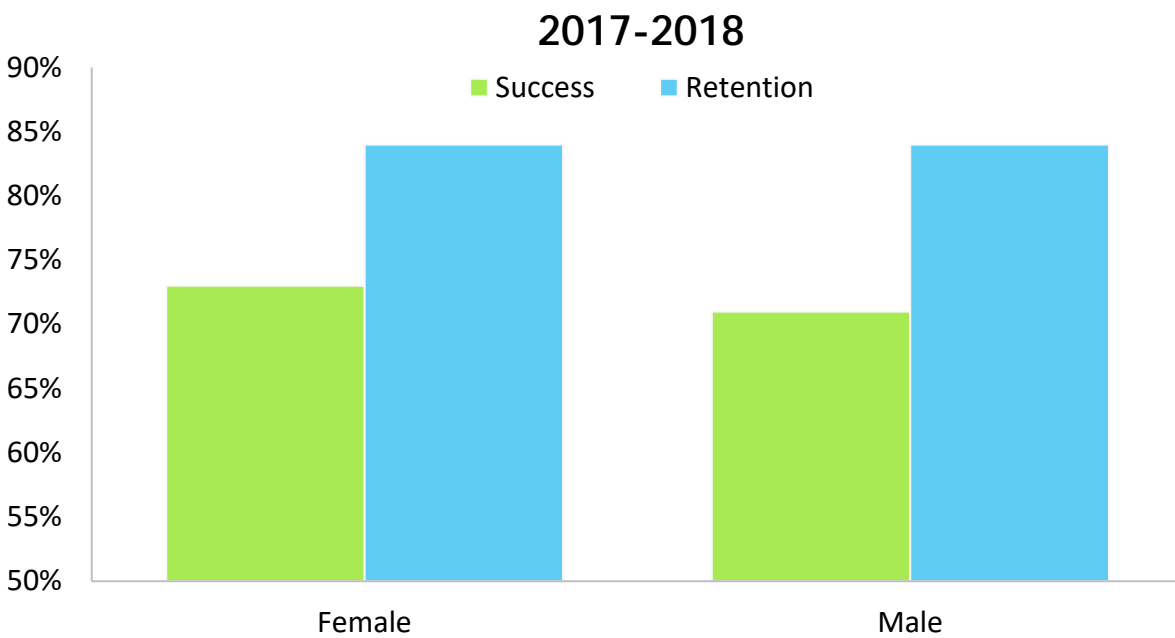
Success rates for African-American students have gradually increased over the last five years. In 2017-18, African-American students had a 61% success rate, an increase of five percentage points from 2013-14. Latino students' success rate was 68% while White and Asian students had success rates of 81% and 82%, respectively.



	2013-14		2014-15		2015-16		2016-17		2017-18	
African-American	56%	78%	57%	77%	60%	78%	61%	80%	61%	78%
Amer. Ind. or Alask. Native	69%	85%	67%	82%	61%	81%	69%	82%	71%	81%
Asian	79%	89%	79%	87%	80%	89%	81%	89%	82%	89%
Latino	67%	83%	66%	81%	67%	82%	68%	82%	68%	82%
Pacific Islander	62%	79%	58%	76%	65%	80%	67%	82%	70%	83%
Two or more races	68%	82%	70%	82%	71%	83%	74%	85%	75%	85%
Unknown or Decline	73%	86%	72%	83%	73%	83%	75%	86%	75%	85%
White	78%	87%	78%	87%	79%	88%	79%	87%	81%	88%
Total	69%	83%	69%	82%	70%	83%	71%	84%	72%	84%

Success and Retention Rates by Gender

Success and retention rates for female and male students have gradually increased over the last five years. The five-year average success rate for female and male students is 71% and 69%, respectively. The average retention rate for female students was 84% while male students had an 83% retention rate.



	2013-14		2014-15		2015-16		2016-17		2017-18	
Female	69%	83%	69%	83%	71%	84%	72%	84%	73%	84%
Male	68%	83%	68%	82%	69%	83%	70%	83%	71%	84%
Total	69%	83%	69%	82%	70%	83%	71%	84%	72%	84%

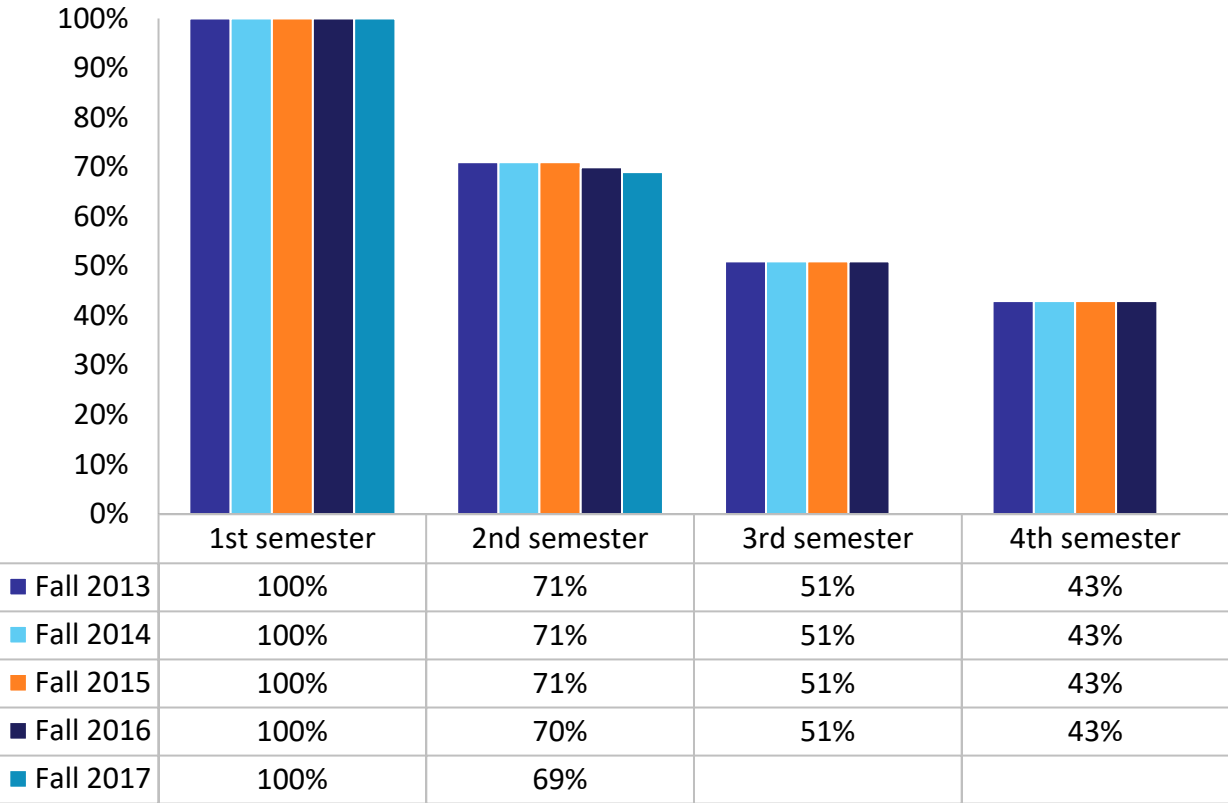
Student Outcomes



Persistence

Student persistence refers to the tracking of students over several terms. Persistence rates are based on five fall cohorts over four semesters, looking only at fall and spring enrollment. For the overall fall cohorts, persistence to 2nd, 3rd and 4th semesters have remained relatively unchanged over the last five years.

