

# El Camino College Research & Planning NEWS



What you can find on  
the [IRP Web site](#):

- > Accreditation updates
- > Enrollment trends
- > Master plan
- > Program reports
- > Student profiles
- > Success and retention
- > Survey results
- > Strategic Initiatives

## Research on Special Programs at ECC by Carolyn Pineda

We had the opportunity to conduct two research projects that allowed us to take an in-depth look at the impact these programs have on their students. These studies produced valuable insights on whether or not stu-

**Students in programs offering enhanced counseling and mentoring often show improved performance and retention.**



dents are able to achieve their academic goals while in their

respective programs.

The first study was on Puente, a two-semester program that offers counseling, mentoring, and English courses. Puente was initially designed to increase the number of Mexican-American/Latino students transferring to a four-year university but it is now open to all students.

The purpose of this study was to track Puente participants to compare enrollment persistence rates and goal achievement over time. It was found that Puente cohorts (groups) demonstrate improved persistence and transfer rates. In addition, they also have a healthy retention rate while in the program.

The second study was on Project

Success, a program designed to increase the retention rate and to improve the academic performance of its students. This program is open to all but serves primarily African-American students who are full time and right out of high school.

The purpose of the study was to track Project Success participants to compare progress through basic skills, enrollment persistence rates and achievement over time. Project Success students demonstrate a high fall to spring persistence rate and A.A. degree attainment.

More information about each of these studies is available on the [Institutional Research & Planning Web site](#) under "Program Reports."

## New Online Research Request Form by Mike Wilson

Institutional Research (IR) has updated the "IR Work Request Form" from a hard copy (paper) format to an online form.

The new form is designed to be more convenient and speed up the process of receiving and fulfilling research requests. The completed form is sent via e-mail to IR when the "Submit"

button is clicked. Requesters will be notified of the status of their requests within one week, including information on the assigned researcher and the expected delivery date.

### How soon will I get my data?

Simple requests for data and surveys can be completed within

about two weeks. More complicated requests will take longer.

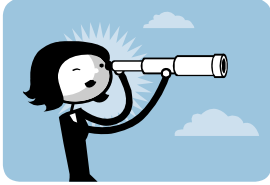
### Where can I find the form?

The new request form can be found on the [IRP Web site](#). Click on "Research Request Form" at the left. We hope our new form will link you up with a faster request process!

### Inside this issue:

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What will be needed to address student and community needs in 10-20 years?



**“The Comprehensive Master Plan is a descriptive document that explains the current status of the programs, services, and resources and, projects what will be needed ...”**

What is an educational master plan, or technology, facilities, or even a staffing plan? These plans are mentioned every couple of years but what are they for and why do we need them?

The Educational, Technology, Facilities, and Staffing Plans are components of a larger plan known as the Comprehensive Master Plan. The Comprehensive Master Plan is a descriptive document that explains the current status of the college’s programs, services, and resources, and projects what will be needed to address student and community needs ten to twenty years from now.

These long term plans are submitted to the California Community College Chancellor’s Office to show our building and infrastructure needs and are required prior to any building project plans. The plans can also be used as back up documentation when seeking to be included in

statewide bond initiatives.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004 (available on the [ECC Web site](#)). A new comprehensive master plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of Compton Center.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational (Ed) Plan is based upon program information created by faculty, staff, and managers. The program data is used in conjunction with building usage to determine space needs. Program data are used to project department technological and facilities needs throughout the college.

The Technology Plan is created

by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs.

All four plans contain planning agenda items at the end of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.

## Where Can I Find Data? by Irene Graff

Now that *Star Trek: The Next Generation* is off the air, we are often asked where to find “Data.” But seriously, many on campus seek information for a variety of reasons including grant requests, progress reporting, planning, campus inquiries, and general curiosity.

In addition to [our own Web site](#), there are a variety of easily accessible public data sources that highlight enrollment and performance trends for California Community Colleges and

other institutions of higher learning. Here are a few:

“[Data Mart](#)” on the [California Community Colleges](#) Web site— You can view and download a variety of information about any college in the system. The site also hosts a helpful [Research & Planning page](#).

[CPEC](#), the California Postsecondary Education Commission’s [Online Data](#) — A place to track students by high school, college and California 4-year institu-

tions. Note: Due to data reporting issues, CPEC often *undercounts* trends. In general, it is best used in combination with other data sources.

CSU’s [Analytical Studies](#)— Produces annual reports on CSU destinations and performance of CCC students by college.

UC’s Office of the President— Provides a [statistical summary](#) page. [Statfinder](#) may also assist in your UC data collection needs.

**Happy Hunting!**



“Data” from *Star Trek: The Next Generation*

## HARK! The ARCC is Coming! by Irene Graff

The California Community Colleges Chancellor's Office will release the 2009 *Accountability Reporting for the Community Colleges* (ARCC, pronounced "arc") in March. The annual report, mandated by state legislation, summarizes systemwide and college-level performance rates and other measures (or "indicators") and demographic profiles. Performance areas include academic progress, vocational course success, ESL and basic skills success and improvement.

