PLANNING & BUDGETING COMMITTEE
June 21, 2018
1:00 -2:30 P.M.
Library 202

Facilitator: Rory K. Natividad Notes: Linda M. Olsen

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies. 10/5/17

Strategic Initiative – C – Collaboration

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

Members

- ☐ Jose Anaya – Community Advancement
- ☐ Amy Grant - Academic Affairs
- ☐ Jeff Hinshaw - Administrative Services
- ☐ Ken Key - ECCFT
- ☐ Ruben Lopez – Campus Police
- ☐ David Mussaw – ECCE
- ☐ Rory K. Natividad - Chair (non-voting)
- ☐ Alex Ostrega – ASO, Student Rep.
- ☐ Jackie Sims - Management/Supervisors
- ☐ Greg Toya – Student Services
- ☐ Josh Troesh - Academic Senate

Alternate Members / Support

- ☐ Babs Atane – Support
- ☐ Kristie Daniel-DiGregorio – Support
- ☐ Brian Fahnestock – Support
- ☐ Irene Graff – Support
- ☐ Jennifer Gutierrez - Alt. ASO
- ☐ Kelsey Iino– Alt. Student Services
- ☐ William Kerwin - Support
- ☐ Art Leible – Support
- ☐ Jane Miyashiro – Support
- ☐ Ross Miyashiro – Support
- ☐ Sidney Porter – Alt. Ac. Senate
- ☐ Gary Robertson - Alt. Police
- ☐ Jean Shankweiler – Support
- ☐ Luukia Smith – Alt. ECCE
- ☐ Michael Trevis – Alt. Adm.
- ☐ Steve Waterhouse-Alt. Mgmt/Sup
- ☐ Carolee Jessop-Vakil – Alt. ECCFT
- ☐ Van Buren, Star – Alt. Comm Adv.
- ☐ Walter Cox - Alt., Ac. Affairs

AGENDA

1. Approval Minutes – June, 2018	R. Natividad	1:00 P.M.
2. The Funding Formula Update	B. Fahnestock	1:10 P.M.
3. Student Success Scorecard	I. Graff	1:30 P.M.

Next meeting – July 19, 2018

Committee Funds and Financial Terms Glossary

General Unrestricted	Fund 11
General Restricted	Fund 12
Compton Center Related Activities	Fund 14
Special Programs Compton Center Partnership	Fund 15
STRS/PERS	Fund 16
Student Financial Aid	Fund 74
Workers Comp.	Fund 61
Capital Outlay Projects	Fund 41
General Obligation Bond	Fund 42
Property & Liability Self-Insurance	Fund 62
Dental Self-Insurance	Fund 63
Post-Employment Benefits Irrevocable Trust	Fund 69
Bookstore	Fund 51

WSCH = Weekly Student Contact Hours
BOGFW = Board of Governors Fee Waiver
FTES = Full Time Equivalent Students
FTEF = Full Time Equivalent Faculty
COLA = Cost of Living Adjustment
OPEB = Other Post-Employment Benefits
FON = Faculty Obligation Number

* A complete list is available in the annual final budget book.

Planning and Budgeting Committee
2017-18 Goals

1. Develop an action plan utilizing the college wide evaluation of planning and budgeting process. The evaluation was conducted last year.
2. Chair to provide brief summary of PBC meeting via email to improve communication efforts.
3. Review and approve the Comprehensive Master Plan to ensure that they are:
    a. Supportive of the Mission and Strategic Plan,
    b. Integrated with other college planning and budgeting,
    c. Implementable, and
    d. Achievable.
4. Provide orientation and information to new members and alternates
5. Seek evidence of constituent group PBC communications in an effort to improve the understanding of committee efforts throughout the campus.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: June 7, 2018

MEMBERS PRESENT

- ☒ Amy Grant – Academic Affairs
- ☒ Ken Key - ECCFT
- ☒ David Mussaw - ECCE
- ☒ Rory K. Natividad – Chair (non-voting)
- ☐ Chinua Taylor-Pearce – ASO Student Rep.
- ☐ Jose Anaya – Community Advancement
- ☒ Jeff Hinshaw–Administrative Services
- ☒ Jackie Sims -Management/Supervisors
- ☐ Ruben Lopez – Campus Police
- ☒ Greg Toya – Student Services
- ☒ Josh Troesh – Academic Senate

Alternate Members: K. Iino, S. Porter, S. Waterhouse
Support: B. Atane, B. Fahnestock, I. Graff, W. Kerwin, A. Leible, J. Miyashiro, J. Shankweiler
Other Attendees: D. Maloney, A. O'Brien, D. Patel

The meeting was called to order at 1:04 p.m.

Approval of the May 17, 2018 Minutes

1. The minutes of May 17 were presented to the committee for approval.
2. Page 1, Approval of May 3 minutes, **correct:** ASP **to:** ASB.
3. The minutes were approved with the above correction noted and will be posted online.

Tentative Budget – B. Fahnestock

1. The tentative budget for the fiscal year 2018-2019 was presented to the committee for their review. The current year has financially gone very well. The year began with a fund balance of $38,364,047. Revenues amounted to $128,931,605 and expenditures came in at $142,915,830. The ending fund balance was noted as $24,379,822. The STRS/PERS Liability fund received a transfer of $15 million. This money will help offset the cost increases of STRS/PERS over the next few years.
2. This year we are going to get more revenue for COLA (2.71%) which equals $2,868,640. The salary increase of 2.71% will be applied to all units effective January 1, 2019. The interfund transfer in from Fund 16 will cover the 2018-2019 increases to STRS/PERS rates ($1,653,393).
3. It was noted the reason why the budget looks so similar to last year's budget is we are unsure of what the state of the budget will be – no one really knows. It was stated that we will get as much money next year as we did this year - plus we will get a COLA.
4. It was noted every year (through Program Review and the Trac Dat process) we accumulate a list requests. Some of these requests may have not been processed and/or completed. Rather than let these approved items remain as uncompleted, we want to ensure the process for these items are completed. To assist with this, money has been carved out so we can deliver on this plan.
5. It is thought the General State Apportionment will be based on the generation of 19,642 FTES. Money for classified and certificated will be similar to this year: Classified: 1.32% ($333,464) and Certificated: 1.75% ($914,612). A listing of full-time faculty positions, classified positions and one management position was listed on the tentative budget assumptions listing. At the end of next year, we estimate to have an ending fund balance of $22 million.
6. The various operating funds were given a brief overview. The Compton funds (funds 14 and 15) were addressed. It was noted once the partnership ends and we no longer receive funding for having the

draft

Compton Center - $1.16 million. The strategy decided upon was if we could reach the 20,000 FTES, it will put us into a higher federal funding of about $1 million. This is why the $20,000 by 2020 was important. With the change in the funding formula, we are not sure our strategy will play out as planned. We are assuming that it will play out as we are at about 19,600 which will give us a year to acquire 400 more FTES. The question will be how the funding formula will treat the size of the colleges. Hopefully we will hear some resolution on this before the state passes its budget. With this in mind, we will need to be very cautious with our spending.

7. Fund 15 is the second component of our Compton partnership. We get paid $3.6 million for having another college in our district and $1.1 million is additional money we negotiated. These will be the two things lost once our partnership with Compton is dissolved.
8. For the general obligation fund (fund 42), we are going to go out and sell bonds at the end of August - $50 million. The Bookstore fund (fund 51) has $5 million in revenue which is half of what it had during its peak years. The basically make just enough to run the Bookstore. It was mentioned the budget at this stage does not include Guided Pathways.
9. One other area addressed was AB 19. There is $46 million proposed to fund AB 19 past last year to extend first-time/full-time tuition waivers for students across the state. No information has been received how this will be calculated.
10. We have a lot of revenue sources but we are primarily funded off of our enrollment. The way our accounting looks, it appears to look much different. What makes up the FTES money is enrollment fees, local property taxes and the state fills in the rest.
11. A correction was noted on page iv of the budget handout. Under Fiscal Year 2017-2018, end of the second sentence, correct the FTES figure to 17,928. Another correction to the beginning of the fourth sentence, correct the figure 19,235 to 19,179. This would change the 400 FTES to 463.
12. It was stated that on pages 6 and 7 are listed notes which explains any places where there are major changes in the budget pages.
13. The committee was informed if anyone is associated with any of the categorical programs and knows more than what is listed in the budget handout, please contact B. Fahnestock and please notify him.
14. A motion was made to recommend the approval of the tentative budget for 2018-2019 to the president.
    Approved: Unanimous
    No: 0
    Abstentions: 0

Adjournment

1. The meeting adjourned at 2:01p.m. The next meeting is scheduled for **June 21, 2018** at 1:00 p.m. in Library 202.

RKN/lmo

draft

State Joint Conference Committee Budget Agreement

On Friday, June 8, 2018, the State Joint Conference Committee reached agreement on the State Budget for the 2018-2019 fiscal year. The two most significant items are related to the creation of the new Online Community College (the 115th college) and the new funding formula for community colleges. Details of these proposals and others of interest are listed below.

