

ENROLLMENT MANAGEMENT PLAN 2019-2022



El Camino College

Where you belong. Where you succeed.

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INTRODUCTION

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the college mission to make a difference in people's lives. The plan strives to provide and protect the college's educational programs not only during periods when funding and demographic trends are supporting enrollment growth, but also during periods when resources are declining. The plan attempts to ensure the following:

- Achievement of enrollment levels in order to maximize the resources available to the college to serve the greatest number of students in accordance with the college mission.
- Maintenance of the greatest possible student access consistent with educational quality
- A well-balanced and varied schedule, responsive to the needs of students and community, which incorporates student Equity, the Guided Pathways framework and supports the Chancellor's Office Vision for Success.
- A comprehensive educational program that is responsive to the needs of our students and community.

BASIC PRINCIPLES

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of our community and serving all of its diverse populations.

In order to fulfill the college mission and make progress toward our vision, El Camino College will focus on improvements on the following Strategic Initiatives:

A – Student Learning: Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

B – Student Success and Support: Strengthen the quality of educational and support services to close equity gaps and empower student learning, success, and self-advocacy.

C – Collaboration: Maintain an effective process of collaboration and collegial consultation with regard to planning, budgeting, implementation, and evaluation of college programs and processes.

D – Community Responsiveness: Support transfer and workforce preparedness, as well as community well-being, through the development of strategic partnerships with schools, colleges, universities, businesses, and community-based organizations.

E – Institutional Effectiveness: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F – Modernization: Enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure maintenance of an appropriate balance in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus are responsible for administering certain aspects of enrollment management, in a more fundamental sense, enrollment management is everyone’s responsibility. Both faculty and classified staff play a critical role in every interaction they have with students or the public.

2016-2019 UPDATES

The following is a review of the Objectives and Strategies presented in the 2016-19 Enrollment Management Plan and the progress made by the college to date. Detailed updates for all 2016-2019 Enrollment Management Plan strategies are provided in Appendix A.

Objectives

I. Increase campus-wide enrollment by nearly 1,600 FTES in three years to meet 19,539 FTES goal in 2018-19.

The goal of reaching 19,539 funded FTES by 2018-19 was not achieved during this three-year period of the enrollment management plan (See Table 1). The practice of borrowing FTES under the old funding formula resulted in a period of stabilization during the 2016-17 fiscal to correct this habit. The correction to the practice of borrowing in 2016-17 adversely impacted our three-year funded FTES average under the new Student-Centered Funding Formula resulting in 666 funded FTES shortfall compared to our 2018-19 goal. If you look at earned FTES, which does not factor in borrowing, our initial increase in FTES from 2015-16 to 2016-17 was 4.25%, followed by a .67% decrease in FTES from 2016-17 to 2017-18, followed by a 1.05% decrease from 2017-18 to 2018-19. Since the implementation of the enrollment management plan, we increased our earned FTES by 2.47%. Going forward under the new funding formula, our earned FTES and actual FTES will be the same.

Table 1: FTES Trends

	2015-16 FY	2016-17 FY	2017-18 FY	2018-19 FY
Funded FTES	19,486	19,486*	19,642	18,873**
Actual FTES	19,486	17,929	19,642	18,618
Earned FTES	18,572	19,361	19,231	19,030

*Stabilization funding under the old funding formula

**Three-year average funding under the Student-Centered Funding Formula

II. Increase student retention and persistence rates (ECC’s three-term persistence rate goal for 2019-2020 is 72.1%. The student retention goal is 85%.)

The student retention rate for fall 2018 as reported by the Institutional Research and Planning department was 84%. It has increased annually from the rate reported in fall 2015 of 82%. This increase has the college on track to meet the 2019-20 goal of 85%. The Institutional Effectiveness Outcomes goal for three-term persistence is a rate of 72.1% by 2019-20. The 2016-17 IE Outcomes Report indicated the persistence goal was exceeded with a reported rate of 77%.

Strategies

A. Outreach Strategies

Outreach strategies in the 2016-19 Enrollment Management Plan consisted of two activities; a) increasing assessment of potential students at the high school and campus locations and b) increasing enrollment rates of students from feeder high schools. The assessment goal was to assess 1,750 students by April 30 in 2017 and 2018. The assessments actually reached 2,324 individual assessment from January - December 2017 with an additional 1,663 assessments January –August 2018. This was achieved in several ways. The college hired additional Outreach Counselors to complete the assessments and transportation was provided to in-district high school student to come to the college and complete testing and assessment on campus. The second goal of increasing enrollment rates looked at the applicant yield rate and had a goal of increasing yield rates to 36%. The Outreach department worked with CVUHSD to implement a program that had all graduating high school seniors apply to El Camino College. This activity occurred in fall 2015/16 and 2016/17. The program was discontinued in fall 2017/18. El Segundo High School strongly encouraged students to apply. Both programs were successful in getting students to apply and enroll.

Fall Term	Applicants	Enrolled	Percentage
2016	21,688	7,099	37%
2018	18,308	7,521	41%

The program was discontinued for several reasons. Asking all seniors to apply, even with no intention of enrolling, will distort the yield rate for enrollment in addition to the program being highly labor intensive.

A second action identified was to contact students that had only completed one or two of the core services (assessment, educational plans and orientation). The Outreach department in coordination with Marketing and Communications completes this task each fall. The addition of text messaging was implemented in fall 2018. With the implementation of multiple measures in place of assessment testing, the college is now focusing on education plans.

College Night was implemented as part of the Outreach strategies in fall 2016 and was continued in spring 2016, fall 2016, spring 2017, fall 2017 and fall 2018. In spring 2018, the event was renamed the Warrior Smart Start and held on a Saturday. Warrior Smart Start was continued in spring 2019. Attendance for each semester is indicated below.

Fall Term	Attendees	Spring Term	Attendees
2016	546	2017	362
2017	376	2018	465
2018	601	2019	450

B. Access Strategies

1. Dual Enrollment

The College currently has two positions dedicated to Dual Enrollment. This department collaborates with high schools to accommodate requests for dual enrollment courses and to develop College and Career Access

Pathways (CCAP). The college currently has CCAP agreements with six local high school districts. In addition, the number of locations for dual enrollment offering increased from 10 in 2016 to our current offerings at 20 local high schools. As seen in Table 2 below, FTES generated by dual enrollment has increased 315% (258 FTES) since implementation of the 2016-19 Enrollment Management Plan. The goal in the 2016-19 plan was to increase dual enrollment by 293% (240 FTES). A Dual Enrollment web page was created to provide a consistent and efficient means for high schools to contact the college with requests. (<http://www.elcamino.edu/admissions/student/highschool/dualenrollment.aspx>)

Table 2: FTES Generated by High School Dual Enrollment Offerings

Academic Year	Earned FTES	Student Headcount	FTES % Δ from PY
2015-16	82	1,305	-
2016-17	113	1,998	38%
2017-18	194	2,298	72%
2018-19	340	2,331	75%

Source: Annual CCFS-320 Summary Reports

2. Online Offerings

Faculty members are required by the college to be certified to teach online courses. The Distance Education Advisory Committee recommended revisions to the Online Teaching Certification course. The course was revised by the Distance Education department to better prepare faculty to teach online and the first revised course was taught in summer 2019. The number of online course offerings increased for fall and spring terms and online courses were permitted to be scheduled in the winter and 6-week summer sessions. As shown in Table 3, the increase in FTES generated by online instruction increased by more than 20% each year and approximately 100% over the course of the plan. The number of online sections increased over 100% over this same time period.

Hybrid courses in biology, chemistry, and statistics were approved through the curriculum process and offered on a regular basis.

Table 3: FTES Generated By Online Course Sections

Academic Year	Earned FTES	Sections	FTES % Δ from PY
2015-16	1,083	292	-
2016-17	1,297	359	20%
2017-18	1,622	450	25%
2018-19	2,161	601	33%

Source: Annual CCFS-320 Summary Reports

3. Partnerships with Business

The Business Division developed a Business Information Worker Certificate of Achievement and a Retail Management Certificate of Achievement. The Business Division contacted Whole Foods Market and Costco to develop programs for the business employees. The first Retail Management Certificate was awarded at the spring 2019 commencement.

4. Adult Education Pathways

An Adult Education Advisory Committee was convened and is currently working to identify program pathways for adult learners. The Adult Education Program is in development and will include pathways for mid-career learners, ESL and Older Adults. Support for evening students will be built into the programming. This initiative is in early stages of development and will be continued in the 2019-2022 Enrollment Management Plan.

5. South Bay Promise

The South Bay Promise baseline year 2015-16 started with two school districts and 14 students enrolled. The goal was to reach 120 students enrolled by 2018-19. Currently, and with the help of AB 19 funding and ECC Foundation support, the SB Promise accepts graduating seniors from any high school in our district, or any student that lives within the district. The admission of student for 2018-19 was greater than 570 students and almost 500 enrolled. As of May 2019, applications for the 2019-20 academic year exceeded 1,900 students.

6. Concurrent Enrollment

See analysis for Strategy B.1.

7. Evening Weekend Program

See analysis for Strategy B.4.

8. Winter Intersession

Winter intersession was reintroduced in the January 2017 with 225 sections and a projected enrollment of 800 FTES. The FTES earned in year 2 and year 3 of the Enrollment Management Plan exceeded 1,000 FTES.

Table 4: FTES Earned In Winter Intersession Since January 2016

Academic Year	Earned FTES	Sections	FTES % Δ from PY
2015-16	-	-	-
2016-17	813	225	n/a
2017-18	1,109	327	36%
2018-19	1,048	288	-5%

Source: Annual CCFS-320 Summary Reports

C. Retention Strategies

Retention strategies outlined in the 2016-19 plan included three activities.

1. Hire a consultant to assess enrollment processes

The college hired the firm Interact to assess our enrollment processes. The process generated 38 suggested solutions and five big “must do” recommendations, of which the college implemented four.

2. Utilize Starfish Early Alert

Starfish Early Alert has been implemented and is currently under the name ECC Connect. The system is in use by the cohorts affiliated with the South Bay Promise to acknowledge good efforts by students or to make recommendations for support services when necessary. The program is accessible to all faculty and efforts will continue to increase usage.

3. Utilize Starfish Degree Planner

Starfish Degree Planner has been implemented and renamed ECC Connect Degree Planner. Usage by counselors when developing educational plans has been irregular. The Counseling department made the decision in spring 2019 to reach 90% usage of degree planner by June 2019 and eliminate the use of paper education plans.

Summary

The college has made enrollment management a priority during the 2016-2019 academic years. A number of programs were emphasized in the plan and did see success, including dual enrollment, college night, winter intersession and online education. Enrollment increases in these programs were not enough to meet our overall enrollment goals of 19,539 FTES by the 2018-19 year.

As the 2019-2022 Enrollment Management Plan is developed and implemented, these strategies will continue to be reviewed and refined. However, the changing landscape in the Chancellor’s Office Vision for Success and the Guided Pathways framework for student success will drive the focus of this new plan.

2019-2022 INDICATORS

The Enrollment Management Plan for 2019-2022 was developed with the Chancellor’s Office Vision for Success goals and Guided Pathways framework for student success and completion as the basis for our revised plan. The plan development used Academic Year 2015-16 as the baseline for all data and includes campus wide enrollment trends, time of day, student age, online and dual enrollment metrics. Appendix B contains comprehensive enrollment data for the campus starting from Academic Year 2015-16.

El Camino College Campus-wide All Enrollment Data

Campus-wide enrollment is reported in the table below as actual FTES or earned FTES. The actual FTES is the FTES reported in the annual 320 report for apportionment. The amount of actual FTES is affected by borrowing from prior year summer courses. The earned FTES is all FTES earned from prior summer, fall, winter and spring terms. Earned FTES was increasing from base year 2015, peaking in 2016-17. The successive years have shown a decline. Fill rates have declined over the 4-year period.