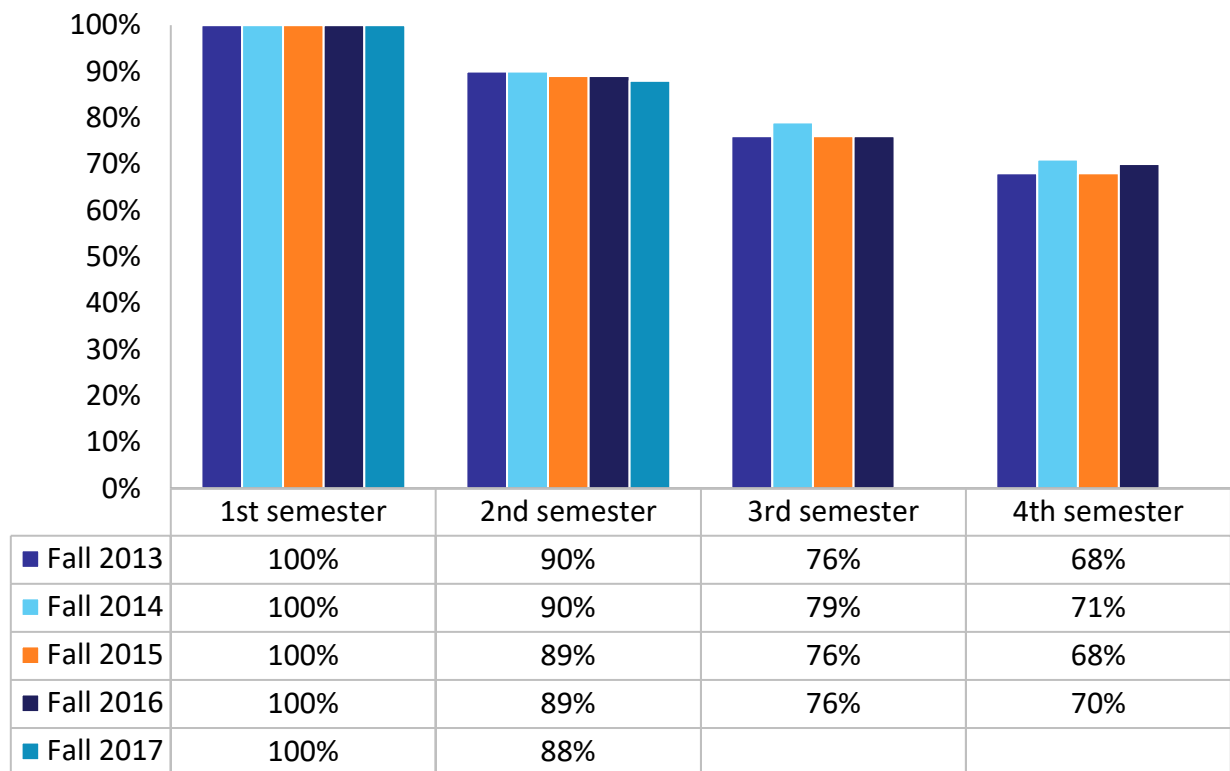
**Student Persistence Over Four Semesters
Fall 2013 to Fall 2017**



Persistence – First Time Students

The Fall 2017 first-time, full-time cohort 2nd semester persistence rate remained relatively unchanged when compared to the previous year’s cohort. First-time, full-time cohorts typically have a higher persistence rate than overall fall cohorts.

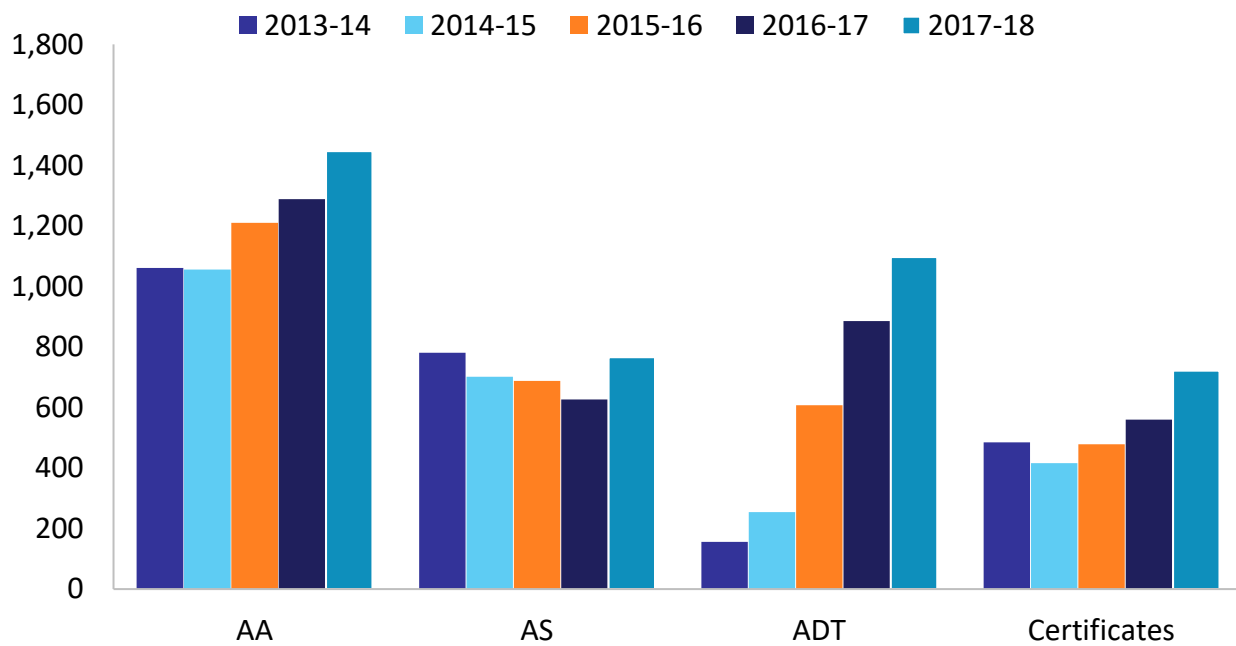
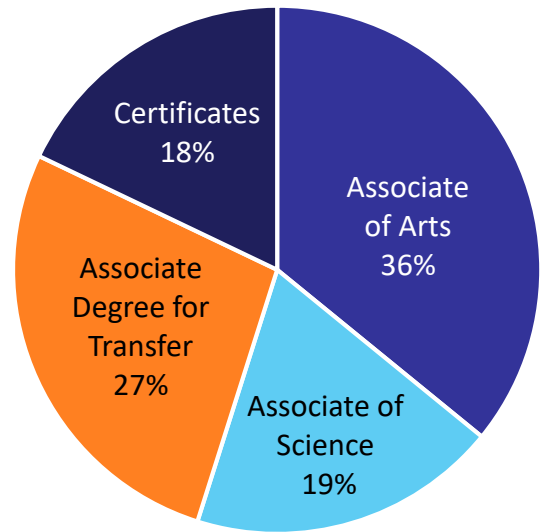
**First Time, Full Time Student Persistence over Four Semesters
Fall 2013 to Fall 2017**