- **Online Community College** – provides $100 million in one-time funding and $20 million in ongoing funding for the creation of a new online community college, administered by the California Community Colleges Board of Governors. The new online college is tasked with developing courses and programs leading to short-term credentials and certifications with labor market value which are not duplicative of programs offered at existing colleges and lead into pathways offered at existing colleges. In addition, they have provided $35 million in one-time funds for competitive grants to existing community college districts to develop the online programs, courses and content.

- **New Funding Formula** – creates a new funding formula that will be phased in over three years. The formula contains three components as follows:

    1. **Base Allocation** – Represents 70% of the formula and is calculated on credit FTES at **$3,826** using a three-year rolling average of FTES plus the allocation for the number of colleges and centers operated by the district.

    2. **Supplemental Allocation** – Represents 20% of the formula and is calculated on the number of students who receive Pell grants, the number of students who receive a California Promise Grant (fee waiver), and those that are exempted from non-resident tuition (AB 540 students). Paid at **$919** per point for each of the three metrics.

    3. **Student Success Incentive Allocation** – Represents 10% of the formula and is paid at **$440** per total points computed using the following metrics:

        a. **AA/AS or BA/BS degree** – Three points

        b. **ADT degree** – Four points

        c. **Credit Certificates (18 or more units)** – Two points

        d. **Completion of transfer level math and English in 1st year** – Two points

        e. **Transfer to a four-year university** – One and one-half points

        f. **Completion of 9 or more CTE units** – One point

        g. **Regional Living Wage within 1 year** – One point

h. **Equity Component** – An additional $111 per total points computed in the above metrics for students who receive California Promise Grants (fee waiver) plus $111 per total points computed in the above metrics at one and one-half times the point value above for students who receive a Pell grant.

4. **Hold Harmless –** Provides districts with guaranteed cost-of-living increases in each of the next three years ensuring that districts receive the higher of the amount received in 2017-18 plus COLA or the amount calculated under the new formula and restoration of FTES declines over a three-year period.

5. **Noncredit FTES –** Both noncredit and career development college preparation (CDCP) FTES continue funding at existing levels and fall outside of the formula.

6. **Alignment with System Goals –** Requires districts to develop goals in alignment with the State system goals appearing in the Strategic Vision Plan developed by the Chancellor's Office. The goals must be approved by each local Board no later than January 1, 2019.

7. **Annual External Audit –** Requires an additional audit step related to implementation of funding.

8. **Oversight Entity –** Creates a Community College Student Success Funding Formula Oversight Committee consisting of 15-members to monitor implementation and make recommendations for improvement to the Legislature, Governor, and State Chancellor. Representatives will be chosen by the Governor, Senate Rules Committee and the Speaker. One intention is review the number of first-generation students and encompass this metric into the formula by 2022-23.

9. **Phase-In** – The funding formula will be phased in over three years as follows:

2018-2019: Base = 70%, Supplemental = 20% and Student Success = 10%.

Rates: Base = $3,826/FTES, Supplemental = $919/point, Success = $440/point plus $111/point for Equity.

2019-2020: Base = 65%, Supplemental = 20%, and Student Success = 15%

Rates: Base = $3,476/FTES, Supplemental = $919/point, Success = $660/point plus $167/point for Equity. These rates will be adjusted by COLA.

2020-2021: Base = 60%, Supplemental = 20% and Student Success = 20%

Rates: Base = $3,126/FTES, Supplemental = $919/point, Success = $880/point plus $222/point for Equity. These rates will be adjusted by COLA.

- **Full-Time Faculty –** Provides $50 million ongoing funds to hire more full-time faculty. At this point, we do not know how the Chancellor's Office will distribute these funds.

- **One-time Grant/Special Project Programs** – Provides the following one-time allocations for special projects and/or grant opportunities that may impact us:

    a) **$50 million** for part-time faculty office hours.

    b) **$10 million** towards a "hunger free campus" grant. If we participate, we must have a designated employee for the program and either have an on-campus food pantry or participate in regular food distributions.

    c) **$8.49 million** for a Veterans Resource Center grant to establish or enhance on-campus centers that provide support services to veteran students.

    d) **$10 million** for a Pathways in STEM fields grant that supports public-private partnerships and creates cost-free education for students in grades 9-14.

    e) **$5 million** for a Re-entry programs grant for currently or formerly incarcerated students with a focus on their reentry into their communities.

    f) **$10 million** for a mental health services grant to expand mental health services provided on-campus, provide training, and develop stronger relationships with the county behavioral health department and community-based mental health services.

    g) **$2 million** for a certified nurse assistant training program grant.

At this point, we do not know how the Chancellor's Office will distribute these funds.

- **Deferred Maintenance and Instructional Equipment –** Provides $28.465 million in one-time funds for deferred maintenance, instructional equipment, and water conservation projects. These funds are distributed based upon the FTES generated and are provided directly to the colleges. This is a significant decrease from the $143.5 million proposed in the May Revise.

- **Financial Aid Technology Improvements** – Provides $13.5 million in one-time funds and $5 million in ongoing funds to upgrade colleges' financial aid management systems. At this point, we do not know how the Chancellor's Office will distribute these funds.

- **California College Promise Program –** Provides $46 million in ongoing funds for implementation of the California College Promise Program. At this point, we do not know how the Chancellor's Office will distribute these funds.

The Budget Agreement will now go to both the Senate and Assembly for vote by each house by June 15. The Higher Education Trailer Bills (AB 1809 and SB 843) will likely not be voted upon for a couple of weeks. If approved, the Governor has until June 30 to sign the budget.

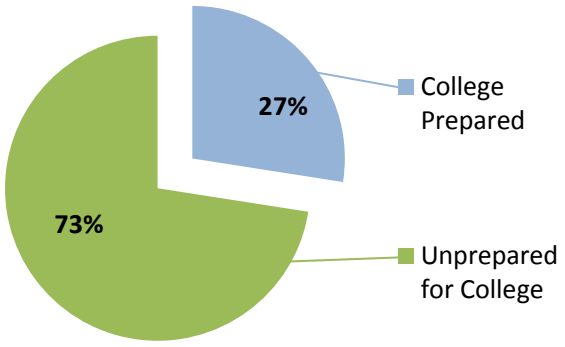
The Tentative Budget presented tonight does not contain any of the provisions listed above. Once approved by the Legislature and Governor, we will incorporate them into our Adopted Budget which will come to the Board in September for review and approval.

El Camino College
Student Success Scorecard Trends
Comparison of 2015-16 and 2016-17 Scorecard Cohorts

COLLEGE PROFILE

2016-17 Student Demographics			
Students			33,208
Gender		**Ethnicity/Race**	
Female	52.5%	African-American	15.1%
Male	47.5%	Amer. Indian/Alaska Nat	0.2%
Unknown Gender	0.0%	Asian	11.5%
Age Group		Filipino	3.5%
< 20 years old	31.3%	Hispanic	51.0%
20 to 24 years old	38.0%	Pacific Islander	0.5%
25 to 39 years old	23.0%	White	13.1%
40+ years old	7.7%	Two or More Races	4.7%
Unknown Age	0.0%	Unknown Ethnicity	0.4%

Percentage of 2016-17 Cohort Unprepared for College



COMPLETION METRICS

Overall
Student attempted any level of Math or English in the first three years

2015-16	2016-17
2010-11 Cohort (n=3,139)	2011-12 Cohort (n=3,113)

College Prepared
Student's lowest course attempted in Math and/or English was college level

2015-16	2016-17
2010-11 Cohort (n=901)	2011-12 Cohort (n=855)

Unprepared for College
Student's lowest course attempted in Math and/or English was remedial level

2015-16	2016-17
2010-11 Cohort (n=2,238)	2011-12 Cohort (n=2,258)

Completion Rate
Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.

Overall		College Prepared		Unprepared for College	
47.7%	47.8%	71.7%	68.9%	38.1%	39.8%

Three-Term Persistence Rate
Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who enrolled in the first three consecutive terms anywhere in the CCC system.

Overall		College Prepared		Unprepared for College	
76.2%	77.0%	78.8%	79.2%	75.1%	76.2%

30-Units Completion Rate
Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who achieved at least 30 units anywhere in the CCC system within six years.