Table 5: ECC Campus-wide Enrollment

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Actual FTES	Earned FTES
2015-16	4,714	159,655	140,205	87.82%	19,486	18,573
2016-17	5,031	169,124	146,826	86.82%	17,929	19,361
2017-18	5,073	172,366	149,006	86.45%	19,642	19,230
2018-19	5,102	169,606	146,397	86.32%	18,618	19,030

Source: Annual CCFS-320 Summary Reports

El Camino College Campus-wide Online Enrollment Data

Online offerings and enrollments have increased approximately 100% over the period from 2015-16 to 2018-19. Fill rates for online sections exceed the fill rates of courses offered face-to-face by 1-4%. The data in Table 6 includes hybrid sections in the online enrollment data.

Table 6: Online Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	292	12,267	11,265	91.83%	1,083
2016-17	359	15,374	13,803	89.78%	1,297
2017-18	450	19,117	17,260	90.29%	1,622
2018-19	601	25,019	22,649	90.53%	2,161

Source: Annual CCFS-320 Summary Reports

El Camino College Campus-wide Enrollment Data by Time of Day

The tables below show enrollment trends from Academic Year 2015-16 through 2018-19 disaggregated by the time of day the courses are offered, with headcount, fill rates and FTES generated for each designation. Day classes are defined as classes starting before 12:00 p.m. and evening classes as those starting after 4:30 p.m. The largest enrollments are seen in the daytime offerings, with the FTES generated remaining fairly stable. The lowest enrollments are seen in the evenings.

Table 7a: El Camino College Campus-wide Day Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	2,509	84,186	76,093	90.39%	10,141
2016-17	2,673	89,031	79,524	89.32%	10,635
2017-18	2,566	84,701	74,665	88.15%	10,055
2018-19	2,507	81,263	71,312	87.75%	9,574

Source: Annual CCFS-320 Summary Reports

Table 7b: El Camino College Campus-wide Afternoon Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	1,095	36,186	31,008	85.69%	4,267
2016-17	1,183	37,790	31,955	84.56%	4,429
2017-18	1,257	42,393	36,297	85.62%	4,619
2018-19	1,247	39,100	32,838	83.98%	4,524

Source: Annual CCFS-320 Summary Reports

Table 7c: El Camino College Campus-wide Evening Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	818	27,016	21,839	80.84%	3,082
2016-17	816	26,929	21,544	80.00%	3,000
2017-18	800	26,155	20,784	79.46%	2,934
2018-19	747	24,224	19,598	80.90%	2,771

Source: Annual CCFS-320 Summary Reports

Student Success Data by Age Groups

Course success trends are disaggregated by term (i.e., fall and spring) and age group. Table 8 shows the success trends from fall 2015 through fall 2018. The overall success of students has remained consistent over the last four fall terms (note: students are considered successful if they earn a grade of A, B, C, or P). Students in the 20 to 24 age group and the 25 to 29 age group experienced slight increases in course success. Students in the 19 or Less age group and 30+ age group experienced a slight decrease in course success.

Table 8. Fall Success Trends

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19 or Less	69%	69%	70%	68%
20 to 24	66%	66%	67%	67%
25 to 29	69%	68%	68%	68%
30+	73%	71%	71%	71%
Total	68%	68%	69%	68%

Source: El Camino College Institutional Dataset

Table 9 shows the success trends from spring 2016 through spring 2018. The overall success of students has remained consistent over the last three spring terms. Students in the 19 or Less age group and the 20 to 24 age group are identical. Students in the 30+ age group maintained a steady and slightly higher level of success.

Table 9. Spring Success Trends

	Spring 2016	Spring 2017	Spring 2018
19 or Less	69%	68%	69%
20 to 24	68%	68%	68%
25 to 29	69%	68%	69%
30+	72%	72%	71%
Total	69%	69%	69%

Source: El Camino College Institutional Dataset

Table 10 shows student headcount numbers from the 2015-16 academic year through the 2017-18 academic year. Headcount numbers are disaggregated by age groupings. El Camino College has seen headcount increases in the following age groups: 19 or Less, 25 to 29, and 30 to 34. There is a decrease in headcount over the three-year period for the 40-49 and 50+ groups, but the trend is not consistent.

Table 10. Overall Headcount Trend

	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
2015-16	9,947	12,397	4,387	1,913	1,055	1,194	1,175
2016-17	10,388	12,626	4,562	1,996	1,089	1,306	1,252
2017-18	10,732	12,500	4,754	2,050	1,142	1,296	1,203
3-Year Percentage Change	15%	-1%	8%	4%	-1%	-3%	-6%

Source: DataMart March 2018

Student Retention by Instructional Method

Student retention trends are disaggregated by term (i.e., fall and spring) and instructional method (i.e., face-to-face/F2F, Online, and Hybrid). Students are included in retention numbers if they receive a grade at the end of term. Table 11 shows the retention trends from fall 2015 through fall 2018. Face-to-face course retention has remained constant over that past four fall terms. Online course retention increased from 77% in fall 2015 to 82% in fall 2018. Hybrid course retention has also remained constant over the last four fall terms (1% decrease).

Table 11. Fall Retention Trends

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
F2F	83%	84%	84%	84%
Online	77%	80%	80%	82%
Hybrid	85%	86%	85%	84%

Source: El Camino College Institutional Dataset

Table 12 shows the retention trends from spring 2016 through spring 2018. Face-to-face course retention increased from 83% in spring 2016 to 90% in spring 2018. Online course retention increased from 80% in spring 2016 to 87% in spring 2018. Hybrid course retention varied from spring 2016 through spring 2018.

Table 12. Spring Retention Trends

	Spring 2016	Spring 2017	Spring 2018
F2F	83%	83%	90%
Online	80%	81%	87%
Hybrid	85%	88%	85%

Source: El Camino College Institutional Dataset

Dual Enrollment

Table 13 provides an overview of dual enrollment from fall 2015 through spring 2019. Dual enrollment student headcount and section offering have increased steadily since fall 2015. Additionally, the success percentage of dual enrollment students is higher than the success percentage for all students 19 years older or less is 69% (fall and spring terms).

Table 13. Dual Enrollment Overview

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Student Headcount	609	696	940	1,058	1,099	1,199	1,181	1,150
FTEs estimate	41	41	58	55	95	99	201	139
Sections	49	65	61	69	75	90	95	101
Success	85%	95%	90%	84%	87%	83%	88%	87%
Retention	100%	99%	100%	99%	99%	97%	100%	98%

Source: El Camino College Institutional Dataset

Courses Typically Taken by Students 30 Years of Age or Older

Students who are 30 years of age or older typically (30+ student age category) represent 12% of total course enrollments. Additionally, students who are 30 years of age or older typically represent 17% of the total enrollment headcount. Appendix C provides a list of courses, separated by division, frequently taken by students who are 30 years of age or older. The criterion for the inclusion of courses in the lists are:

Criteria 1: Courses that had at least 30 students enrolled and the 30+ student age category represented at least 45% of enrollment in the course.

Or

Criteria 2: Courses that had at least 150 students enrolled and at least 25 enrolled students who are in the 30+ student age category.

GOALS AND OBJECTIVES

The 2019-2022 Enrollment Management Plan seeks to develop comprehensive goals that align with the various initiatives and frameworks affecting community colleges. These include college mission, the Chancellor’s Office Vision for Success goals and the strategic plan along with the pillars of guided pathways and Student Equity and Achievement. Equity goals and objectives to achieve the goals are found in the Student Equity Plan submitted to the Chancellor’s Office. The Guided Pathways framework sets the foundation of the enrollment management goals, with the Vision for Success providing concrete metrics to measure student success.

Clarify the Path → Enter the Path → Stay the Path → Ensure learning

Access → Engagement → Retention → Completion

Goal 1: Access

The College will develop clear pathways for students to enroll in El Camino College.

These pathways will incorporate the use of meta-majors, program mapping, milestones, clear messaging and communication with our partner K-12 schools. Objectives developed to support the Access goal will clarify the road to enrollment. Based on the earned enrollment of 18,618 FTES* from academic year 2018-19 and a conservative growth rate of 0.60%, the College has a goal of 19,000 earned FTES in 2021-22.

*2019 CCFS 320 Annual Report

Goal 2: Engagement

The College will incorporate pathways and schedules to help students to enter the path.

The engagement goal includes objectives to streamline application, onboarding and registration processes to support students entering El Camino College. Additionally, the college will develop a student-focused scheduling process and two-year calendar, with increased support for adult learners. These efforts to help students enter the path will support an increase of the applicant yield rate of 38%* in fall 2018 to 41% in fall 2021, an annual growth of 1%. *Fall 2019 High School Graduate Report Card

Goal 3: Retention

The College will enhance its support system to help students stay in the path.

This goal focuses on retention efforts to keep students engaged in education and returning each semester to complete their educational goals. Efforts include professional development opportunities for faculty members to recognize when students are struggling and to know the resources available to students. In addition, retention efforts will include support for online education and digital learning, tutoring and other retention programs. Retention efforts should result in an overall 3% growth in one semester retention rates from 69%* for fall 2017 to spring 2018 to a rate of 73.5% for fall 2020 to spring 2021.

*2017-18 Annual Factbook (formerly called persistence rates)

Goal 4: Completion

The College will expand processes to ensure students are learning to complete their path.

Completion for students will be supported by short-term offerings, online degree offerings, and the implementation of degree audit. In support of the Chancellor’s Office Vision for Success, completion efforts should result in a 20% increase in the number of students earning a degree or certificate will increase from 2409 in 2017-18 to 2696 in 2021-22*. *2019 Local Vision Goal

Goal 1: Access. The College will develop clear pathways for students to enroll in El Camino College.				
Objective	Why	Question	Indicator	Target
Implement a new SIS/ERP system.	Develop and implement a plan for a new SIS System	How will modernizing the SIS/ERP support the integration of external applications for enrollment/ registration?	% external applications fully integrated with our SIS/ERP	90% of external applications are fully integrated with SIS/ERP/
Incorporate the use of meta-majors, program maps, and milestones into the application/ enrollment process.	Provide clear and direct pathways for students to meet educational goals.	How does meta-majors, program maps, and milestones allow students to accurately select a major/program that meets their educational goal?	% of student who complete a program within the expected time to completion.	80% of students complete their program within the expected time to completion.
Develop comprehensive materials and messages to support targeted programs.	Develop outreach materials, web pages and catalog pages to communicate new pathways	How do targeted programs help students complete their program more than not being in a program?	% of students that are contacted with program pathway information after application	100% of students that apply to ECC who receive program pathway information.
Communicate pathways to high school partners and students.	Communicate pathways to high school partners and students.	How will communicating pathways to high school partners increase enrollments?	# of schools contacted annually with communication of four key activities	100% of high schools in district given Program Mapper demonstration

Goal 2: Engagement. The College will incorporate pathways and schedules to help students enter the path.