Degrees and Certificates

2017-2018

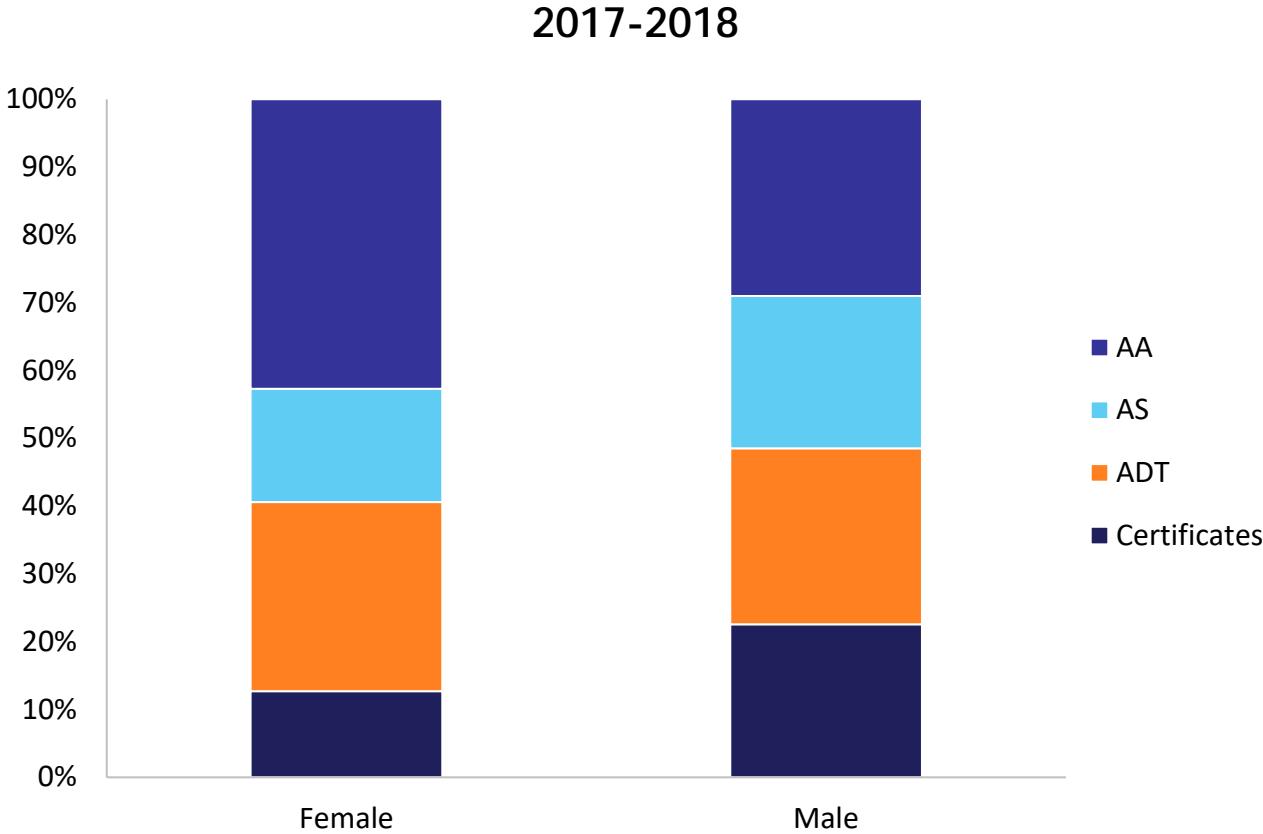
In 2017-18, 3,310 degrees and 722 certificates were awarded at El Camino College. This exceeds the institution set standards for degree and certificates of 1,463 and 435, respectively. In the last five years, there has been a 62% increase in the number of degrees and certificates awarded at El Camino College.



	2013-14	2014-15	2015-16	2016-17	2017-18
Associate of Arts (AA)	1,061	1,056	1,210	1,289	1,447
Associate of Science (AS)	781	702	688	627	766
Associate Degree for Transfer (ADT)	156	254	607	886	1,097
Certificates	485	416	478	560	722
Total	2,483	2,428	2,983	3,362	4,032

Degrees and Certificates by Gender

Fifty-five percent of Associate Degree for Transfer (ADT) awardees were female while 60% of Certificate awardees were male.