Overall		College Prepared		Unprepared for College	
68.6%	69.0%	74.6%	77.9%	66.2%	65.6%

BASIC SKILLS METRICS

Remedial Completion Rate

Percentage of credit students who first enrolled in a course below transfer level in writing and/or mathematics during the cohort year at ECC and completed a college-level course in the same discipline anywhere in the CCC system within six years.

Writing		Math		ESL	
2015-16 2010-11 Cohort (n=2,925)	2016-17 2011-12 Cohort (n=2,800)	2015-16 2010-11 Cohort (n=2,478)	2016-17 2011-12 Cohort (n=2,186)	2015-16 2010-11 Cohort (n=354)	2016-17 2011-12 Cohort (n=319)
50.5%	51.7%	32.8%	33.5%	37.0%	38.2%

Transfer Level Achievement

Percentage of first-time students at ECC who complete six units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.

	2015-16 2014-15 Cohort (n=3,041)		2016-17 2015-16 Cohort (n=2,888)	
	Year 1	Year 2	Year 1	Year 2
English	46.6%	64.9%	45.9%	65.6%
Math	16.7%	28.9%	16.9%	30.4%

CTE METRICS

Career Technical Education Completion Rate

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in the cohort year at ECC who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

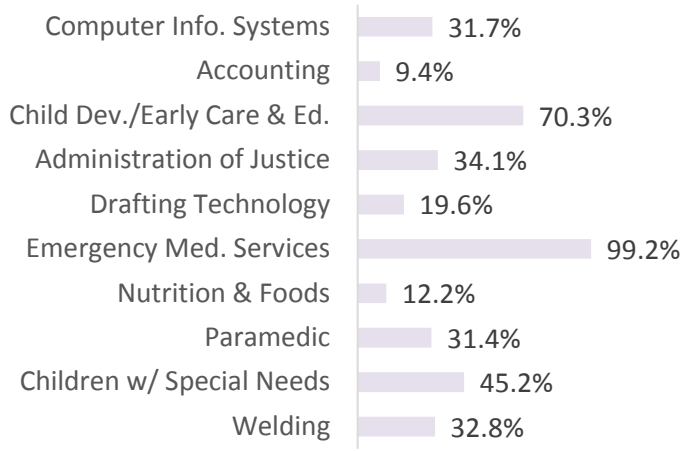
2015-16 2010-11 Cohort (n=1,295)	2016-17 2011-12 Cohort (n=1,282)
60.4%	60.5%

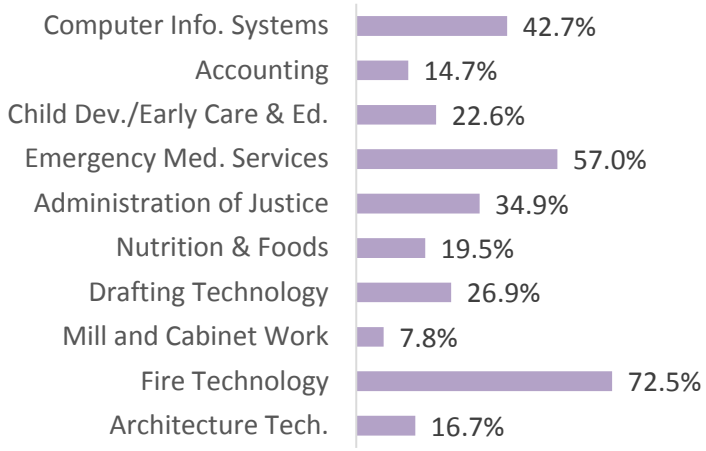
Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in cohort year and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.

2015-16 2013-14 Cohort (n=744)	2016-17 2014-15 Cohort (n=688)
+34.6%	+32.0%

Median Earning Change for Disciplines with the Highest Enrollment





Student Success Scorecard 2018

ECCCD Board of Trustees
June 18, 2018

IRENE GRAFF, INSTITUTIONAL RESEARCH AND PLANNING

Scorecard 2018

www.scorecard.cccco.edu

Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 114 community colleges.

This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state's economy.

Please contact us at scorecard@cccco.edu if you have questions about the data or documentation used to develop the Student Success Scorecard.

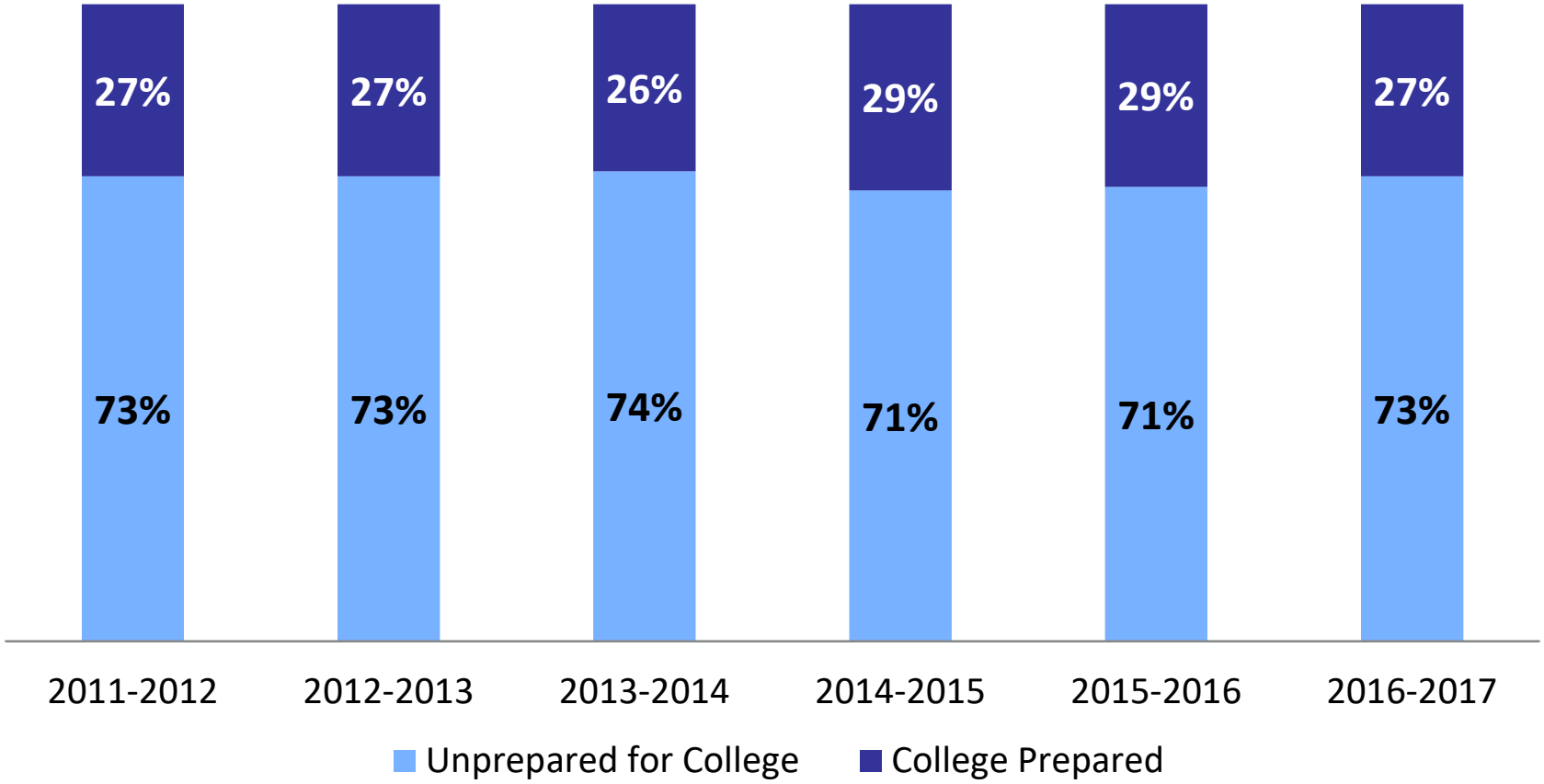
Scorecard Definitions

COLLEGE PREPARED: Student's lowest course attempted in Math and/or writing was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or writing was remedial level

OVERALL: Student attempted any level of Math or writing in the first three years

Percentage of Cohort Unprepared for College



Scorecard Performance Rates

Let's explore the Scorecard Performance Rates using **Power BI**!