Objective	Why	Question	Indicator	Target
Improve application and registration process.	Improving the application and registration process will increase the number of serious applications, improve application yield, and improve registration prior to the start of a term.	How does improving the application and registration process increase the number of serious applications, improve application yield, and improve registration prior to the start of a term?	% of applications that turn into enrolled students (yield). Number of FTES enrollment 1 month prior to the start of a semester.	41% of applications that turn into enrolled students (yield). 75% of FTES enrollment goals is obtained 1 month prior to the start of a semester.
Evaluate and improve the onboarding process	Improving the orientation onboarding process will support student course placement into mathematics and English courses.	How does improving the orientation onboarding process support student course placement into mathematics and English courses?	% of new students who enroll in at least one course of transfer-level math and English within their first year.	60% of new students enroll in at least one course of transfer-level math and English within their first year.
Develop a two-year calendar of course offerings that support block scheduling.	Creating a two-year calendar of course offerings that support block scheduling will help students complete have a full schedule of degree/program applicable courses.	How does creating a two-year calendar of course offerings that support block scheduling help students complete have a full schedule of degree/program applicable courses?	units attempted/semester efficiency measures	50% of students attempt 12 units/semester 595 WSCH/FTEF
Develop a comprehensive Adult Education Program.	Developing a comprehensive Adult Education program will increase the enrollment of Adult students and improve their retention (term-to-term).	How will developing a comprehensive Adult Education program increase the enrollment of Adult students and improve their retention (term-to-term)?	% of adult students (age 26+, headcount). % of adult student FTES % of adult student's retention (term-to-term).	33% of adult students (headcount). 30% of adult student FTES 70% of adult student's retention (term-to-term).
Create an Enrollment Services Center in the Student Service Building that is open in the evening.	To make all student support services available to evening students.	How can we support working students unable to get to campus during normal business hours?	% primarily evening students (headcount). % Evening FTES % of primarily evening students' retention (term-to-term).	20% primarily evening students (headcount). 20% Evening FTES 75% of primarily evening students' retention (term-to-term).

Goal 3: Retention. The College will enhance its support system to help students stay in the path.				
Objective	Why	Question	Indicator	Target
Implement a structured system that helps keep students on the path to completion	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of students whose ed plan has been inputted into ECC Connect. % of students whose ed plan milestones have been tracked in ECC Connect.	Ed Plans of 90% of students inputted into ECC Connect. Ed plan milestones of 90% of students tracked through ECC Connect.
Develop a student retention program to help faculty increase student retention and course completion.	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of student at risk identified through ECC Connect Number of early alerts sent to students	90% of students at risk identified through ECC Connect. 10% annual increase in # of flags and referrals in ECC Connect.
Expand support for employee training and development programs.	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members attending Green Zone, Safe Zone, First-Gen or other culturally responsive teaching trainings.	80% of faculty members attending Green Zone, Safe Zone, First-Gen or other culturally responsive teaching trainings.
Coordinate and support tutoring activities	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	Ratio of number of students to number of tutors. % of students who complete a course while receiving tutoring	30:1 tutor-student ratio 90% of students who receive tutoring complete the course
Develop training opportunities for online education	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members who teach online attending online instruction training beyond certification	90% of faculty members attending online instruction training beyond certification training

Goal 4: Completion. The College will expand processes to ensure students are learning to complete their path.				
Objective	Why	Question	Indicator	Target
Incorporate Vision for Success completion and equity goals into all program review.	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of program review reports that incorporate Vision for Goals	95% of academic and student service program review reports that incorporate Vision for Success goals
Identify, develop and implement online ADTs.	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online
Examine and implement short term/hybrid offerings	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	Students' enrolling online completion time	80% of students enrolling online graduate at the estimated completion time
Implement a degree audit process to automate graduation analysis	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	Percentage of degree audits	80% of students have gone through a degree audit

FISCAL ANALYSIS

Costs of the 2019-2022 Enrollment Management Plan, determined from projected costs in Appendix D total \$2,295,000. Cost breakdown is shown below in Table 14.

Table 14: Plan Costs

Project	Fund 11	Guided Pathways	Student Equity	Strong Workforce
Access – SIS/ERP	\$1,500,000			
Access – Meta Majors		\$200,000		
Access-Marketing		\$40,000		
Engagement-Adult Ed		\$10,000		\$15,000
Retention-Degree Planner		\$25,000		
Retention-Retention Program		\$10,000		
Retention-Professional Dev.			\$40,000	
Retention-Tutoring			\$150,000	
Retention-Online Training		\$15,000		
Completion- Online ADT	\$250,000			
Completion-Degree Audit		\$40,000		
Sub-totals	\$1,750,000	\$340,000	\$190,000	\$15,000
Total				\$2,295,000

The costs of the program are divided between the unrestricted general fund and categorical programs. Categorical programs support \$545,000, or 24% of the costs. The remaining \$1,750,000 consist of the cost of a new SIS/ERP system and personnel costs for expanding support for distance education.

The goals outlined in the plan should support the costs of these efforts not supported by categorical funds.

Access: The FTES increases established in the Access goal are duplicative of the Engagement and Retention goals.

Engagement: A 3% increase in the applicant yield rate over the course of the Enrollment Management Plan would generate 1,044 more students, based on an enrollment of 34,448 students in 2018-19. Assuming each student took one 3-unit course in fall and spring, 222 FTES would be generated. An FTES rate of \$3,849 would yield revenue of \$853,419.

Retention: The Retention goal looks for a 3% overall increase in retention over the life of the plan. In spring 2019, 57,169 seats were filled. Increasing the spring seats filled by 3% over the course of the plan would yield 1,732 seats, or 184 FTES, assuming students were enrolled in a three-unit course. An FTES rate of \$3,849 would yield revenue of \$708,156.

Revenue Pool	Spring 2019 Seat Count	Spring 2020	Spring 2021	Spring 2022	3-Year Increase	FTES generated over 3 years
Retention	57,169	57,741	58,318	58,901	1,732	184

Source: Annual CCFS-320 Summary Reports

Assumption: Increasing spring term seat count by 1% each year using the prior year term as the base. The additional seats will be in 3-unit courses.

Completion: The Completion goal would increase the number of students earning a degree or certificate by 287, In the new student-centered funding formula, this would generate an additional \$261,457 assuming each degree or certificate earned one point in the student-centered funding formula and each point was funded at \$911.

Revenue Pool	Unduplicated Headcount (2018-19)	2019-20	2020-21	2021-22	3-Year Increase	FTES generated over 3 years
Engagement	34,448	34,792	35,140	35,492	1,044	222

Source: DataMart

Assumption: Increasing unduplicated student headcount by 1% each year using the prior year as the base. Each new student will take one 3-unit course during the fall and spring terms.

The combined efforts of the plan would result in an additional 406 FTES and \$1,823,032 in revenue.

Revenue Pool	FTES/Points	\$ Amount	Revenue
Engagement	222	3,849	\$853,419
Retention	184	3,849	\$708,156
Completion	287	911	\$261,457
TOTAL	-	-	\$1,823,032

SUMMARY

The 2019-2022 Enrollment Management Plan provides a summary of the enrollment management efforts achieved over the course of the 2016-2019 Enrollment Management Plan. A number of these efforts were highly successful, including online education, dual enrollment, winter session and the expansion of the South Bay Promise. The 2019-2022 plan examines enrollment trends to inform the enrollment management efforts for the next three years. Goals for the plan align with the Guided Pathways framework and support the Chancellor's office Vision for Success. The objectives in the plan include the incorporation of meta-majors, program maps and milestones, improved scheduling processes for student success, a comprehensive Adult Education plan, coordination of student retention programs, tutoring programs and online education advances.

Improvements in processes, efficiencies, retention and completion should provide increases in enrollment and reductions in costs to support the efforts of the plan.

EL CAMINO COMMUNITY COLLEGE DISTRICT 5-YEAR FTES PROJECTION

The FTES Goal to Actual report details the enrollment goals for the college from Academic Year 2015-16 through the current year 2019-2020. The table also reports the actual FTES reported to the Chancellor's Office. In Academic Year 2016-17, the college was in stabilization and received apportionment for the year prior. The Student-Centered Funding Formula was implemented in 2018-19.

El Camino College FTES Goal and Actual 2015-2020			
	2015-2016	Goal	Actual
Summer 15		1,481	1,454
Fall 15		9,382	8,618
Spring 16		8,676	7,968
Summer 16 (Transferred to fiscal year 2015-16) ¹		-	1,446
Total		19,539	19,486
	2016-2017*	Goal	Actual
Summer 16		387	613
Fall 16		8,577	8,581
Winter 17		800	813
Spring 17		7,915	7,922
Total		17,679	17,929
	2017-2018	Goal	Actual
Summer 17		2,036	1,716
Fall 17		8,654	8,540
Winter 18		842	1,109
Spring 18		7,978	7,864
Summer 18 (Transferred to fiscal year 2017-18) ²		-	412
Total		19,510	19,642
	2018-2019	Goal	Annual CCFS-320
Summer 18		1,488	1,371
Fall 18		8,578	8,489
Winter 19		1,200	1,049
Spring 19		7,873	7,709
Total		19,139	18,618
	2019-2020**	Goal	Projected
Summer 19		1,800	1,780
Fall 19		8,500	8,500
Winter 20		1,100	1,100
Spring 20		7,600	7,600
Total		19,000	18,980

¹ To achieve the 19,486 FTES funded enrollment the district borrowed 1,446 FTES from the next fiscal year.

² To achieve 19,643 FTES funded enrollment the district borrowed 412 FTES from the next fiscal year.

* A stabilization year funded at the amount of FTES we reported in the prior fiscal year.

** FTES goals are tentative.

GLOSSARY

Afternoon Classes – Classes with start times between 12 p.m. and 4:29 p.m.

Day Classes – Classes with start times before 12 p.m.

Evening Classes – Classes with start times at 4:30 p.m. or later.

Retention - Student retention refers to the tracking of students over several terms. Retention is based on five fall cohorts over four semesters, looking only at fall and spring enrollment.

Successful Completion – Success is the percentage of students who receive an A, B, C, P or IPP as a final course grade out of all students enrolled as of the census date.

Funded FTES – The awarded full-time equivalent students (FTES) for the fiscal year.

Actual FTES – The calculated full-time equivalent students (FTES) reported including the shifting of FTES between fiscal years.

Earned FTES – The calculated full-time equivalent students (FTES) produced excluding the shifting of FTES between fiscal years.

Dual Enrollment – High school students enrolled in college courses.

APPENDIX A: 2016-2019 DETAILED UPDATES

Outreach Strategy A1: Increase off-Campus Assessment Testing of Students				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Free transportation is provided to all in-district high schools to test on-campus.	OASR	Annually from November through May	September 2016	Ongoing - last day for testing to earn priority registration 4/21/17 Spring 2017 total buses - 29 Spring 2018 total buses-25 Fa 18 to SP 19 total busses scheduled ~30
<i>Action item #b</i> Utilize the Learning Resources Center, Basic Skills lab for increased on-campus testing (100 computers vs 44 computers in the Assessment Center).	OASR Learning Resource Center	Annually from November through May	September 2016	<ul style="list-style-type: none"> • Basic Skills lab reserved every Friday through February. Can test 120 students at a time. Goal is to test 1750 students by April 2017. • For 18-19 recruitment cycle, BSL not required because assessment changes of AB 705. • Onboarding Fridays are processed in the Assessment Center.
<i>Action item #c</i> An increase of outreach personnel will provide a greater number of off-campus testing. (Part-time counselors and hourly staff)	OASR Testing and Assessment	Annually from November through May	September 2016	<ul style="list-style-type: none"> • Training for Outreach Counselors assignments is complete. • Counselor placement by schools is currently ongoing and will continue through spring. • Scheduling of application workshops, orientations, and assessment is in process.
<i>Action item #d</i> Assess 1,750 students by April 30.	OASR	May 2017 May 2018	Spring 2018	2324 unique IDs January through December 2017. 1663 unique IDs January through August 2018.