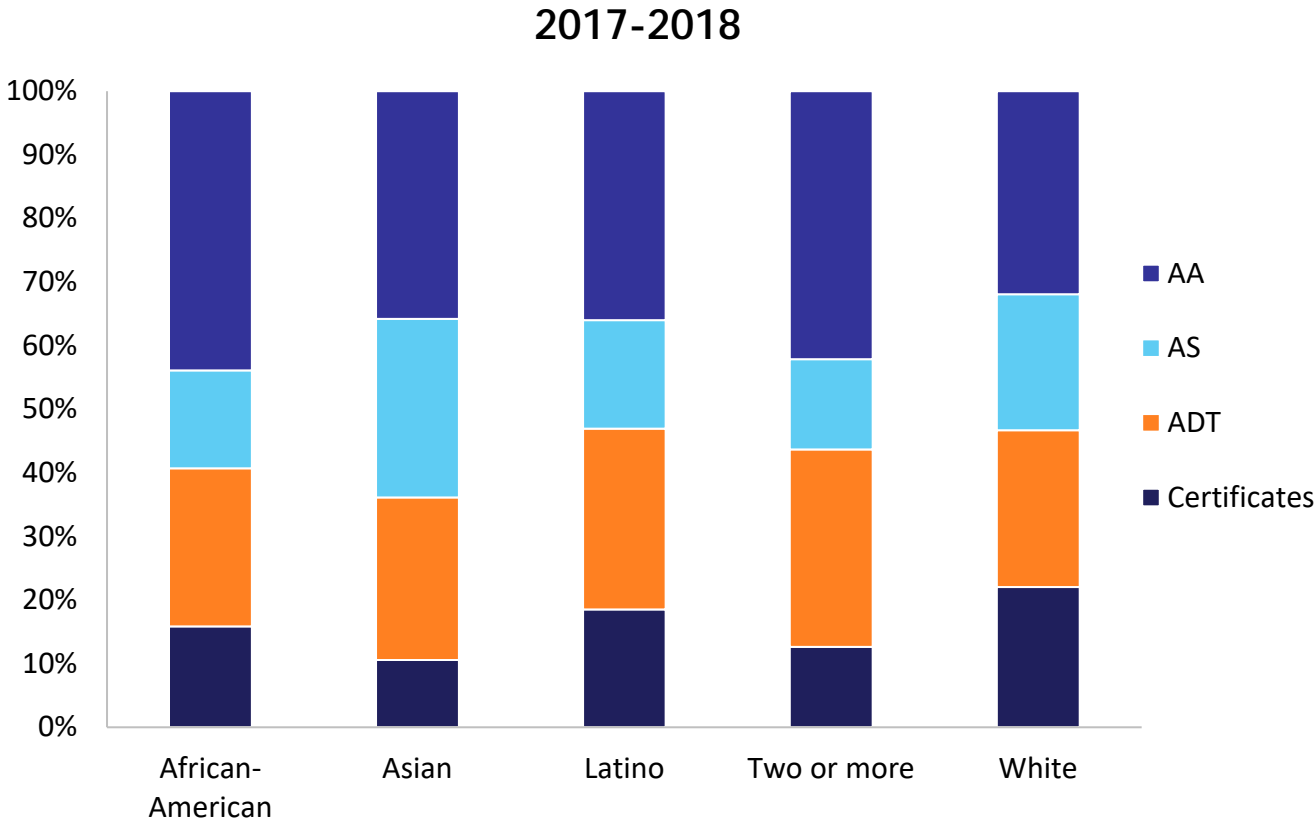


	Female	Male	Total
Associate of Arts (AA)	1,863	1,093	2,956
Associate of Science (AS)	729	847	1,576
Associate Degree for Transfer (ADT)	1,217	977	2,194
Certificates	554	851	1,405
Total	4,363	3,768	8,131*

* Duplicated counts of students awarded a degree or certificate.

Degrees and Certificates by Ethnicity

Fifty-two percent of students who were awarded a degree or certificate in 2017-18 were Latino. Forty-four percent of African-American students who were awarded a degree or certificate earned an Associate of Arts degree.

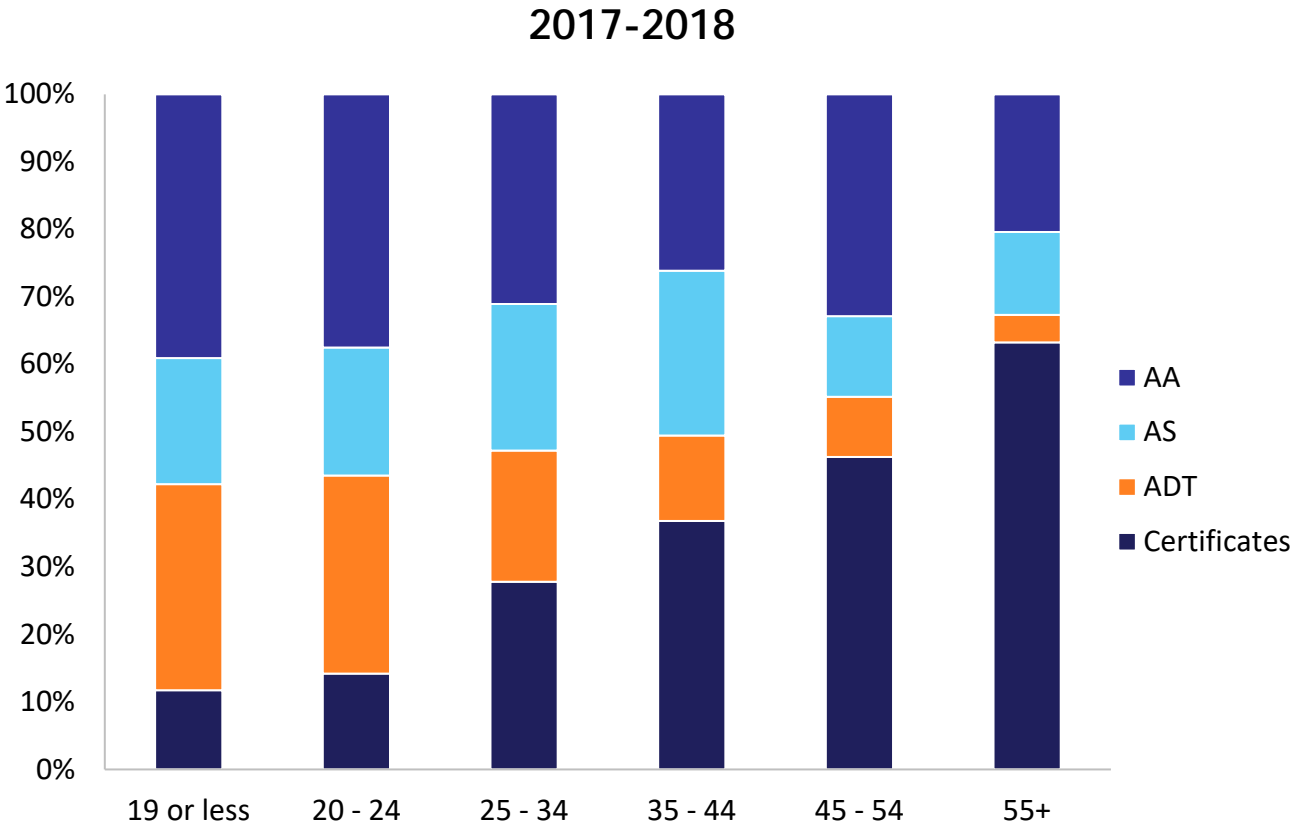


	African-American	Asian	Latino	Two or More	White	Total
Associate of Arts (AA)	346	515	1,500	163	381	2,905
Associate of Science (AS)	121	404	710	55	255	1,545
Associate Degree for Transfer (ADT)	196	368	1,185	120	294	2,163
Certificates	125	152	771	49	263	1,360
Total	788	1,439	4,166	387	1,193	7,973*

*Duplicated counts of students awarded a degree or certificate. Students with an “Unknown” ethnicity were excluded.

Degrees and Certificates by Age

Forty-one percent of students who were awarded degrees and certificates in 2017-18 were ages 20-24. Of students in this age group, 29% were awarded an Associate Degree for Transfer (ADT).



	19 or less	20 - 24	25 - 34	35 - 44	45 - 54	55+	Total
Associate of Arts (AA)	1,155	1,254	398	95	44	10	2,956
Associate of Science (AS)	552	635	278	89	16	6	1,576
Associate Degree for Transfer (ADT)	903	982	249	46	12	2	2,194
Certificates	347	475	356	134	62	31	1,405
Total	2,957	3,346	1,281	364	134	49	8,131*

*Duplicated counts of students awarded a degree or certificate.

Transfer Destinations



In 2017-18, 1,789 El Camino College students transferred to a four-year university, which is higher than the institution set standard of 1,299. The top California State University (CSU) destinations were Dominguez Hills and Long Beach with 412 and 306 transfers, respectively. The top University of California (UC) transfer destinations for ECC students were UCLA and UC Irvine. In 2017-18, 154 ECC students transferred to an in-state private institution, while 208 students transferred to an out-of-state institution.