2018 El Camino College Scorecard

Table of Contents

Math and English Metrics

1. Remedial Math
2. Remedial English
3. English as a Second Language (ESL)
4. Transfer Level Completion

Completion Metrics

5. Persistence
6. 30 Units Completion Rate
7. Completion

Career Education Metrics

8. CTE Completion
9. Skills Builder

This report is a visualization of the 2018 Student Success Scorecard produced by the California Community Colleges Chancellor's Office. The Student Success Scorecard contains a variety of achievement rates that measure colleges on:

- Basic Skills- Are students able to achieve college-level coursework in English and Math?

- Progress- Are students remaining enrolled and completing coursework?

- Completion- Are students completing degrees and certificates, or transferring?

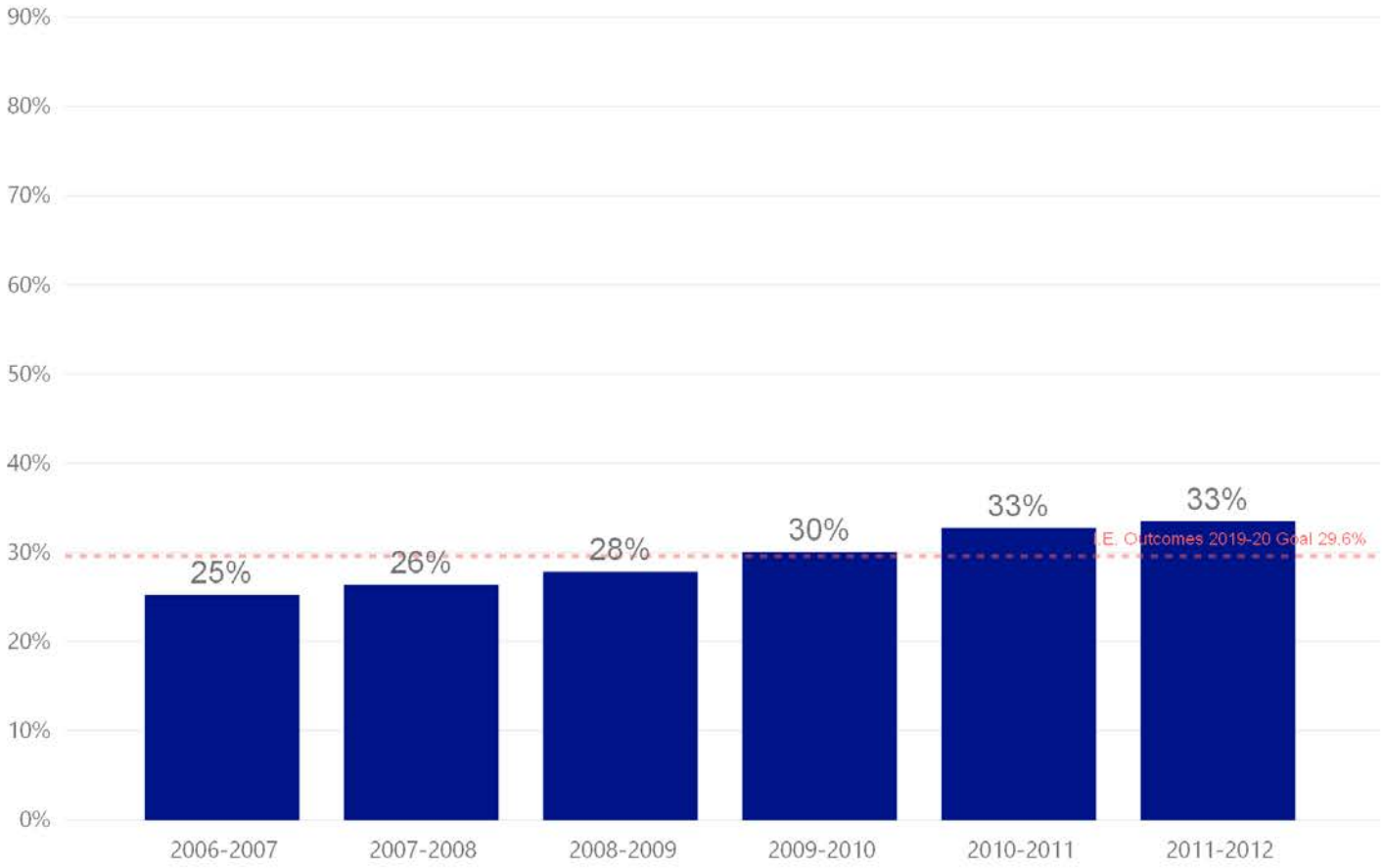
- Career Education- Are students completing programs or gaining the skills to further their careers?

The Scorecard tracks cohorts of students based on first-time status or course taking patterns for a time period to determine if the outcomes in each metric are achieved. Because metrics each have their own cohort definition, they may contain different sets of students, even when looking at the same year. The page for each metric displays the corresponding cohort size for the most recent year. Where applicable, the page will also display the College's Institutional Effectiveness (IE) Outcome goal for 2019-20.

Each achievement rate contains slicers which allow the selection of multiple characteristics, such as age, ender, race/ethnicity, economic disadvantage, and disability status, to see how different groups, or combinations of groups perform on each metric.

Basic Skills Math Progress Rate

Pecent of credit students who first enrolled in a course below transfer level in Math and completed a college-level Math course within 6 years. The Institutional Goal is set locally through the strategic planning process.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

2186

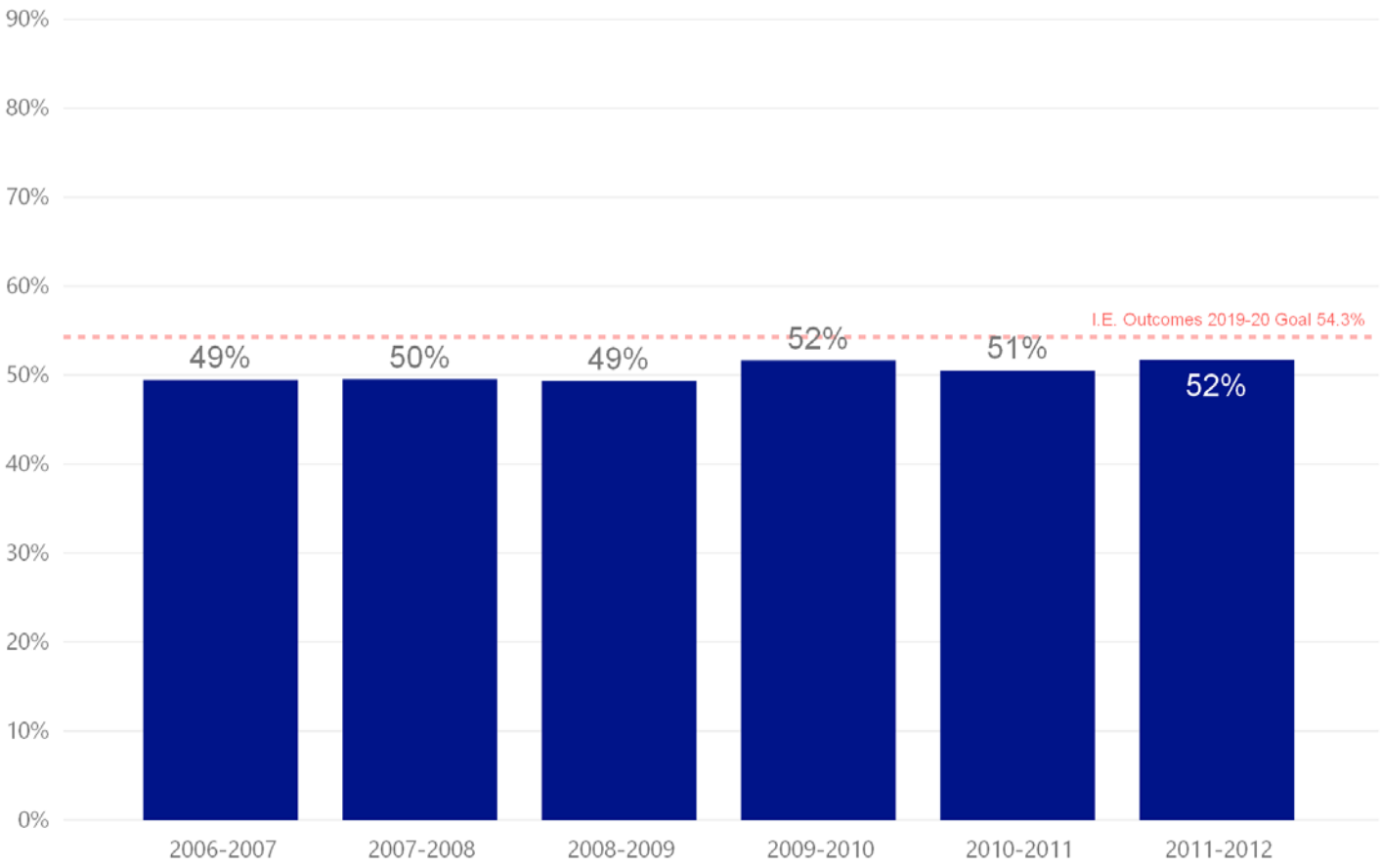
Student Headcount - 2011-12 Cohort

732

2011-12 Cohort Progress

Basic Skills English Progress Rate

Pecent of credit students who first enrolled in a course below transfer level in English and completed a college-level English course within 6 years. The Institutional Goal is set locally through the strategic planning process.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