Outreach Strategy A2: Increase yield rates for all feeder high schools				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Increase applicant yield rate 2% from 34% to 36% (Fall 2015 – 20683 applicants: IR February 2016)		Fall 2016 Fall 2017 Fall 2018	January 2018	Fall 2016 - 21,688/7,099 enrolled - 37% Fall 2017 - 40% Fall 2018 - 18,308/7,521 enrolled - 41% NOTE - in fall 15/16 all seniors in CVUHSD applied. This was discontinued in fall 17/18 and will thus affect yield rates.
Provide free transportation for completion of core services to in-district high schools.	OASR	Annually from November through May	September 2016	Ongoing and will continue through May 2019
Pursue agreements with all in-district high school districts for all seniors to apply to ECC as a “back-up plan”	OASR Student Services Dean VPSCA VPAA	2016-17 AY 4 Districts 2017-18 AY 8 Districts 2018-19 AY 14 Districts	As of Fall 2018 no longer actively pursuing this action item.	CVUHSD: 4 high schools El Segundo highly encourage CVUHSD: 4 high schools El Segundo highly encourages all students No longer actively pursuing this action item as it distorts enrollment yield rates. However, we will support any and all requests from districts that want to pursue this as an exercise for students to apply to college.
Follow-up with students who have only completed one or two of the core services and encourage them to complete all three services. (Part-time Counselors, Hourly staff, one-to-one digital marketing)	OASR Counseling PRM	Annually from November through August	July-August 2017 November 2016-August 2016	One Stop Shop in summer Email campaign by PRM Spring 2019 - With the implementation of AB 705, focus will be on students missing an Ed Plan and Orientation.
<i>Action item #b</i> Determine # of students assessed by OASR that actually enroll	OASR IRP	August 2017 August 2018	Fall 2018	Fall 2017 - 1,344 of 1,825 est. - 77% Fall 2018 - 1,130 of 1569 est. - 75% NOTE - Due to AB 705, this action will no longer be applicable in its current format.
<i>Action item #c</i> Implement Fall College Night for HS seniors and other HS students Goal: 1,250 students	OASR	November 2016 November 2017	November 2016	College Nights were held Fall 2016, Spring 2017, Fall 2017 and Fall 2018. In 2018, the spring event was converted to a Saturday, Warrior Smart Start. Warrior Smart Start is also scheduled for spring 2019.

Enrollment Strategy B1: Expand Dual Enrollment Pathways with in-district high schools.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action Item #a</i> Hire a full-time coordinator through Academic Affairs to manage expanding course offerings and dual enrollment opportunities.	VPAA OASR	Fall 2016	Spring 2019	A full-time coordinator was hired in winter 2016 and the position was institutionalized in July 2019. A student service specialist was added in spring 2019.
<i>Action item #b</i> Reach out to high schools with “Menu” of potential courses to offer on their respective sites. Expand from 13 – 40 sections/year	Assoc. Dean AA OASR CAA	2016-2017 2017-2018 2018-2019	May 2016	<i>Completed</i> for 2016-2017 Fall 2016: FTES-generating HS-based section offerings increased to 14 (from 3 in prior fall term); 4 districts represented (from 2 in prior fall term) Spring 2017: FTES-generating HS-based sections scheduled increased to 10 (from 5 in prior spring term); 3 sections pending finalization <i>In progress</i> for 2017-2018 During fall 2016, two additional high schools within one of the existing districts were identified for 2017-2018 dual enrollment partnership; course requests for upcoming academic year will be finalized in spring 2017. <i>Not started</i> for 2017-2018
<i>Action item #c</i> Adoption of AB 288 College and Career Access Pathways (CCAP)	Assoc. Dean AA VPAA VPSCA Deans OASR M&C A&R	2017-2018 2018-2019		<i>Completed</i> MOU for AB 288 CCAP Partnership Agreement with CVUHSD approved by ECC Board of Trustees and CVUHSD governing board. Agreements with Torrance, Inglewood, El Segundo, RUHS and DaVinci all approved. In Process Spring 2018 - CCAP for Manhattan Beach SD
Collaborate with attorney to finalize draft of MOU for CCAP Partnership Agreements	VPAA Assoc. Dean AA	Fall 2016	Spring 2017	MOU template reviewed and adopted for submission to ECC Board of Trustees for approval
Identify potential areas of focus for pathways	VPAA Assoc. Dean AA Division Deans	Fall 2016	September 2016	The following pathways have been developed: Child Development, CIS, Engineering Technology, Environmental Technology, Architecture
Meet with Deans to brainstorm appropriate courses for potential pathway areas	Assoc. Dean AA Division Deans	Fall 2016	September 2016	4-semester course sequences have been finalized for each CCAP pathway developed

Meet with high schools and districts regarding pathway interest and requests	VPAA Assoc. Dean AA	Fall 2016	Fall 2016	By 11/1/16, meetings had been held with CVUHSD, TUSD, DaVinci, IUSD; meeting with RBUSD to be completed by 12/16/16
Assemble Dual Enrollment Advisory Group (e.g., Associate Dean of AA; Director of Outreach and School Relation, Director of Career Pathways, Dean rep, A&R rep)	VPAA Assoc. Dean AA Division Deans	Fall 2016	Fall 2017	Recommendations made regarding membership of the advisory group. Meetings held each semester since Fall 2017
Approve any curriculum under development for proposed pathways	Curric. Committee Division Deans	Fall 2016	Fall 2017	Completed
Conduct inaugural meeting of Dual Enrollment Advisory Group (e.g., recommendations regarding school partners, pathways/courses, process timelines, website content)	VPAA Assoc. Dean AA	Winter 2017	Winter 2017	Inaugural meeting of advisory group projected for January 2017 pending confirmation of staffing model for dual enrollment administration
Finalize Appendix B of CCAP Partnership Agreements with school partners	Assoc. Dean AA Schools/Districts	Spring 2017	November 2016	MOU (including Appendix A) finalized with CVUHSD in November 2016.
Submit MOU for CCAP Partnership Agreements to ECC and school district governing boards for approval	VPAA Assoc. Dean AA	Spring 2017	Fall 2018	Approved CCAP agreements with DaVinci High Schools, El Segundo USD, Inglewood USD, CVUHSD, Torrance USD
Launch Dual Enrollment website	Assoc. Dean AA M&C	Spring 2016	Spring 2018	Page housed under High School on Admission Site.
Identify additional potential school partners for CCAP Partnership and non-AB 288 dual enrollment	VPAA Assoc. Dean AA	Spring 2016	Fall 2018	Non-CCAP with Lennox, Serra, WISH Academy, CSUDH Upward Bound, Volunteers of America Upward Bound. Discussion with Manhattan Beach and Hawthorne Math and Science.

Enrollment Strategy B2: Strategically design online offerings to increase access/options.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action Item #a</i> Increase the number of sections for online courses with high fill rates and successful outcomes.	Academic Deans	2016-2017 2017-2018 2018-2019	Fall 2018	Online sections have increased each academic year. The number of sections has doubled from 2015-16 to 2018-19 and FTES generated doubled in the same period.
Conduct assessment of online courses to identify successful offerings (e.g., FTES, retention rates, success rates).	IRP Academic Deans		Winter 2019	FTES, retention rates, and success rates assessment provided in an Excel spreadsheet
Schedule online certification courses to expedite faculty readiness to provide distance education (e.g., completion of both courses within one semester).	Professional Development Distance Education	Fall 2016	Spring 2019	Ongoing. DEAC recommended and Academic Senate and Professional Development approved training move to DE. First trainings offered by DE in Spring 2019
<i>Action item #b</i> Schedule hybrid courses for sequences of laboratory coursework (e.g., Biology, Chemistry)	NATS Division	2017-2018 2018-2019	September 2016	Hybrid Chem 20 class submitted to CCC, Biology 10 to be offered in fall 2019; Oceanography 10 has been offered for the past 10 years.
Conduct outcomes assessment of current hybrid courses with laboratory components (e.g., math, CIS)	IRP; Math Division Business Division	Spring 2016	Winter 2019	Assessment Report Completed
<i>Action item #c</i> Schedule hybrid course sequences reflecting required coursework for high potential CTE certificates.	I&T division leadership; other divisions, as applicable	2017-2018 2018-2019	Summer 2019	The Business Division offered Real Estate 11 and 13 during the summer as hybrid sections. The on-campus lectures were offered one after the other on the same days of the week. In addition, a third Real Estate course was offered online. Students were able to complete 3 courses in the summer and were then eligible to take the Real Estate Sales License exam. The industry and Technology Division increased online offerings from one course in 2017-18 to sixteen courses offered in 2018-19.
Conduct assessment of CTE outcomes to identify high demand courses and certificates.	IRP; Division leadership	Spring 2016	Winter 2019	Assessment Report Completed
Identify potential CTE courses and certificates for hybrid offering based on Advisory Committee recommendations, industry demand, and/or trends	I&T division leadership; other divisions, as applicable	2016 - 2017	Spring 2019	Real Estate courses and certificates have been identified as potential CTE hybrid offerings. Students can complete the courses required

in CTE course delivery.				to sit for the salesperson licensing exam and then return to take hybrid/online courses required to sit for the Broker's Exam. Twenty-three were courses created and approved in Spring 2019 by the Industry and Technology Division.
Action item #d Schedule 2-year sequences (8- and 16-week online courses) to reflect the ECC GE pattern and CSU/IGETC transfer patterns	Academic Affairs; Academic Deans	2017-2018 2018-2019	In Progress	This will be an objective in the 2019-2022 Enrollment Management Plan.
Conduct outcomes assessment of current online 8-week courses within BSS, HUM, I&T, and MATH divisions to identify most viable GE courses for accelerated online delivery	IRP; division leadership (BSS, HUM, I&T, MATH)	Spring 2016		BSS regularly offers the following GE/IGETC courses as 8-week online offerings during the semester: Econ 1: Macroeconomics, Econ 2: Microeconomics, Hist 101: US History to 1877, Hist 102: US History since 1877, PoliSci 1: US and California Government, Psych 5: General Psychology, Psych 16: Lifespan Development, Soci 101: Introduction to Sociology, Soci 104: Social Problems
Develop 2-year sequences of ECC GE and CSU/IGETC transfer coursework	Academic Affairs; Academic Deans	2016 - 2017		
Action item #e Increase awareness of and readiness for distance education opportunities among internal and external constituents.	M&C Professional Development Distance Education ITS	2017-2018 2018-2019		
Enhance and increase training opportunities for faculty and students on the LMS platform (e.g., Etudes, Canvas)	Professional Development Distance Education	2016-2017	Summer 2019	Distance3 Education department revised the Online Training Certification and Canvas training. Two sections of the combined training were offered to faculty in summer 2019.
Enhance the searchable schedule on the college website to more clearly distinguish between hybrid and online courses.	ITS M&C	2016-2017	In Progress	The ITS division is working with Civitas to make College Scheduler public facing.
Launch internal and external marketing campaigns for online "pathways" to GE pattern completion (e.g., accelerated 8-week, semester-length 16-week)	M&C	Fall 2017	In Progress	The Distance Education Department is surveying all online coursework to see what degrees are available online. The plan for 8-week opportunities will be carried to the next plan.
Action item #f Explore opportunities to offer	Academic Affairs	2016-2017	September 2016	Online courses were offered starting in winter 2016 and

select 3-unit lecture courses online during winter term				have continued each of the subsequent winter sessions.
Conduct assessment of currently offered online courses to identify most successful offerings (e.g., highest FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016	Summer 2019	An informal study of online success rates was conducted by the BSS division and it was found the BSS online success rates were as good or better than the campus face-to-face success rates.
Identify GE courses that are in high demand among current and prospective students (e.g., students enrolled at local community colleges and 4-year colleges/universities)	Academic Affairs ITS	Fall 2016	September 2016	Spring 2016 offerings increased by 18 sections over spring 2015. Online sections for spring 2017 increased from 125 to 140.
Action item #g Explore opportunities to offer online coursework for local high schools with sufficient technological resources	Academic Affairs OASR	2017-2018	In Progress	Work in this area will continue with the 2019-2022 Enrollment Management Plan.