### Why is the ARCC different?

You may ask, "Isn't this just another 'accountability report' with no real value?" In fact, the ARCC can be a useful tool to monitor educational quality across California and at local institutions because it promotes the comparison of colleges to themselves over time and use more precise indicators than

under previous accountability mandates.

In addition, comparisons with other colleges are made more meaningful through a peer grouping process. With this process, colleges are compared only with other institutions that have common characteristics outside of the institution's control (for example, nearness to a CSU or the socio-economic status of the surrounding district). Each indicator uses a different peer group that is determined through statistical analysis. A section of the ARCC report shows how each college performs against the peer group high, low and average for each rate. By law, El Camino College and Compton Center are treated as separate institutions and have their own sets of peer groupings.

The ARCC also provides an opportunity for each college to respond to the findings of the

report. In this "self-assessment," colleges can highlight recent progress in promoting academic success and progress and present special considerations unique to the campus to explain changes in rates.

### Timeline

A draft of the 2009 ARCC has been released on the [Chancellor's Office Web site](#) (click on "Accountability..." at the left). Institutional Research and college leadership from both El Camino College and Compton Center are reviewing the data and crafting the Self-Assessment narrative for each campus. The self-assessment is due by February 27, 2009. The final draft of the ARCC will be released by the end of March. Institutional Research will announce the release of the report along with a summary of the findings in early April.



This year's ARCC report, *Focus on Results*, will be published in March 2009.

**"The ARCC can be a useful tool to monitor educational quality across California and at local institutions."**

## On the Horizon at Institutional Research by Irene Graff

Institutional Research (IR) is working on a variety of projects for both El Camino College and Compton Center.

### FACTBOOK ANNUAL

The Factbook Annual, developed by Carolyn Pineda, will show five-year trends of annual student demographic, participation and performance trends. Some of the trends in the profile include enrollment by age, gender and ethnicity, participation in Athletics and categorical programs such as EOPS, CalWORKs

and DSPS, and finally, performance indicators such as annual course success and retention rates, persistence across terms, degrees and certificates received and transfer to four-year institutions. Compton Center will be profiled for two years to reflect the period of the ECC agreement.

### FALL 2008 PROFILES

Every year, IR produces a one-term student profile ("factbook") along with success and retention rates by division, department

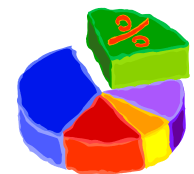
and course. IR will soon set to work on producing both reports for each campus.

### QUICK FACTS

A "quick facts" sheet is in the works which will provide a brief one-page profile of each campus.

All of these reports will be released in February and March 2009 and published on the IR Web site. For examples of previous reports, visit [our Web site](#).

New student profiles coming soon!



Research & Planning Web  
site:

[http://www.elcamino.edu/  
administration/ir](http://www.elcamino.edu/administration/ir)

## Mission Statements

**El Camino College** offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

**Institutional Research** supports educational and institutional effectiveness by providing El Camino College with meaningful, timely and user-friendly information and analysis for use in assessment, planning and decision-making.



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## Meet the Research & Planning Staff

**Arvid Spor** started at El Camino College in 1999 in Workforce Development and has held positions in Community Advancement, Planning, and Enrollment Services. Arvid holds a dual role at the college in that he oversees planning for the college and manages the Enrollment Services division. He has a doctorate in higher education from USC, an M.S. in counseling from CSULB, a B.S. in business administration, and a B.S. in psychology both from Oregon State University. Arvid enjoys traveling and chocolate cookies.

**Irene Graff** joined El Camino College in 2005 after working in placement testing and undergraduate research for 16 years

at the University of California at Irvine. She received her B.A. in linguistics from the University of Wisconsin (Madison) and her M.A. in demographic and social analysis from UCI. She is an avid cyclist who managed to wade and stumble her way through the swim and run to complete a triathlon last year. She is also a beginning knitter and co-founder of Wool Gatherers, ECC's lunch-hour stitching group. Irene can't resist Mexican wedding cakes.

**Carolyn Pineda** joined El Camino College in 2008 after working nine years in institutional research at Mount St. Mary's College. She is an ECC alum who went on to receive her B.A. in psychology from Loyola Marymount University and M.A. in

psychology from Pepperdine University. She has a great love of music and dance and has recently begun taking dance lessons to brush up on her steps. Carolyn's favorite cookie is oatmeal raisin.

**Mike Wilson** came to El Camino College in 1992 to conduct data analysis for Program Review. He received his B.A. in religion from California Baptist College and his M.A. in communication from California Graduate School of Theology. Mike now works part time at ECC and is full-time pastor of the First Baptist Church of Los Alamitos. His hobby interests are guitar and motorcycles. Mike also enjoys a good oatmeal raisin cookie.

### Policy on Non-Discrimination:

The policy of the El Camino Community College District is, in part, to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, relation, age, sex (harassment), race, color, ancestry, sexual orientation, physical or mental disability or retaliation in any program or activity that is administered, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.