2800

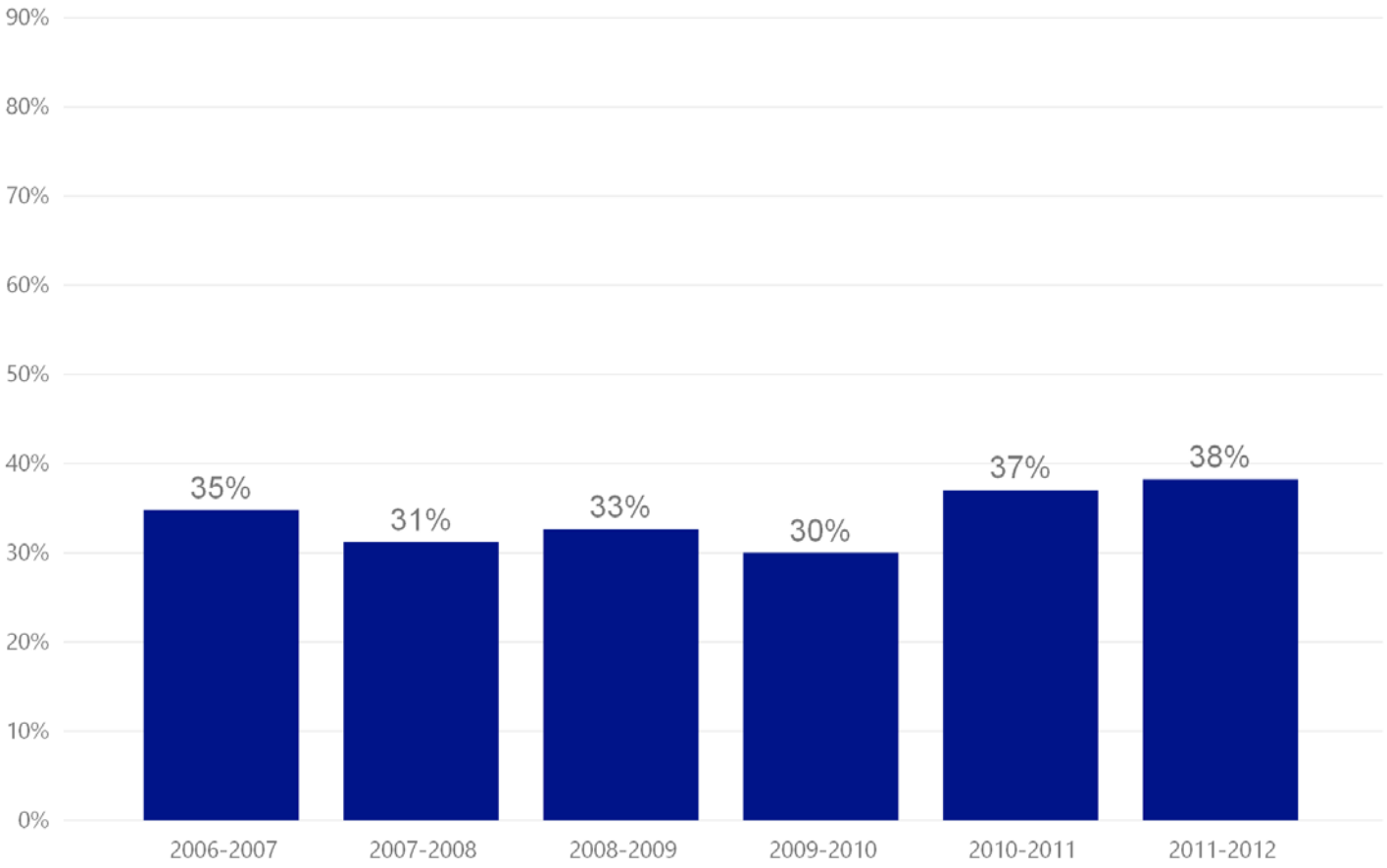
Student Headcount - 2011-12 Cohort

1478

2011-12 Cohort Progress

Basic Skills ESL Progress Rate

Pecent of credit students who first enrolled in a course below transfer level in ESL and completed a college-level English or ESL course within 6 years.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

319

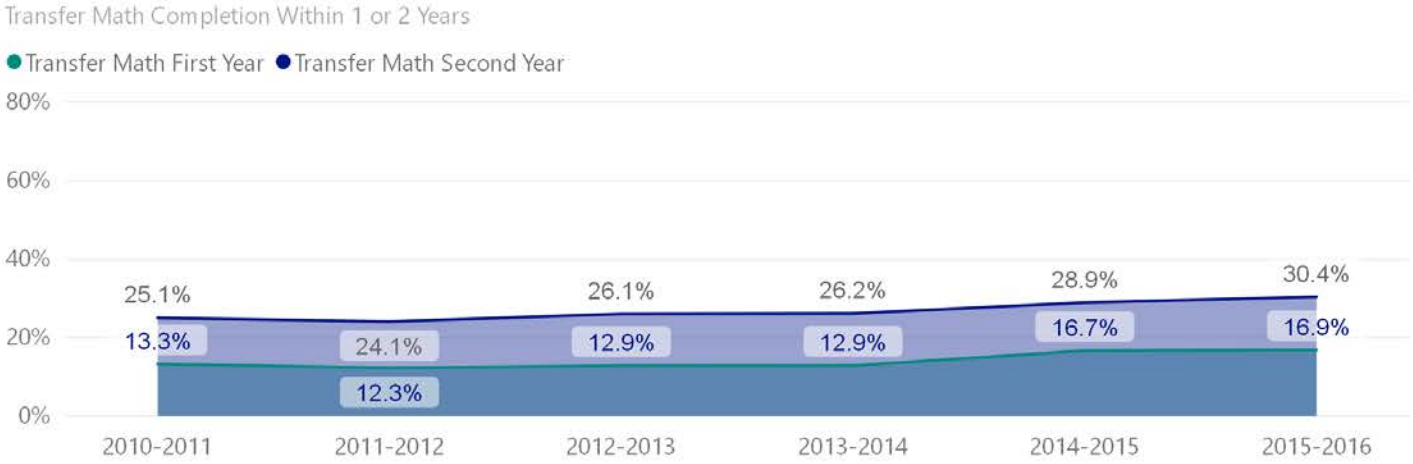
Student Headcount - 2011-12 Cohort

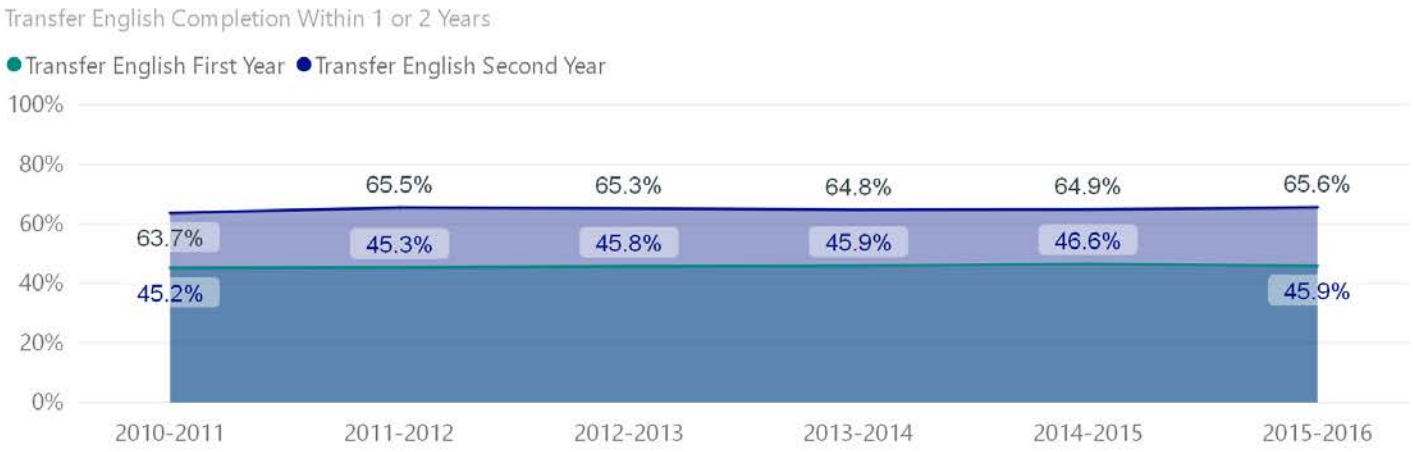
122

2011-12 Cohort Progress

Transfer Level Achievement in Math and English

Pecent of first-time students who complete 6 units and attempt any English or Math in their first year who complete a transfer-level course in English or Math in their first or second year.