Enrollment Strategy B3: Expand partnerships with business to offer degree options for employees.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action Item #a</i> Work with Business faculty to promote Retail Management Certificate of Western Association of Food Chains (WAFC) to local groceries.	Business Division	2016-2017	Fall 2018	The Business division identified a faculty member to promote the Retail Management Certificate. Over 20 individual retail food stores were visited to promote the program. Difficulties with enrolling and having the college pay fees stalled the recruitment. The college graduated the first student with the Retail Management degree graduated in spring 2019.
<i>Action item #b</i> Work with Business Division to identify section needed to offer and promote Business Information Worker Certificate Program for Information Technology workers. Market as Skills Builder courses to individuals and businesses.	Business Division Community Advancement M&C	2017 – 2018	Fall 2017	The courses for the Business Information Worker Certificate and the certificate were finalized in fall 2017. The courses are offered regularly. The marketing of the certificate is to be developed.
<i>Action item #c</i> Identify sections needed to offer and promote CIS Computer User Support Specialist Certificate program. Market as Skills Builder courses to businesses and individuals.	Business Division Community Advancement M&C	2018 – 2019		
<i>Action item #d</i> Expand for-credit and apprenticeship offerings through ECC Contract Education and market to existing and future clients (e.g. SpaceX).	Community Advancement M&C	2016 – 2018	Summer 2019	The Department of Labor approved an Apprenticeship Grant that supports up to 23 apprentices from fall 2019 through June 2020. The companies involved include Northrop Grumman, Lisi Aerospace, The Boring Company and Moog Aircraft.

Enrollment Strategy B4: Design Adult Education Pathways with Adult Education Consortium.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Develop Bridge programs from adult schools to ECC CTE Programs in automotive, business, health, IT and welding. (5 pathways with 3 classes each). Pathways will be developed in 2016-17.	Community Advancement	2016-2017 2017- 2018 2018– 2019	September 2016 September 2018	VESL noncredit pathway submitted to CCC 2 CDEV noncredit courses submitted to CCC. Courses offered in Inglewood Adult School in fall 2018. CDCP pathways include Child Development.
<i>Action item #b</i> Marketing campaign to attract online GED student to enroll in ECC college courses. (240 students/year ~ 7 sections)	Community Advancement M&C	January 2017 2017 - 2018 2018 - 2019	On Hold	The committee did not make progress in this area.

Enrollment Strategy B5: Expand the South Bay Promise.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Grow South Bay Promise cohorts	Dean Student Services OASR FYE	2016-2017 60 Students 2017-2018 90 Students 2018-2019 120 Students	September 2018	Fall 2016 - 60 students enrolled from CVUHSD in Promise Program and Inglewood Fall 2017 - TUSD Added, 90 students enrolled Fall 2018-open to all districts, >574 students

Enrollment Strategy B6: Increase Concurrent Enrollment 10% in each of next three years.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #b</i> Identify and offer CTE programs for inclusion in Afternoon College	Dean, I&T	2016-2017 2017-2018 2018-2019	Spring 2019	Inglewood High School bussed students to El Camino for Automotive Technology classes in spring 2019. The program is continuing in fall 2019.
<i>Action item #c</i> Develop a math class to be offered at high school that will count for degree credit at ECC. Utilize High School Newsletter	Math Division Dean and Faculty M&C	2016-2017 Identify 2017-2018 Curriculum 2018-2019 Offer	Fall 2017	Abandon: The math department does not approve of this plan and work on AB 705 took priority.

Enrollment Strategy B7: Evening/weekend program for adult and re-entry students.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Develop attractive certificate program for evening weekend students to earn a degree.		2017-2018 2018-2019		
Determine which pathway to develop into block classes - entrepreneurial studies, project management, health care management, or others	VPAA M&C, IRP Counseling Faculty and Deans	Fall 2016	September 2016 Spring 2019	Counselors drafting pathways for PT students to earn degrees and certificates. The Career Education committee identified areas of emphasis in spring 2019.
Develop block scheduling sequencing courses over a 4-year time span (1 class/semester for 2 years)	VPAA M&C Counseling Faculty and Deans	Spring 2017	In progress	In progress - A Scheduling for Success workgroup was developed in spring 2019 to start work. A survey of faculty and students was conducted to query opinions on college hour.
Create stackable certificate leading to AA and transfer	VPAA Counseling Faculty and Deans	Fall 2017	Spring 2018	Auto Tech, ACR, Welding approved in spring 2018

Enrollment Strategy B8: Implement Winter Intersession in January 2017.				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Re-introduce winter intersession for January 2017 at 200 sections and continue at that level for 2018 and 2019. Costs include faculty salaries, supplies for labs and tutors needed during the additional session.	Academic Affairs	2016-2017 2017-2018 2018-2019	September 2016 January 2018 January 2019	Galleys finalized for winter 2017, 225 sections, 800 FTES projected. Winter 2018 and 2019 over 1000 FTES were earned.

Enrollment Strategy C1: Analysis of student experience and redesign of process using Completion by Design				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action item #a</i> Hire a consultant to assess enrollment processes (prospect messages, applicant messages, concurrent enrollment process, core services, messages and process, registration process).	VPSCA			The college hired the firm Interact to assess our enrollment processes. The process generated 38 suggested solutions and five big "must do" recommendations, of which the college implemented four.
Prioritize request through annual planning process	VPSCA		May 2016	Consultant funded in planning process
Identify consultant	VPSCA	May 2016	May 2016	Interact
Contract to Board	VPSCA	June 2016	May 2016	Board approved
Consultant review	Consultant	July-September 2016	June-Sept. 2016	Work in progress
Implementation of recommendations	VPSCA	Fall 2016-Spring 2017	10/1/2016	Consultant to meet with Superintendent/President
<i>Action item #b</i> Develop positive messages (email, letter, social media) to encourage continuing students to return following fall and spring semesters.	M&C	2017-2018 2018-2019		
Form committee (including students) to review/develop appropriate messages	M&C VPSCA	April 2016		
Committee completes first draft of new messages		June 2016		
Finalize messages and establish timeline for sending messages to students	M&C VPSCA	September 2016		
Send messages beginning	M&C	Winter 2017		
<i>Action item #c</i> Utilize Starfish Early Alert to identify students at risk and provide intervention Cost – current program and staffing	Counseling Assoc. Dean AA	2017-2018 2018-2019	Spring 2019	Starfish Early Alert has been implemented and is currently under the name ECC Connect. The system is in use by cohorts affiliated with the South Bay Promise to acknowledge good efforts or to make recommendations for support services when necessary.
Determine who will receive the early alert messages and what type of intervention will be provided.	Counseling Assoc. Dean AA		Summer 2016	Sections/classes/instructors identified for beta test in Fall 2016
Pilot Starfish with a small cohort of instructors	Counseling Assoc. Dean AA	Summer 2016	December 2016	Beta test ended in December 2016
Evaluate the process and make revisions	Counseling Assoc. Dean AA	End of Summer 2016	December 2016	Debrief session with instructors, counselors, and other service providers who participated in the beta test; surveys administered to faculty/staff users and student

				users from the beta test
Develop faculty training and roll out training schedule	Counseling Assoc. Dean AA	Fall 2016		Postponed to spring 2017, pending outcome and feedback regarding fall 2016 beta test
Fully implement Starfish	Counseling Assoc. Dean AA	Spring 2017		Target for full implementation is fall 2017, pending outcome and feedback regarding fall 2016 beta test

Enrollment Strategy C2: Application of RP Group “Student Support (Re)defined concepts				
Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action Item #a</i> Utilize Starfish Degree Planner to facilitate goal development and academic planning.	Dean, Counseling			
Beta test with selected counselors	Assoc. Dean, Counseling	Summer 2016		Beta test delayed until spring 2017
Evaluate the process and make revisions	Assoc. Dean, Counseling	end of Summer 2016		Postponed to follow spring 2017 beta test
Develop training for counselors for fall pilot	Assoc. Dean, Counseling	Fall 2016		Timeline adjusted pending outcome and feedback regarding of spring 2017 beta test
Fully implement Starfish Degree Planner	Dean, Counseling	Spring 2017		Timeline adjusted pending outcome and feedback regarding spring 2017 beta test
<i>Action item #b</i> Develop strategies faculty can use during first two weeks of the semester to encourage students to remain in their class. Cost – FDC chair has RT	FDC Chair	2017-2018 2018-2019	Fall 2018 Fall 2019	Academic Senate developed messaging to students that was shared to all faculty with reminders and support information. Faculty were asked to share this information with students.
Ask the Faculty Development Committee (FDC) to publish tips for nurturing students to get them committed to staying during the first two weeks before census.	FDC Chair	April 2016	Spring 2016	During spring 2016, the FDC planned fall 2016 Professional Development Day with a keynote address entitled "Shifting Perspective: Building an Ecology of Success." Fall PD day presentation materials and other resources to be published to the Professional Development webpage.
Have the FDC develop workshops for fall PD Day on enacting the tips.	FDC Chair	August 2016	Fall 2016	10/25 FDC mtg -- Sessions from Fall 2016 PD Day and brainstorming session from 9/20/16 AS meeting generated momentum for planning ongoing "brown bag" series during Spring 2017 11/8 FDC mtg -- finalized title for series ("Informed and Inspired: Lunchtime Professional

				Development Series") -- finalized dates for 2017 "brown bag" sessions (March 2 & 16; April 6 & 20; May 4 & 18) - 1st session focused on learning about campus programs and operations, and 2nd session focused on how to incorporate knowledge into instructional strategy
Publish tips for distribution to faculty	FDC Chair	August 2016	Fall 2016	<i>Completed</i> Presentation materials from Fall PD Day keynote and other resources made available on Professional Development webpage <i>In progress</i> The FDC continues to update the Faculty Development webpage and is exploring such future projects as sponsoring additional faculty development series that emphasize building community in the classroom; creating an archive of faculty development session materials; and hosting a discussion board on the webpage

Enrollment Strategy C3: Adoption of Best Practices for Student Engagement

Action Item - detailed steps	Lead	Detailed Timeline	Completion Date	Comments
<i>Action Item #a</i> Improve customer service to students	VPAA VPSCA		August 2019	With the opening of the new Student Services Building, a Warrior Welcome Center was initiated with extended hours and which included representatives from crucial areas, such as counseling, financial aid and admissions and records.
Ongoing training for staff on college procedures/deadlines to give uniform messages to students			August 2016	All direct service staff, including student workers and TNC in counseling and RISE Center, received comprehensive training on customer service, academic and support services. This needs to be expanded and ongoing.
Provide ongoing maintenance and updates for the Website, including regular staff training for Omni Update.	M&C Professional Development			Omni Update occurred 6/2016 and 8/2016; more for fall 2016.
<i>Action item #b</i> Increase communication	Academic Deans Faculty		Fall 2018	

between faculty and counselors	Counseling Dean			
Invite counselors to participate in course scheduling process			August 2016 9/28/2016	Deans requested to solicit feedback on spring 2017 schedule from counselors. Distribution of schedule to counselors added to schedule development calendar.
Schedule limited counselor hours in divisions			September 2016	Pending; major drop-in hours have been identified. Wide distribution is necessary.
<i>Action item #c</i> Increase student engagement in division activities	Faculty		2018-19	ASO filled all ASO senate positions.
Hold discipline/division meetings for students			In Progress	ASO senators are invited to all Division meetings. Some Departments, such as Earth Science, hold majors' workshops on an annual basis.
<i>Action Item #d</i> Improve parking in the first 3 weeks of the semester			Fall 2018	Lot C opened
Provide valet parking for students			Spring 2017	Valet parking implemented in Lot L
Look into offsite parking with shuttles			Fall 2018	Abandoned; Lot C opened.