	2013-14	2014-15	2015-16	2016-17	2017-18
Cal Poly State University, Pomona	38	42	45	50	66
Cal State University, Dominguez Hills	386	340	348	382	412
Cal State University, Fullerton	21	25	31	30	26
Cal State University, Long Beach	222	197	233	262	306
Cal State University, Los Angeles	85	78	84	64	60
Cal State University, Northridge	91	102	71	77	83
San Diego State University	6	8	14	10	8
Other Cal States	74	74	34	79	83
Total Cal State Transfers	923	866	860	954	1,044

	2013-14	2014-15	2015-16	2016-17	2017-18
University of California, Berkeley	16	22	37	33	35
University of California, Davis	22	19	28	21	15
University of California, Irvine	60	53	73	73	62
University of California, Los Angeles	77	95	103	107	125
University of California, Merced	5	0	3	5	4
University of California, Riverside	21	23	28	15	33
University of California, San Diego	27	31	28	37	39
University of California, Santa Barbara	25	15	41	30	46
University of California, Santa Cruz	24	16	16	9	24
Total UC Transfers	277	274	357	330	383

	2013-14	2014-15	2015-16	2016-17	2017-18
Biola University	11	5	8	7	10
Chapman University	6	4	7	1	4
Loyola Marymount University	23	21	19	11	30
Mount St. Mary's University	9	6	6	7	5
National University	11	5	2	1	4
Otis College of Art and Design	5	3	5	1	6
Pepperdine University	4	1	2	2	2
University of Phoenix	0	12	8	2	3
University of Southern California	34	33	32	36	31
Other Private Institutions	48	68	48	42	59
Total Private Transfers	151	158	137	110	154

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Out of State Transfers	233	180	146	182	208

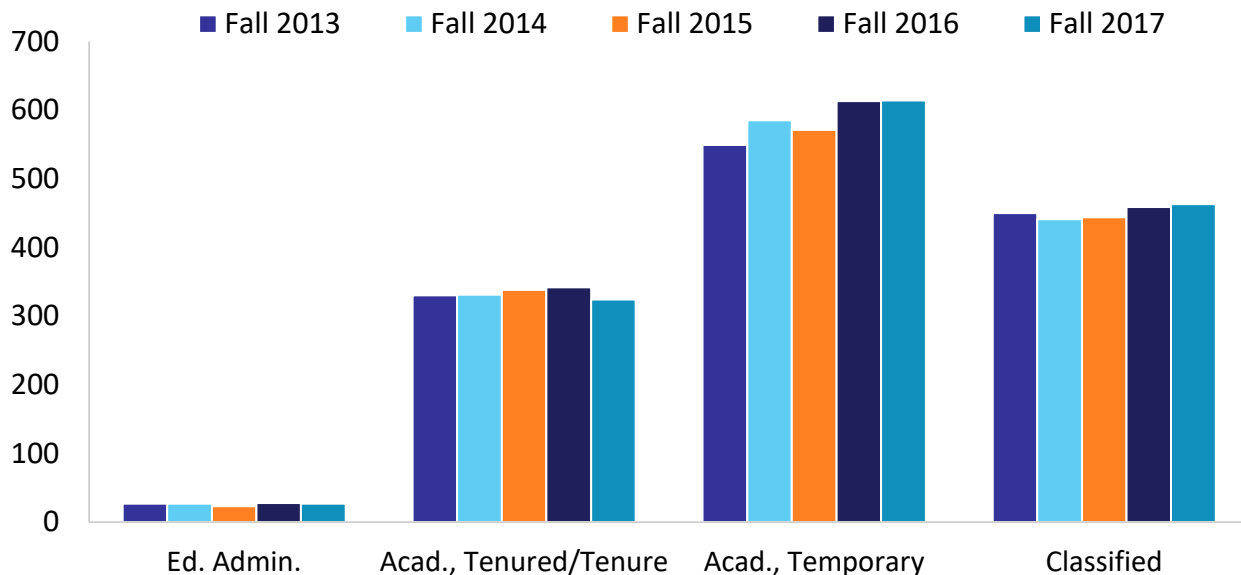
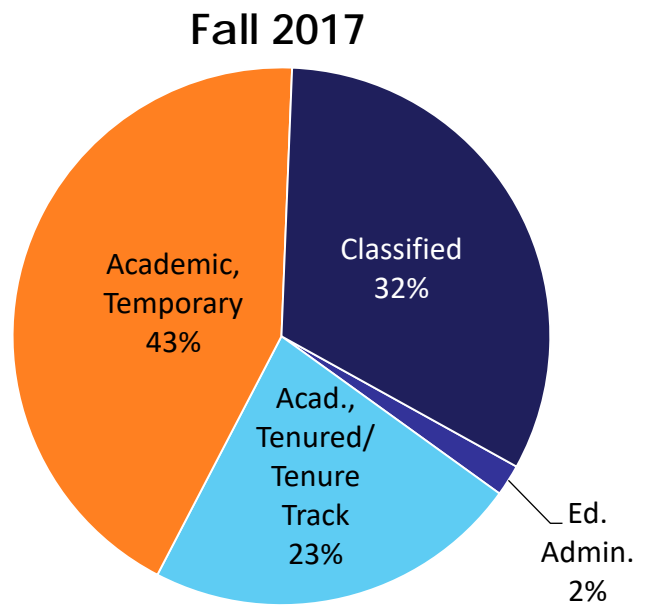
	2013-14	2014-15	2015-16	2016-17	2017-18
Total Transfers	1,584	1,478	1,500	1,576	1,789

District Employees



Workforce Distribution

The El Camino College workforce was made up of over 1,440 employees, a 13% increase over the last five years. Forty-three percent of the workforce was comprised of temporary (part-time) academic instructors and 23% were academic tenured-track (full-time) instructors. Thirty-two percent of the workforce were classified staff.



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Educational Administrator	27	27	23	28	27
Academic, Tenured/Tenure	330	331	338	342	324
Academic, Temporary	549	585	571	613	614
Classified	450	441	444	459	463
Total	1,356	1,384	1,376	1,442	1,428