Age Group

All

Gender

All

Race/Ethnicity

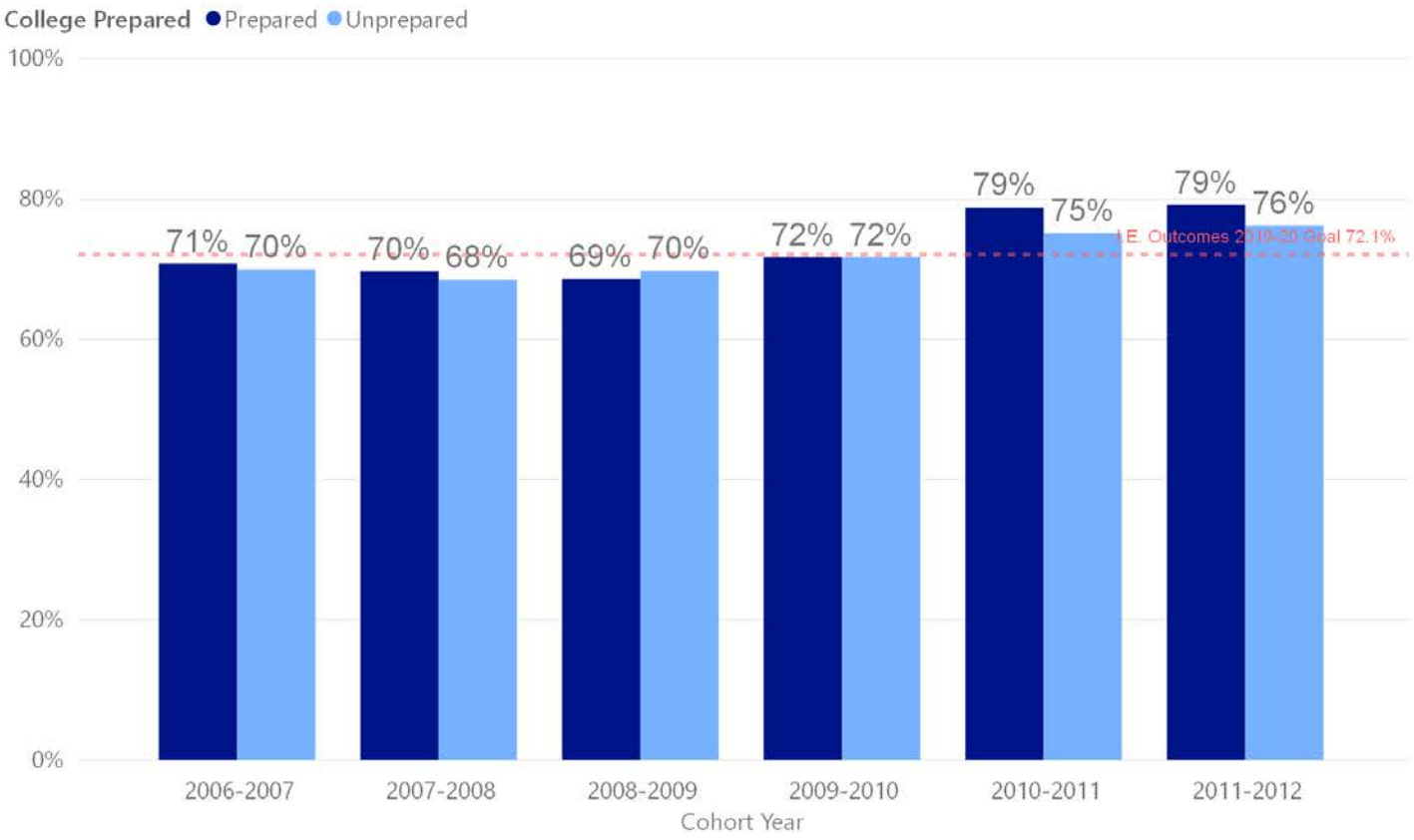
All

2888

Student Headcount - 2015-16 Cohort

Three-Term Persistence Rate

Pecent of degree, certificate, and/or transfer-seeking students starting for the first time who enrolled in the first three consecutive major terms. The Institutional Goal is set locally through the strategic planning process. College Prepared students' lowest enrolled Math or English course is college level.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

2258

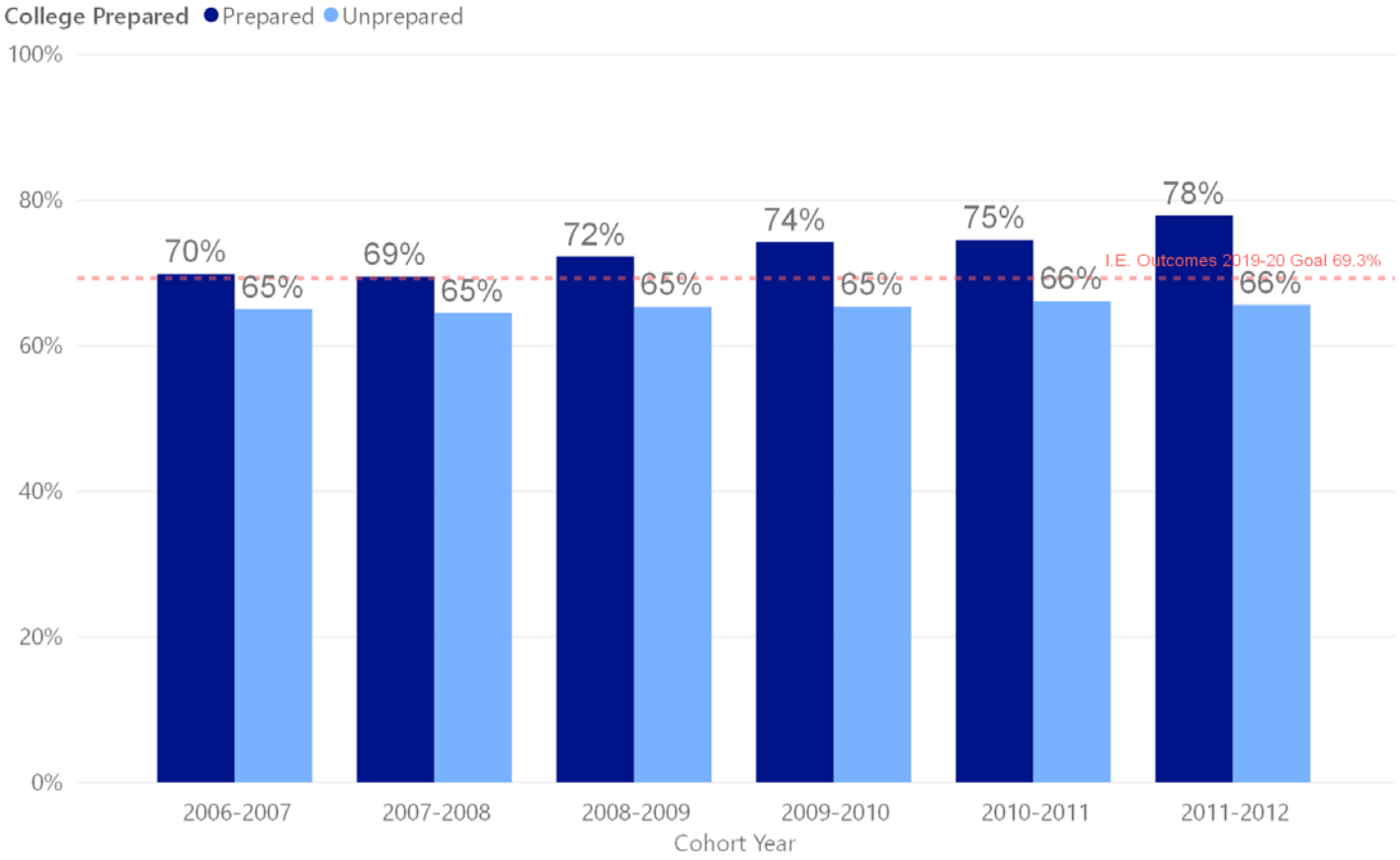
Unprepared Students - 2011-12 Cohort

855

Prepared Students - 2011-12 Cohort

30 Unit Completion Rate

Pecent of degree, certificate, and/or transfer-seeking students starting for the first time and tracked for six years who achieved at least 30 units. The institution goal is set locally through the planning process. College Prepared students' lowest enrolled Math or English course is college level.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