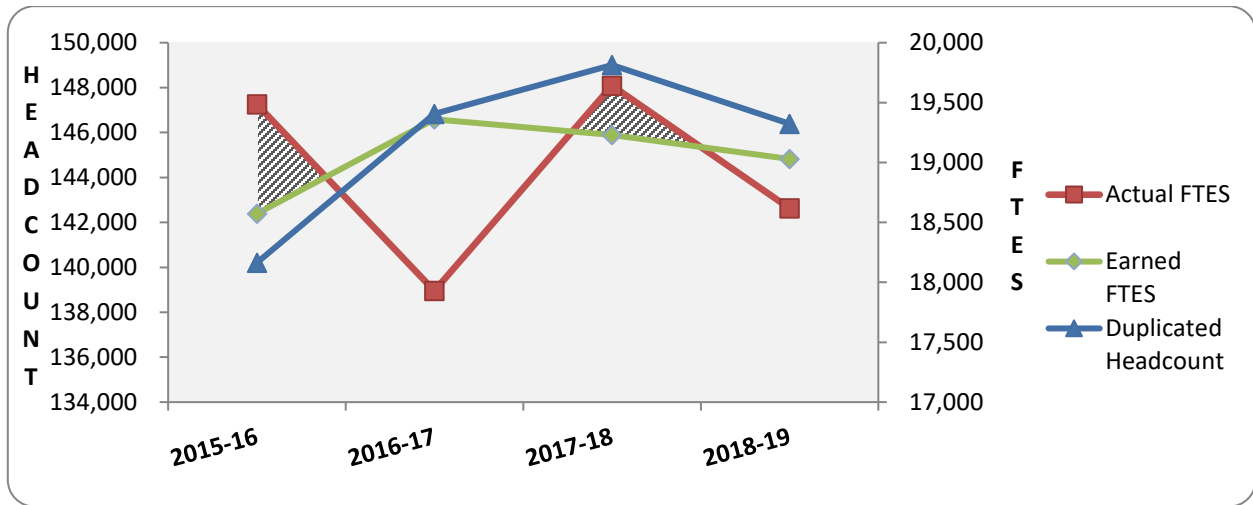
APPENDIX B: CAMPUS-WIDE DETAILED ENROLLMENT DATA

Campus-Wide All Enrollment Data

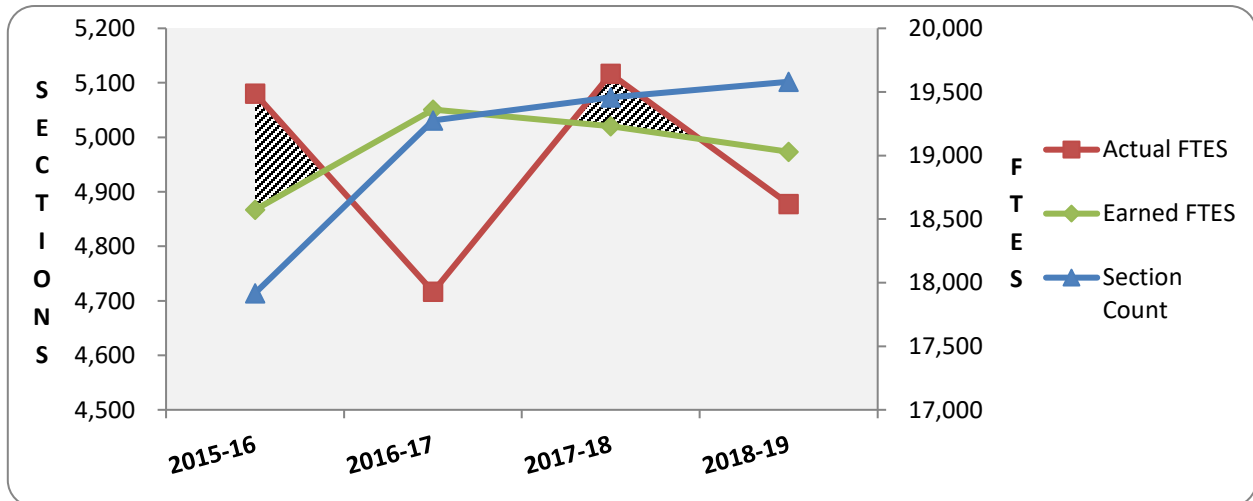
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Actual FTES	Earned FTES
2015-16	4,714	159,655	140,205	87.82%	19,486	18,573
2016-17	5,031	169,124	146,826	86.82%	17,929	19,361
2017-18	5,073	172,366	149,006	86.45%	19,642	19,230
2018-19	5,102	169,606	146,397	86.31%	18,618	19,030

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

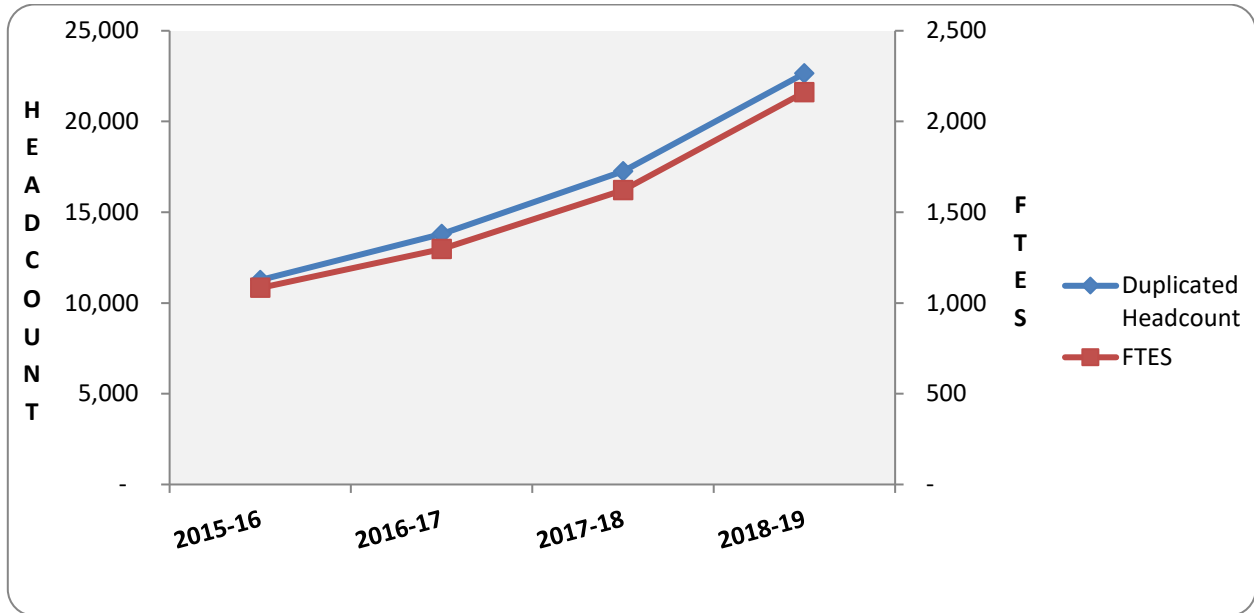


Campus-Wide Online Enrollment Data

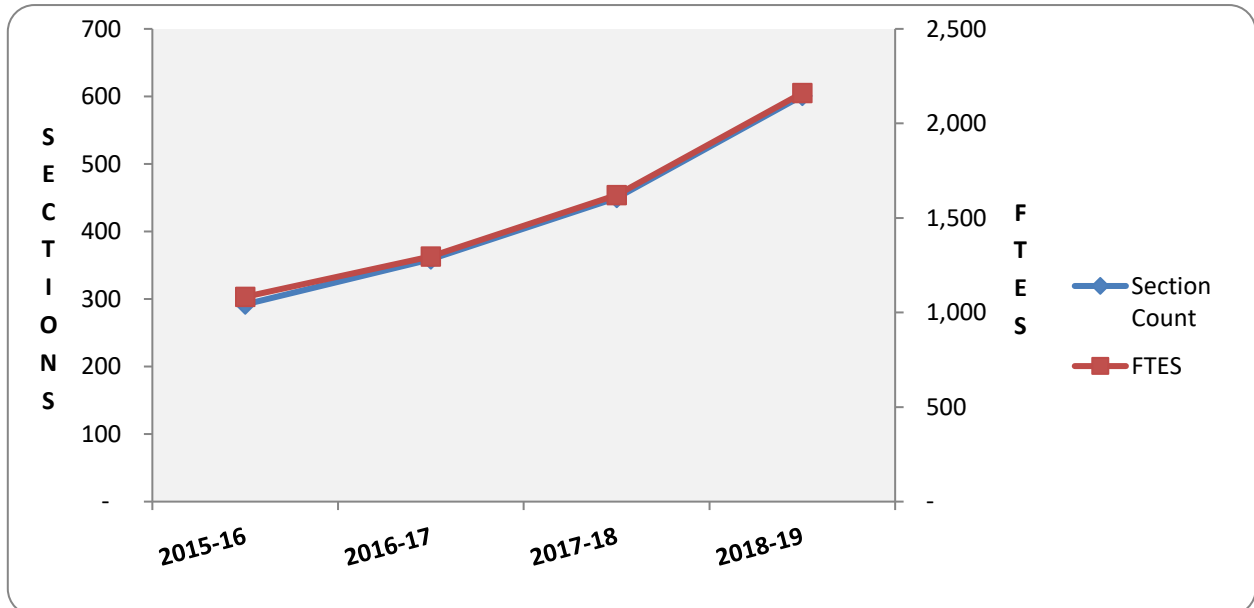
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	292	12,267	11,265	91.83%	1,083
2016-17	359	15,374	13,803	89.78%	1,297
2017-18	450	19,117	17,260	90.29%	1,622
2018-19	601	25,019	22,649	90.52%	2,161