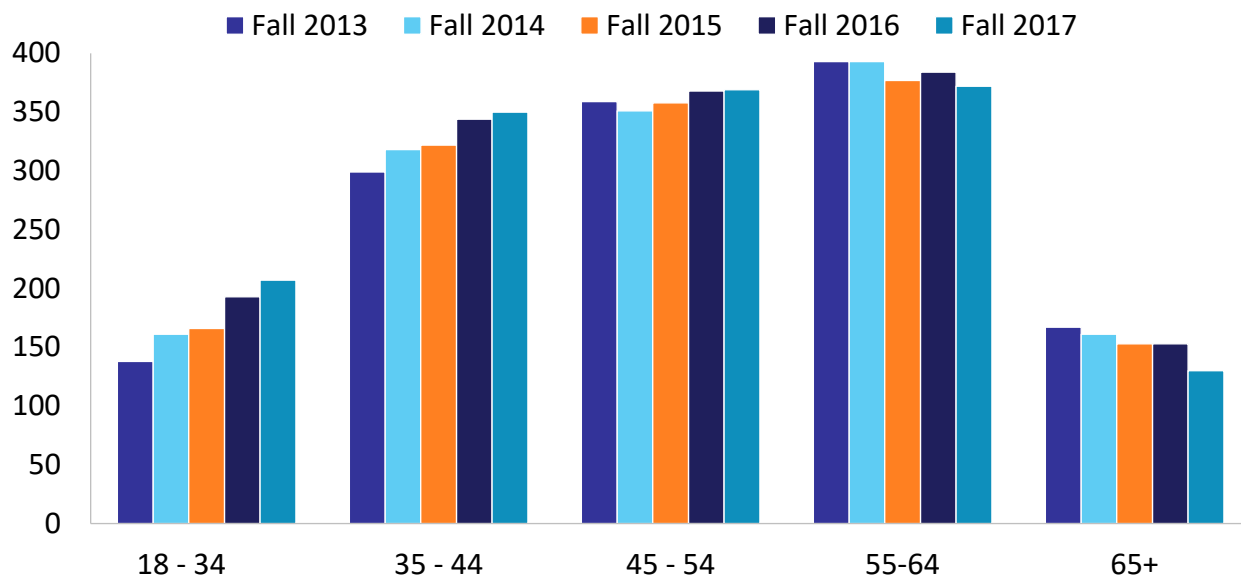
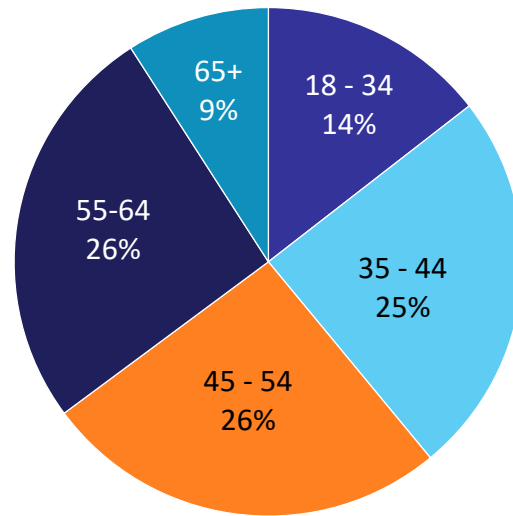
Academic staff includes instructors, counselors and librarians.

Academic, Temporary include those who hold adjunct and/or part-time positions.

Age

Fifty-one percent of the El Camino College workforce are ages 35-44 and 45-54. Another 35% were ages 55 and older.

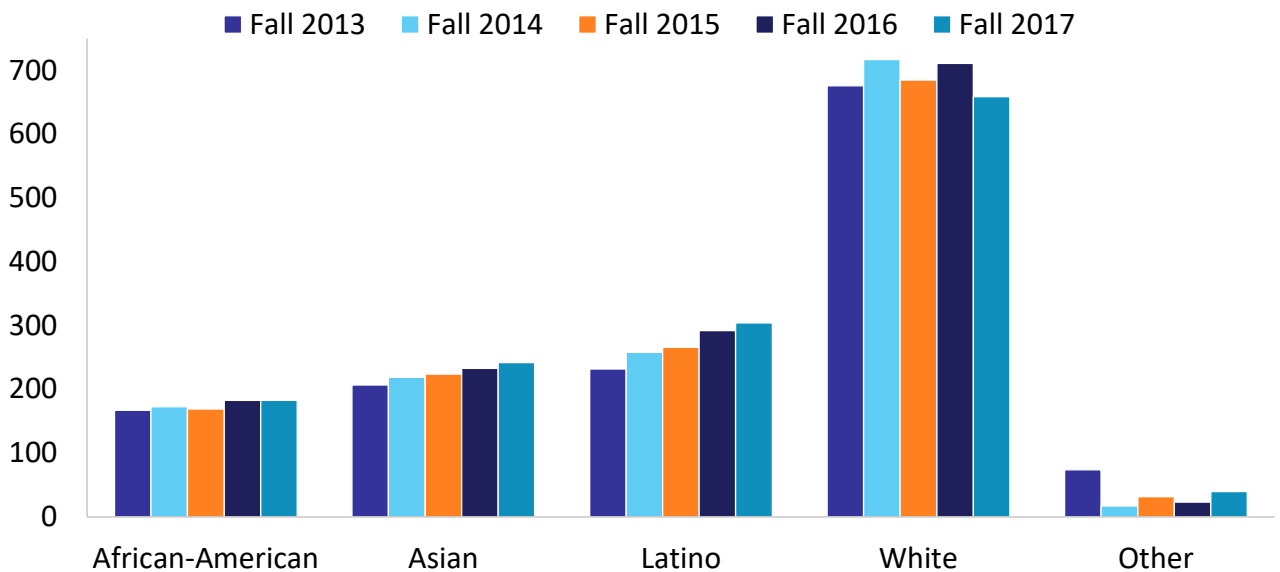
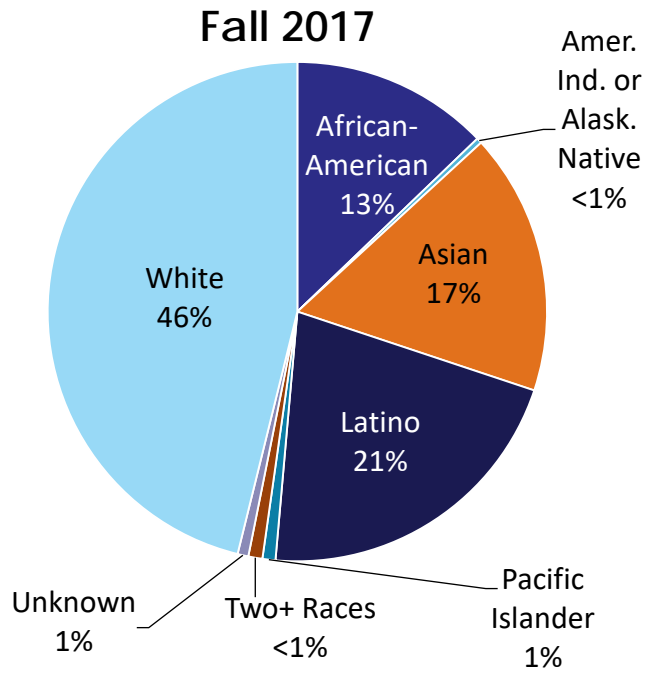
Fall 2017



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
18-34	138	161	166	193	207
35-44	299	318	322	344	350
45-54	359	351	358	368	369
55-64	393	393	377	384	372
65+	167	161	153	153	130
Total	1,356	1,384	1,376	1,442	1,428

Ethnicity

Nearly half of the El Camino College workforce was White. In the last five years, there has been a steady increase in the number of African-American, Asian and Latino employed by the College.