2258

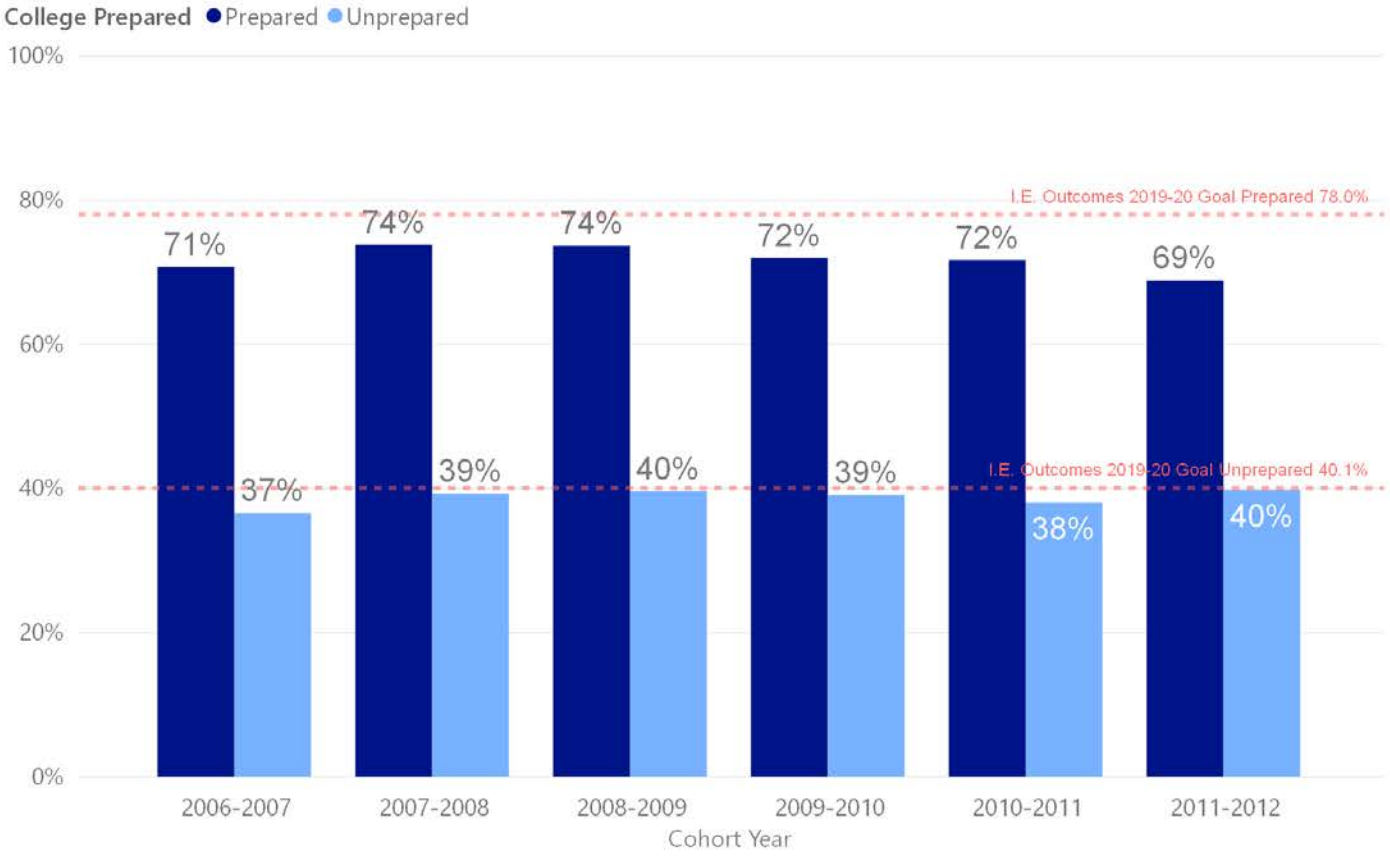
Unprepared Students - 2011-12 Cohort

855

Prepared Students - 2011-12 Cohort

Completion Rate

Pecent of degree, certificate, and/or transfer-seeking students starting for the first time and tracked for six years who completed a degree, certificate, transfered, or achieved "transfer prepared" status. The Institution goal is set locally through the planning process. College Prepared students' lowest enrolled Math or English course is college level.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

2258

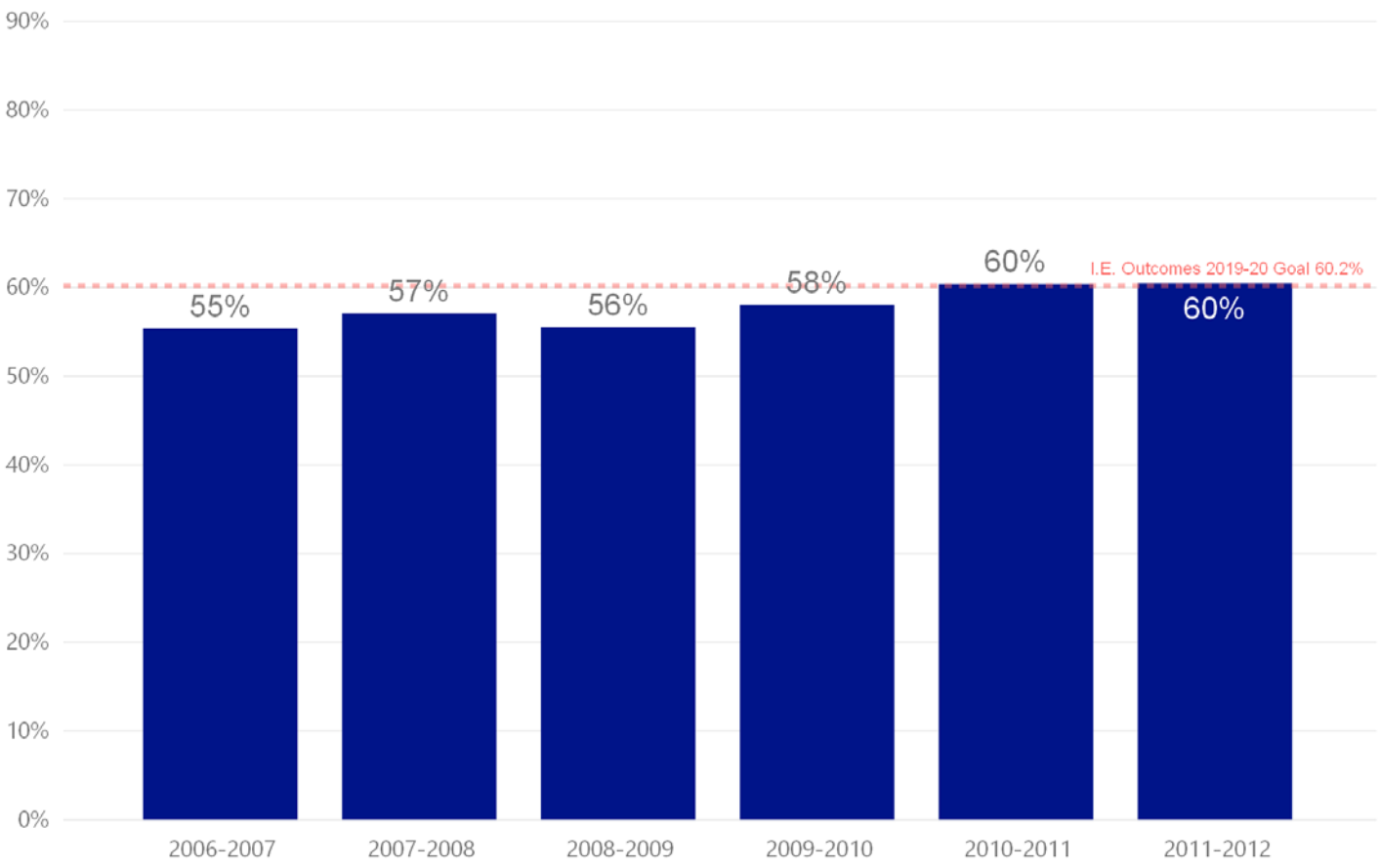
Unprepared Students

855

Prepared Students

Career Technical Education Completion Rate

Percent of students who complete 8 or more units in CTE classified courses in a single discipline who complete a degree, certificate, apprenticeship, transfer, or "transfer prepared" status within 6 years.