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

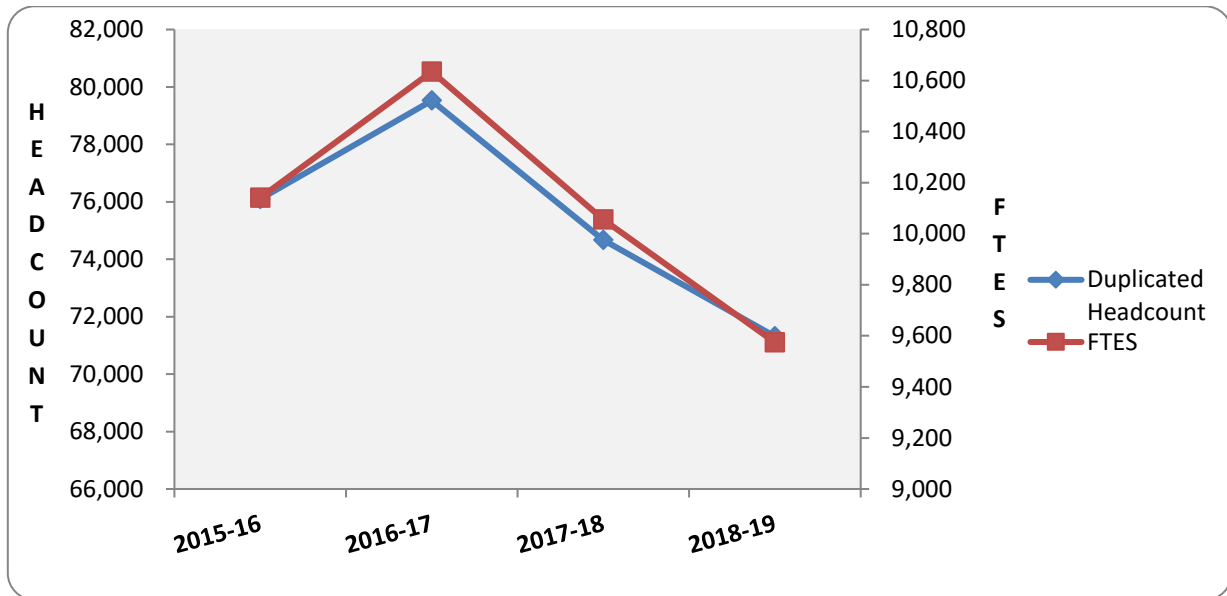


Campus-Wide Day Enrollment Data

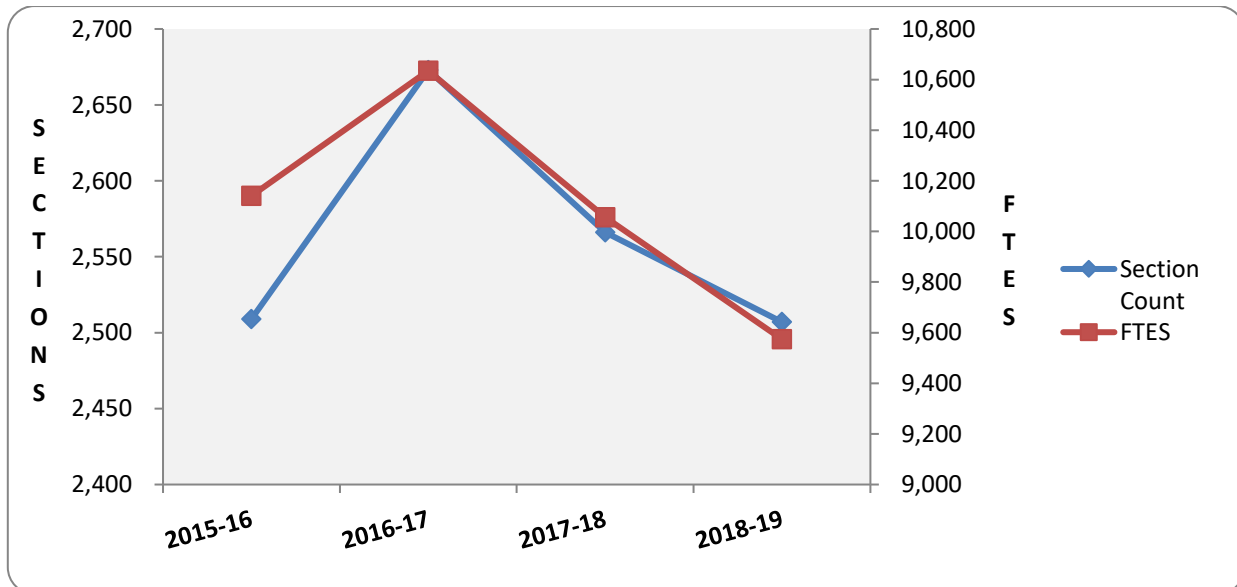
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	2,509	84,186	76,093	90.39%	10,141
2016-17	2,673	89,031	79,524	89.32%	10,635
2017-18	2,566	84,701	74,665	88.15%	10,055
2018-19	2,507	81,263	71,312	87.75%	9,574

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

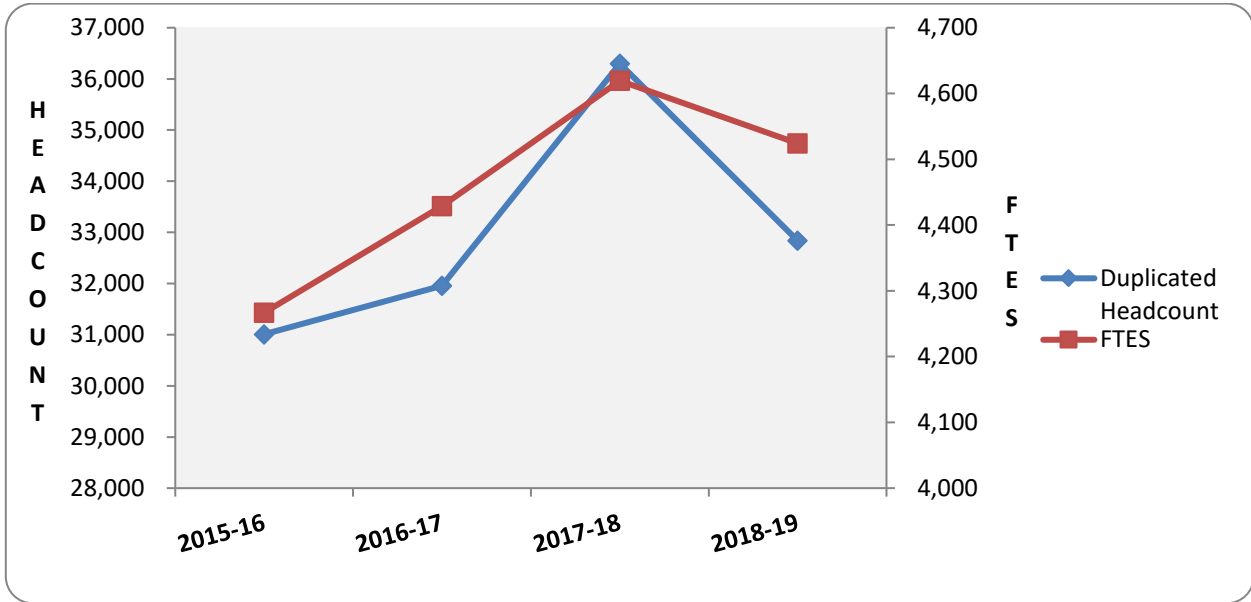


Campus-Wide Afternoon Enrollment Data

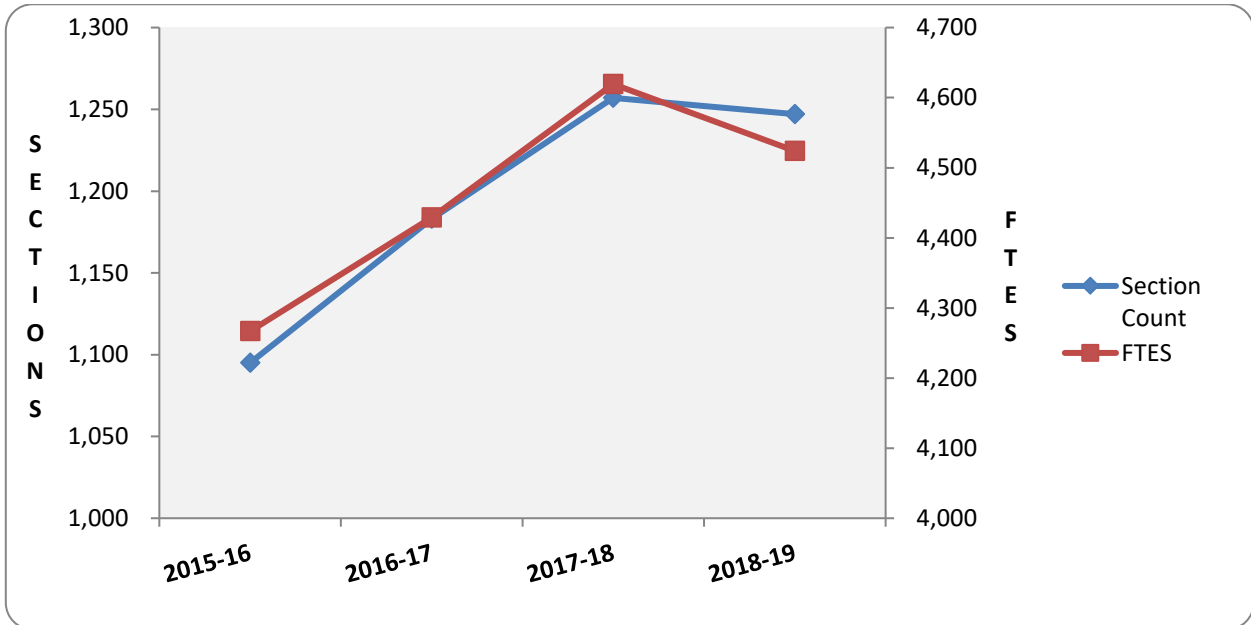
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	1,095	36,186	31,008	85.69%	4,267
2016-17	1,183	37,790	31,955	84.56%	4,429
2017-18	1,257	42,393	36,297	85.62%	4,619
2018-19	1,247	39,100	32,838	83.98%	4,524

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount and FTES



Graph B: Section Count and FTES

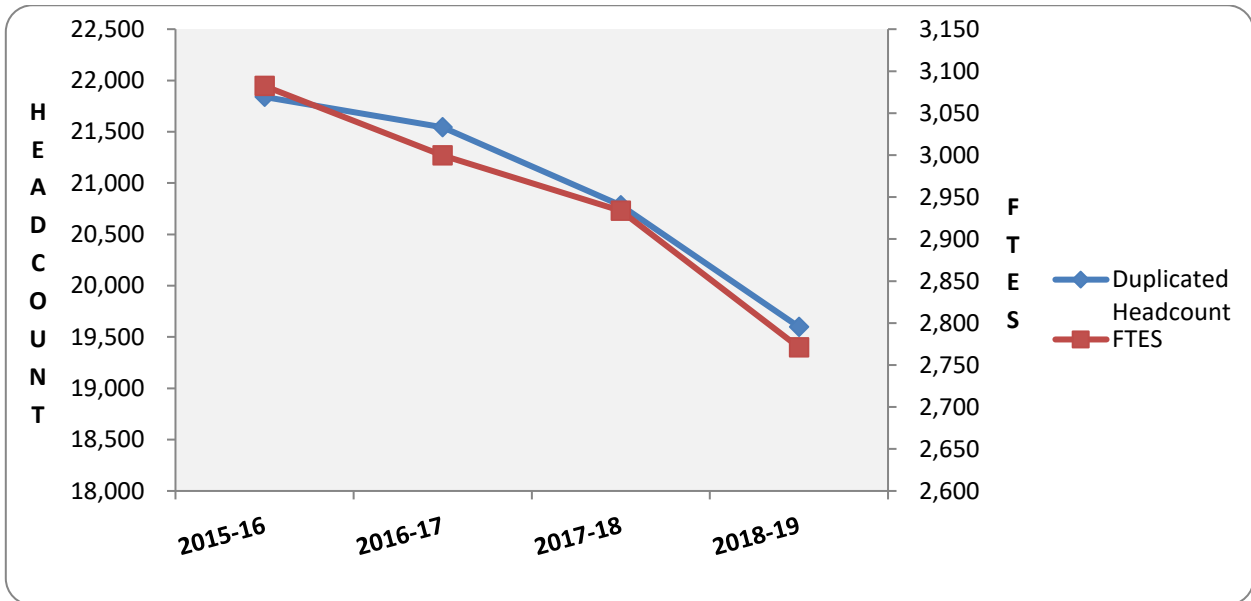


Campus-Wide Evening Enrollment Data

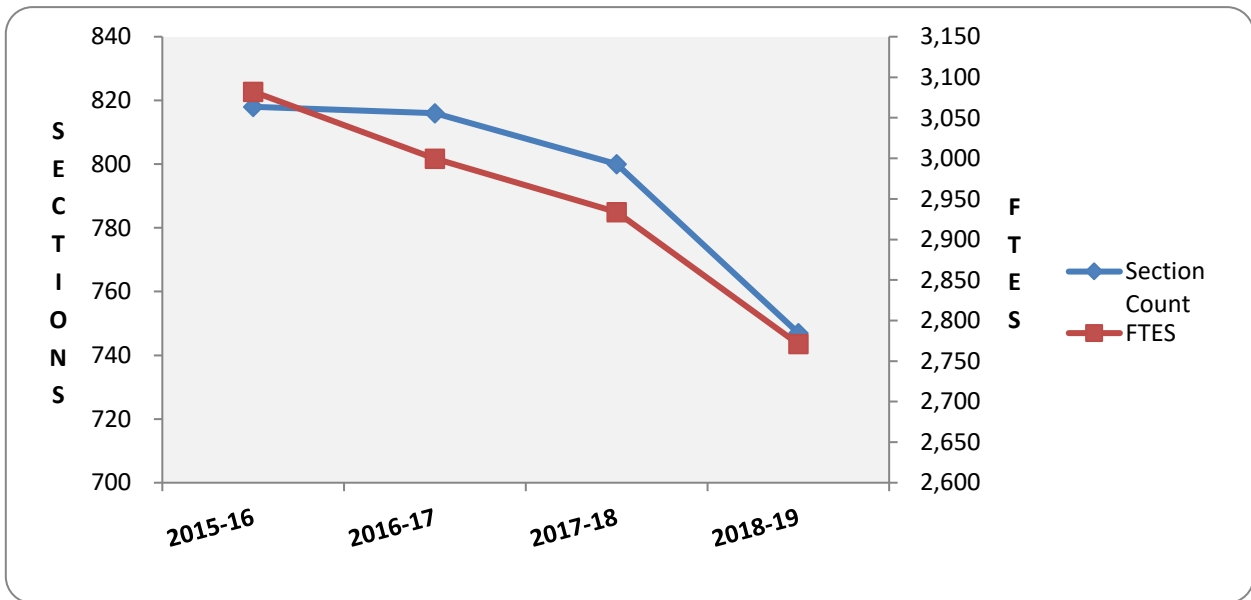
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	818	27,016	21,839	80.84%	3,082
2016-17	816	26,929	21,544	80.00%	3,000
2017-18	800	26,155	20,784	79.46%	2,934
2018-19	747	24,224	19,598	80.90%	2,771

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES



APPENDIX C: COURSE ENROLLMENT BY AGE

Criteria 1: Courses that had at least 30 students enrolled and the 30+ student age category represented at least 45% of enrollment in the course. Or

Criteria 2: Courses that had at least 150 students enrolled and at least 25 enrolled students who are in the 30+ student age category.