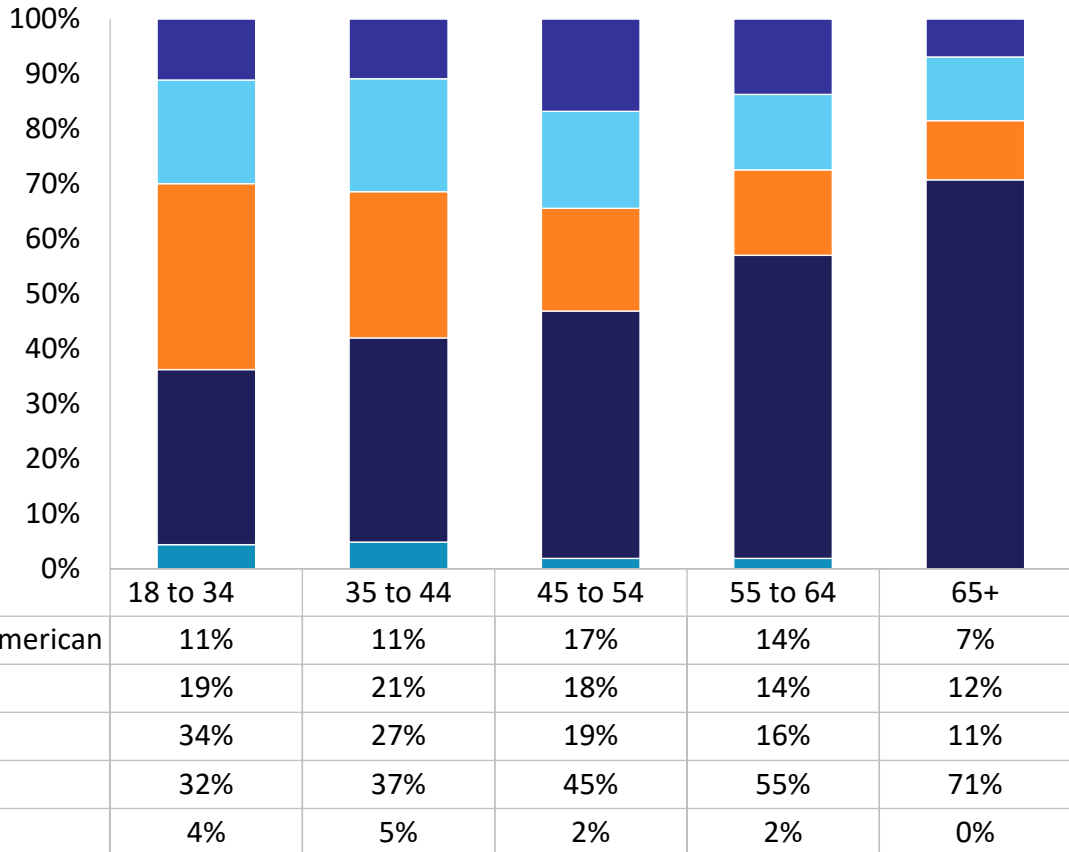
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African-American	167	173	169	183	183
Amer. Ind. or Alask. Native	3	5	3	3	5
Asian	207	219	224	233	242
Latino	232	258	266	292	304
Pacific Islander	12	9	9	10	12
Two or More Races	2	3	5	9	13
Unknown or Decline	57	0	15	1	10
White	676	717	685	711	659
Total	1,356	1,384	1,376	1,442	1,428

Other Includes: Amer. Ind. or Alask. Native, Pacific Islander, Two+ Races, and Unknown

Age by Ethnicity

White employees at El Camino College are more likely to be 45 years or older while Latino employees are more likely to be between the ages of 18 to 34.

Fall 2017



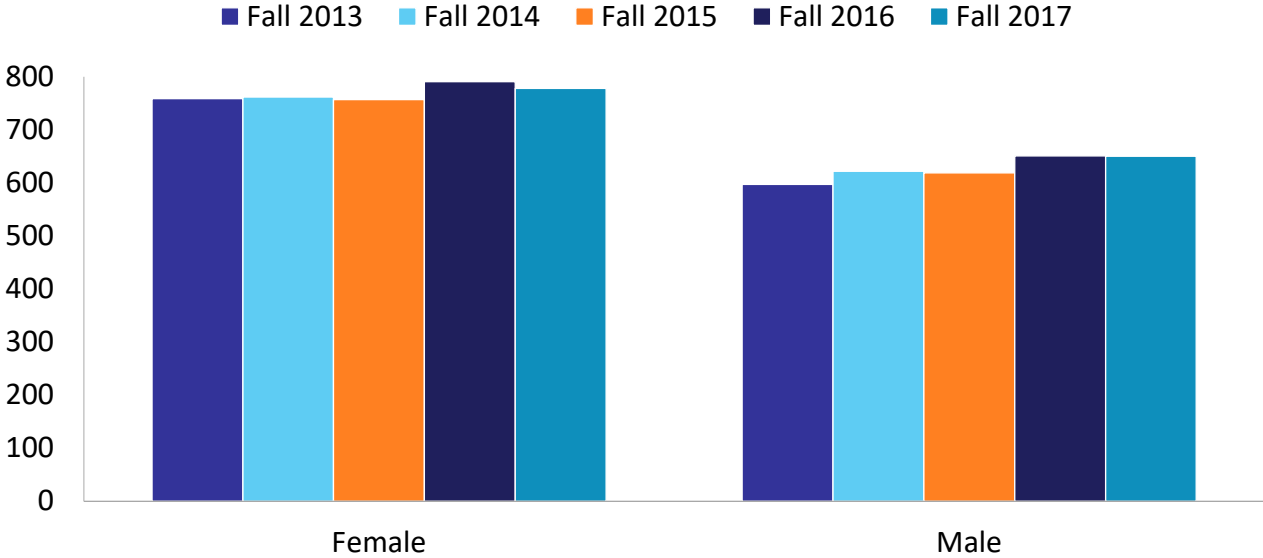
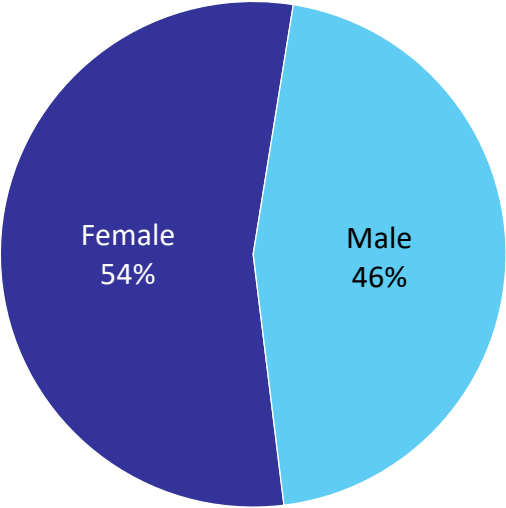
	18 to 34	35 to 44	45 to 54	55 to 64	65+
African-American	23	38	62	51	9
Asian	39	72	65	51	15
Latino	70	93	69	58	14
White	66	130	166	205	92
Other	9	17	7	7	0
Total	207	350	369	372	130

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two+ Races, and Unknown

Gender

In Fall 2017, 54% of the El Camino College workforce was female. In the last five years, there has been a steady increase in the number of male employees at ECC.