Age Group

All

Gender

All

Race/Ethnicity

All

Economic Disadvantage

All

Disability Status

All

1282

Student Headcount - 2010-11 Cohort

775

CTE Completion

Skills Builder Outcomes

Median change in wages for students who completed higher level CTE coursework and then left the system without achieving a formal outcome, such as degree, certificate, or transfer to a four year institution.

Cohort Year

2014-2015

TOP Code Title	Median Enrollment	Median Earnings Change	Median Wage Difference	Median Wage After Classes
Computer Information Systems	66	42.7 %	$7,502	25,333.50
Accounting	61	14.7 %	$2,398	28,993.00
Child Development/Early Care and Education	59	22.6 %	$5,380	20,886.00
Emergency Medical Services	46	57.0 %	$6,239	20,605.00
Administration of Justice	41	34.9 %	$8,158	36,318.00
Nutrition, Foods, and Culinary Arts	40	19.5 %	$4,373	22,783.50
Drafting Technology	33	26.9 %	$8,900	58,332.00
Mill and Cabinet Work	31	7.8 %	$4,978	62,115.00
Architecture and Architectural Technology	26	16.7 %	$8,111	39,621.50
Fire Technology	26	72.5 %	$8,719	27,306.50
Real Estate	26	18.8 %	$5,335	40,757.50
Children with Special Needs	25	11.8 %	$1,216	20,745.00

$8,165

Overall Median Wage Difference

29.2%

Median Earnings (%) Change

What's Next?

- Scorecard 2018 Final Release
- Chancellor's Office Simplified Metrics to replace the Student Success Scorecard

Simplified Metrics

- Focus will be on students and their educational journeys from recruitment to completion
- Equity will be observed across all metrics.
  - Each metric will be drillable by gender, age, ethnicity, first-generation status, socio-economic status, and others.

Simplified Metrics: Student Journey

Metrics will be broken into seven themes of the student journey:

1. Equitable access
2. Enrolled after application
3. Momentum
4. Foundation coursework
5. Completion/transfer
6. Employment
7. Earnings

Simplified Metrics: Student Types

Metrics will include three student types based on informed educational goals:

1. Adult education/ESL
2. Short-term CTE/skills-builders
3. Award/transfer

Next Steps

1. Board and community questions & discussion

2. Acceptance of the 2018 Student Success Scorecard

CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

2018 Compton College Student Success Scorecard

El Camino College Compton Center operates as an educational center of El Camino College. Under an agreement with El Camino College, Compton Center offers accredited El Camino College courses to residents of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate. Residents of the Compton Community College District have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses and related support services.

Student Information (2016-2017)

Students			12,366
GENDER		RACE/ETHNICITY	
Female	64.3%	African American	26.9%
Male	35.7%	American Indian/Alaska Native	0.1%
Unknown Gender	0.0%	Asian	4.0%
AGE		Filipino	2.4%
Under 20 years old	27.1%	Hispanic	59.0%
20 to 24 years old	35.1%	Pacific Islander	0.6%
25 to 39 years old	29.4%	White	3.6%
40 or more years old	8.3%	Two or More Races	3.2%
Unknown Age	0.0%	Unknown Ethnicity	0.2%

Other Information (2016-2017)

Full-Time Equivalent Students	5,110.9
Credit Sections	1,483
Non-Credit Sections	3
Median Credit Section Size	28
Percentage of Full-Time Faculty	57.3%
Percentage of First-Generation	54.2%*
Student Counseling Ratio	552:1

* Insufficient data

CALIFORNIA COMMUNITY COLLEGES STUDENT SUCCESS SCORECARD

2018 Compton College Student Success Scorecard

Cohort Tracked for Six Years Through 2016-2017	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	57.7%	31.7%	35.9%	59.1%	56.0%	56.5%	69.8%	57.9%	59.8%	23.7%	36.2%	17.2%	58.0%
Female	63.9%	33.0%	37.7%	60.2%	55.7%	56.3%	67.5%	58.0%	59.4%	25.5%	37.1%	15.8%	63.9%
Male	50.0%	29.5%	33.2%	57.6%	56.5%	56.7%	72.7%	57.8%	60.4%	20.4%	34.6%	20.0%	47.9%
Under 20 years old	61.2%	36.0%	40.8%	60.5%	54.3%	55.5%	73.6%	62.4%	64.5%	28.9%	43.5%	25.0%	54.9%
20 to 24 years old	30.8%	17.5%	18.8%	53.8%	55.8%	55.6%	38.5%	44.2%	43.6%	21.0%	31.0%	14.3%	62.3%
25 to 39 years old	42.9%	26.7%	28.4%	42.9%	60.0%	58.2%	57.1%	48.3%	49.3%	22.9%	33.7%	11.1%	58.6%
40 or more years old	N/A	20.5%	20.5%	N/A	74.4%	74.4%	N/A	51.3%	51.3%	18.3%	31.2%	22.2%	47.6%
African-American	58.8%	28.5%	32.2%	64.7%	61.5%	61.9%	55.9%	53.1%	53.5%	17.2%	28.1%	22.2%	52.6%
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.0%	50.0%	N/A	0.0%
Asian	72.7%	60.0%	66.7%	72.7%	60.0%	66.7%	100.0%	80.0%	90.5%	41.7%	44.4%	0.0%	78.8%
Filipino	42.9%	63.2%	57.7%	42.9%	42.1%	42.3%	85.7%	89.5%	88.5%	41.2%	62.5%	N/A	66.7%
Hispanic	59.4%	30.7%	34.4%	59.4%	53.1%	53.9%	73.9%	59.8%	61.7%	29.8%	44.4%	17.6%	59.9%
Pacific Islander	50.0%	12.5%	20.0%	50.0%	50.0%	50.0%	50.0%	12.5%	20.0%	14.3%	15.4%	0.0%	0.0%
White	53.3%	45.5%	50.0%	33.3%	72.7%	50.0%	53.3%	63.6%	57.7%	32.4%	66.7%	N/A	67.4%

Transfer Level Achievement	Math			English		
		1-Year	2-Year		1-Year	2-Year
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	692	6.4%	14.5%	692	26.4%	43.8%
Female	369	6.8%	15.2%	369	25.7%	45.0%
Male	323	5.9%	13.6%	323	27.2%	42.4%
< 20 years old	528	6.6%	14.4%	528	27.3%	45.6%
20 to 24 years old	108	5.6%	15.7%	108	23.1%	35.2%
25 to 39 years old	43	4.7%	14.0%	43	23.3%	44.2%
40+ years old	13	7.7%	7.7%	13	30.8%	38.5%
African American	135	3.0%	4.4%	135	17.0%	34.8%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	0.0%	0.0%
Asian	*	20.0%	20.0%	*	40.0%	60.0%
Filipino	*	66.7%	66.7%	*	66.7%	66.7%
Hispanic	523	6.3%	16.4%	523	28.7%	46.3%
Pacific Islander	*	0.0%	0.0%	*	0.0%	0.0%
White	12	25.0%	33.3%	12	33.3%	41.7%

CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

Skills Builder

Median Earnings Change

+28.1%

N=258

Disciplines with the highest enrollment	Median % Change	Total N
Child Development/Early Care and Education	23.6%	49
Computer Information Systems	36.9%	30
Medical Assisting	17.3%	28
Machining and Machine Tools	46.0%	24
Emergency Medical Services	23.5%	22
Nutrition, Foods, and Culinary Arts	1.7%	17
Welding Technology	17.2%	14
Administration of Justice	60.9%	12
Automotive Technology	19.7%	12
Accounting	72.7%	11

*: Cohort fewer than 10 students

Demographics

Gender	Median % Change	Total N
Female	29.0%	154
Male	27.6%	104
Age	**Median % Change**	**Total N**
Under 20	106.8%	15
20-24	46.9%	89
25-39	26.5%	94
40 or over	13.0%	60
Ethnicity/Race	**Median % Change**	**Total N**
African American	26.6%	99
American Indian/Alaska Native	0.0%	*
Asian	12.5%	*
Filipino	87.8%	*
Hispanic	29.9%	127
Pacific Islander	0.0%	*
White	24.6%	10

N/A: Cohort has no students.
*: Suppressed to protect student Privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.