Business	
BUS-14	CIS-133
BUS-15	CIS-140
BUS-17	CIS-2
BUS-19	CIS-3
BUS-1A	ECON-1
BUS-1B	ECON-2
BUS-21	LAW-11
BUS-25	LAW-13
BUS-29	LAW-16
BUS-2A	LAW-17
BUS-2B	LAW-18
BUS-4	LAW-20
BUS-5A	LAW-4
BUS-60A	LAW-5
CIS-13	PARA-1

Mathematics	
MATH-100	MATH-23
MATH-12	MATH-37
MATH-130	MATH-40
MATH-150	MATH-67
MATH-170	MATH-73
MATH-180	MATH-80
MATH-190	

Industry & Technology	
ACR-27	CADD-7
ACR-30	CTEC-110
ACR-34	CTEC-200
ACR-5	CTEC-201
AJ-100	CTEC-202
AJ-12	CTEC-203
AJ-150	MTT-101
AJ-49	MTT-105
CADD-31	MTT-10K
CADD-32	MTT-2
CADD-43	NFOO-11
CADD-45	WELD-15

Natural Sciences	
ANAT-30	GEOL-1
ANAT-32	HORT-41
ASTR-20	HORT-53
BIOL-10	HORT-55
CHEM-1A	MICR-33
CHEM-20	OCEA-10

Humanities	
AS-23	HDEV-8
ENGL-100	HIST-101
ENGL-1A	HIST-102
ENGL-1B	PHIL-101
ENGL-1C	PHIL-2
ENGL-82	POLI-1
ENGL-84	SLAN-111
ENGL-A	SLAN-15
HDEV-10	SPAN-1
HDEV-110	

Health & Athletics		
MEDT-1	PE-257	RE-14A
NURS-145	PE-277	RE-16
NURS-153	PE-400	RE-19
NURS-154	PE-400ABCD	RE-21
NURS-155	PE-401	RE-26
NURS-156	PE-401ABCD	RE-31
NURS-250	PE-402	RE-40
NURS-251	PE-402ABCD	RTEC-106
NURS-253	PE-404	RTEC-111
NURS-254	PE-404ABCD	RTEC-123
NURS-255	PE-407	RTEC-217
PE-10	PE-407ABCD	RTEC-233
PE-10A	PE-54	RTEC-244
PE-2	RE-11	RTEC-328
PE-240	RE-12A	
PE-251	RE-13	

Fine Arts	
ART-101	COMS-12
ART-110	DANC-101
ART-173	MUSI-111
ART-274	MUSI-131A
ART-275	MUSI-555
COMS-1	MUSI-565
COMS-100	MUSI-570

Behavioral & Social Sciences	
ANTH-1	CDEV-160
ANTH-2	CDEV-165
ARCH-125	PSYC-15
CDEV-103	PSYC-16
CDEV-104	PSYC-3
CDEV-106	PSYC-5
CDEV-107	SOC-101
CDEV-115	SOC-102
CDEV-131	SOC-104
CDEV-152	

APPENDIX D: 2019-2022 ENROLLMENT MANAGEMENT PLAN DETAILED GOALS AND STRATEGIES

Name of Initiative	Goal/Objective	Strategic Initiative	Vision for Success Goal	Indicator
Create a brief title that illustrates the topic of the initiative	What do you want to accomplish through the initiative? Start with a verb	To what ECC SI does the initiative align?	To what ECC V4S goal does the initiative align?	What tools/instruments will you use to determine if you achieved the goal?
A. Access	Develop Clear Pathways for Students to enroll in El Camino College			
1. SIS/ERP System	Develop and implement a plan for a new SIS System	F		% external applications fully integrated with our SIS/ERP
2. Application/ Enrollment	Incorporate meta-majors, milestones and program maps into the application/enrollment process.	BCD	3	% of student who complete a program within the expected time to completion.
3. Marketing and Outreach	Develop outreach materials, web pages and catalog pages to communicate new pathways	CD		% of students that are contacted with program pathway information after application
4. Marketing and Outreach	Communicate pathways to high school partners and students.	CD	3,5	# of schools contacted annually with communication of 4 key activities
B. Engagement	Incorporate pathways and schedules to help students enter the path			
1. Process Improvement	Improve the application and registration process	BEF		% of applications that turn into enrolled students (yield). Number of FTES enrollment 1 month prior to the start of a semester.
2. Onboarding	Improve and evaluate the onboarding process	BE	5	% of new students who enroll in at least one course of transfer-level math and English within their first year.
3. Schedule for Success	Develop Block Schedule and Two-Year Calendar	EF	1,2,3	units attempted/semester efficiency measures
4. Adult Education	Develop a comprehensive Adult Education Program	ABD	4	% of adult students (age 26+, headcount). % of adult student FTES % of adult student's retention (term-to-term)
5. Enrollment Services Center (Warrior Welcome Center)	Create an Enrollment Services Center (Warrior Welcome Center) in the Student Services Building that is open in the evening.	B	5	% primarily evening students (headcount). % Evening FTES % of primarily evening students' retention (term-to-term)
C. Retention	Stay the Path			
1. Comprehensive Ed Plans	Fully implement Degree Planner for comprehensive ed plans	BF	1,2,3	% of students whose ed plan has been input into ECC Connect. % of students whose ed plan milestones have been tracked in ECC Connect
2. Student Retention Program	Develop a student retention program to help faculty increase student retention and course completion.	ABC	3,5	% of student at risk identified through ECC Connect Number of early alerts sent to students
3. Professional Development	Expand support for various employee training and development programs	AB	5	% of faculty members attending Green Zone, Safe Zone, and First-Gen training activities, or other culturally responsive teaching activities.
4. Tutoring	Coordinate and Support Tutoring Services	BC	3	Ratio of number of students to number of tutors % of students who complete a course while receiving tutoring
5. Online Education	Develop training opportunities for Online instruction	A	1,2	% of faculty members who teach online attending advanced online instruction training activities
D. Completion	Ensure Learning			
1. Program Review	Incorporate Vision for Success completion and equity goals into all program reviews	E	5	% of program review reports that incorporate Vision for Success goals.
2. Online ADTs	Identify, develop and implement online ADTs	A	1,2	% of ADTs offered online
3. Short Term/Hybrid Offerings	Examine and implement short term/hybrid offerings for program completion	A	3,4	Students' enrolling online completion time
4. Degree Audit	Implement a degree audit process to automate graduation analysis	B	1,2	Percentage of degree audits

APPENDIX D: 2019-2022 ENROLLMENT MANAGEMENT PLAN DETAILED GOALS AND STRATEGIES

Target	Resource Allocation	Start Date	End Date	Responsible Area
How do we know if the goal was achieved?	What are the funds (financial, human, facilities, technology, etc.)/how much funds do you need to reach the goal?	When does the initiative start?	When does the initiative end?	What Program/Division/Area is responsible for reaching the goal?
90% of external applications are fully integrated with SIS/ERP/	\$1,500,000 new funding plus ongoing costs currently incurred; Fund 11 and Guided Pathways	Fall 2021	2022	ITS
80% of students complete their program within the expected time to completion.	\$300,000; Guided Pathways	Fall 2019	Spring 2021	Enrollment Services, Academic Affairs, Counseling
100% of students that apply to ECC who receive program pathway information.	\$40,000; Guided Pathways	Spring 2020	Fall 2020	M&C, Outreach
100% of high schools in district given Program Mapper demonstration	combine with above	Spring 2020	Fall 2020	M&C, Outreach
41% of applications that turn into enrolled students (yield). 75% of FTES enrollment goals is obtained 1 month prior to the start of a semester.	existing resources	Fall 2019	Fall 2020	Enrollment Services
60% of new students enroll in at least one course of transfer-level math and English within their first year.	existing resources	Fall 2019	Fall 2020	Enrollment Services, Counseling
50% of students attempting 12 units/semester 595 WSCH/FTF	Existing resources-25Live	Spring 2020	Aug 2020	Academic Affairs
33% of adult students (headcount). 30% of adult student FTES 70% of adult student's retention (term-to-term).	Faculty Special Assignments; \$25,000, Strong Workforce, Guided Pathways	Spring 2020	Fall 2020	Strong Workforce Program
20% primarily evening students (headcount). 20% Evening FTES 75% of primarily evening students' retention (term-to-term).	\$79,000 - benefits; Fund 11; hire night supervisor	Sept 2019	Dec 2020	Enrollment Services
Ed Plans of 90% of students inputted into ECC Connect. Ed plan milestones of 90% of students tracked through ECC Connect	\$25,000 Guided Pathways: ECC Connect Student Engagement Toolbox	Aug 2019	Dec 2019	VPSS
70% of students identified as being at risk complete their courses. 10% increase annually in the # of flags and referrals.	\$10,000 Faculty Development Committee	Winter 2020	Spring 2021	VPAA, VPSS
80% of faculty members attending Green Zone, Safe Zone, First-Gen training, and/or other culturally responsive teaching activities through Cornerstone	\$40,000 Professional Development; SEA, PD, Strong Workforce	Fall 2019	Spring 2021	SEA
30:1 tutor-student ratio 90% of students who receive tutoring successfully complete the course.	\$150,000 Tutoring; SEA,	Fall 2019	Spring 2020	VPAA, SEA
75% of online faculty members attending online instruction training activities beyond certification training.	\$15,000 training for DE Coordinator and DEAC	Fall 2019	Spring 2021	Distance Education
95% of academic and student services program review reports that incorporate Vision for Success goals.	existing resources	Fall 2019	Fall 2020	IRP
50% of most frequent ADTs obtained at ECC are offered online	DE staff for training, \$150,000 + benefits-Hire Instructional Designer, and Production Specialist to help with transitions to online, Purchase of accessibility tools for LMS, SaaS for Video and Implementation of Badgr.	Fall 2019	Spring 2021	VPAA, Distance Education
80% of students enrolling online graduate at the estimated completion time	Existing Resources	Fall 2019	Spring 2020	VPAA
80% of students have gone through a degree audit	\$40,000 Guided Pathways; TNC to program equivalency tables	Fall 2019	Spring 2020	IT, A&R, Articulation Officer



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