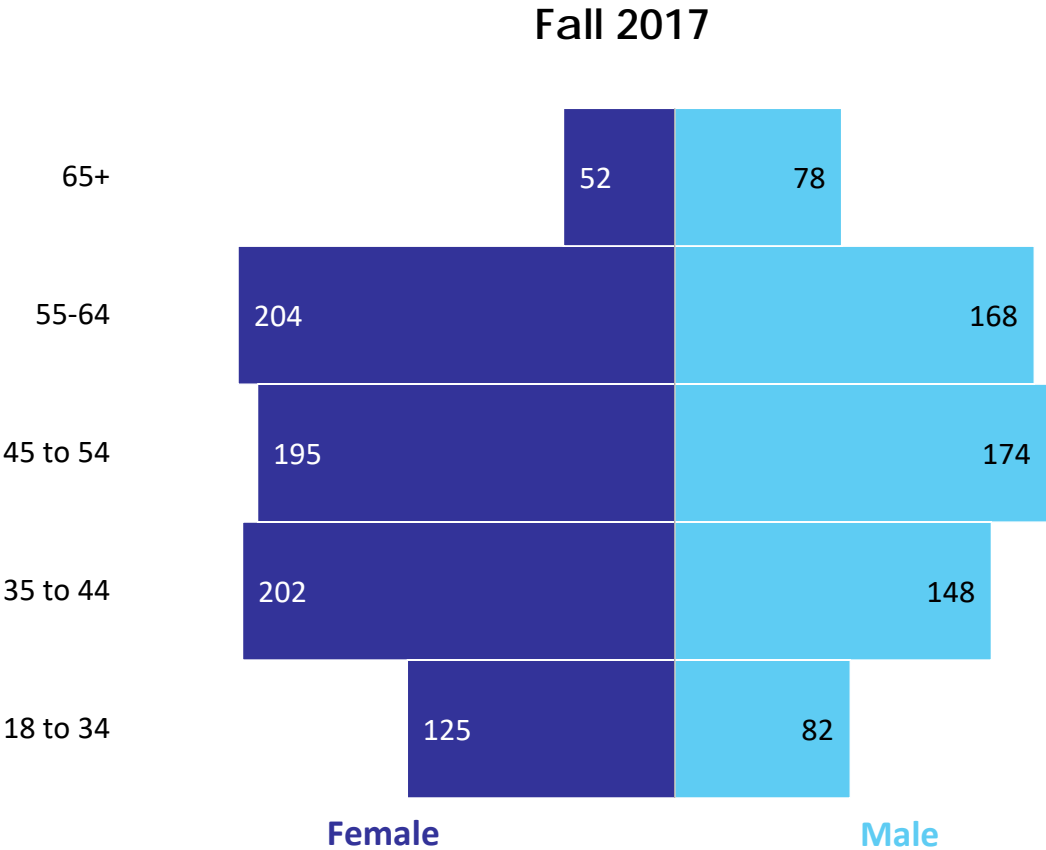
Fall 2017



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	759	762	757	791	778
Male	597	622	619	651	650
Total	1,356	1,384	1,376	1,442	1,428

Gender by Age

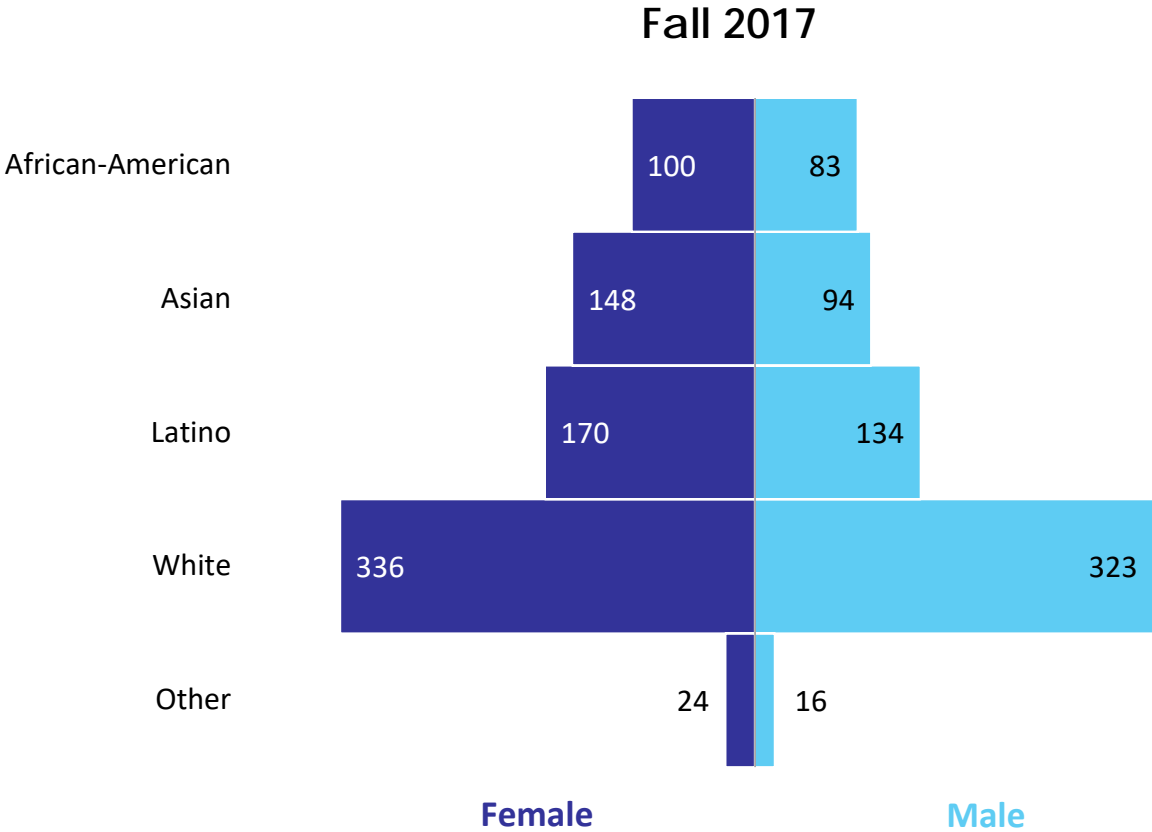
The largest gender differences were among ECC employees age 18-34 and age 35-44, with females comprising nearly 60% of these age groups.



	18-34	35-44	45-54	55-64	65+
Female	60%	58%	53%	55%	40%
Male	40%	42%	47%	45%	60%

Gender by Ethnicity

In Fall 2017, over 60% of the Asian workforce were female. Over half of the African-American and Latino workforce were female.



	African-American	Asian	Latino	White	Other
Female	55%	61%	56%	51%	60%
Male	45%	39%	44%	49%	40%

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two+ Races, and Unknown



El Camino College

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16007 Crenshaw Boulevard

Torrance, CA 90506

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