COMPREHENSIVE MASTER PLAN

2017

EL CAMINO COLLEGE

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El Camino College

Comprehensive Master Plan

July 1, 2017

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Message from the President

The El Camino College 2017 Comprehensive Master Plan is a road map for the College's direction for the next five to 10 years. It includes the Educational Master Plan, as well as supporting plans for the College's facilities, staffing, and technology to ensure that the College is working toward its goals.

An important theme for El Camino College over the next several years is "change."

Our mission to make a positive difference in people's lives remains steadfast. How we achieve our goals and objectives may be different, with the implementation of innovative strategies and programs designed to positively impact students, employees and the community.

Change is all around us – in the needs of the students we serve and the communities in our service area.   And we must change in response. More than ever, we must adapt, exercise flexibility, and adopt innovative practices to address how our world, and the world of our students, has changed.

For El Camino College, this means focusing on four major areas for future planning:

1. **Teaching and Learning: To support professional development, innovation, methods that work, student learning and development.**

2. **Access, Progress, and Completion: To support student access and equitable and timely progress and completion.**

3. **Enrollment Management: To stabilize enrollments, and ensure adequate growth to meet the need for access to higher education in the South Bay.**

4. **Institutional Process Improvement: To ensure efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks.**

These focus areas are also connected by the themes: Community, Equity, Technology, Initiatives, Stewardship, and Integration, which are all part of the Comprehensive Master Plan. Thank you to everyone who worked on this plan. El Camino College faculty, staff and administrators each dedicated time and talent to this 2017 Comprehensive Master Plan, providing a path leading to student access and success.

DENA P. MALONEY
Superintendent/President

Executive Summary

For more than two years, El Camino College has been engaged in updating Educational, Technology, Facilities, and Staffing plans for long-range planning. Each plan was developed through a broadly inclusive and highly collaborative process, which included comprehensive collegiate consultation.

The scope of the Comprehensive Master Plan is long-range (projecting to 2022). It guides the College in identifying the educational, technological, facility, and staffing needs for the near- and long-term of the College. The Master Plan for El Camino College Compton Center, and the future Compton College, was developed through a separate collegiate planning process.

This Comprehensive Master Plan is a compilation of four distinct plans, producing one comprehensive document. The planning document is structured to show the continuity between each plan, with the Educational Plan as the foundation that informs the Technology, Facilities, and Staffing plans.

The **Planning Process** provides an overview of the process for planning and decision-making at the College. The Planning Model provides a visual depiction of how the College's planning processes, both long-range and annual, integrate and support the mission. These processes are further detailed under **Integrated Planning**.

Comprehensive Master Plan
Educational Master Plan
Facilities Plan
Staffing Plan
Technology Plan
Supporting Evidence and Implementation

Educational Master Plan

Preparation for an update of the five-year Educational Master Plan began more than two years ago with a review and revision of the College's Mission Statement and Strategic Initiatives. This process included an examination of institutional strengths and challenges, along with opportunities and issues posed by external factors. Findings from this examination informed long-range planning and are detailed in the *Educational Landscape*. The resulting *Educational Master Plan Initiatives* detail general goals and specific action items for institutional improvement focused on the areas of Teaching and Learning; Access, Progress, and Completion; Enrollment Management; and Institutional Process Improvement.

Facilities Plan

The next chapter in the comprehensive master plan is the *Facilities Plan*. This chapter builds upon the direction provided in the Educational and Technology Plans and provides crucial information to guide construction planning activities. The Facilities Plan outlines the conditions of the existing facilities on campus. The plan includes a five-year construction plan, an assessment of the key facility planning elements, a listing of facility planning issues, and a proposed building/facilities program. Also of interest is the project scheduling and phasing, as well as elements and costs. A map of what the campus might look like in 2020 is also included.

Staffing Plan

The *Staffing Plan* provides an overview of the current levels and categories of staffing, a review of staffing considerations, and training and professional development opportunities, to ensure the College meets its mission and prepares for the future. The Staffing Plan culminates with a list of observations and recommendations.

Technology Plan

The *Technology Plan* is directly linked to the Educational Master Plan, taking into consideration the technology that will be needed to support its initiatives. The Technology Plan provides a technology vision for the College, planning principles, and issues to consider. It addresses the need for resources, training, and consistent funding. Lastly, the plan lists goals, objectives, and measures to specifically address identified issues facing the College.

Supporting Evidence and Implementation

As noted above, the Educational Master Plan was developed utilizing comprehensive internal and external reviews. These are highlighted under the *Educational Landscape*, and detailed in the *Appendix* under *College Profile* and *Evidence for Future Planning*. Plans for implementation and the development of an annual review and evaluation process are also provided in the **Appendix**.

Planning Process

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness and student success. The mission underlies all that the College does, with Strategic Initiatives providing direction for achieving the mission. The Comprehensive Master Plan is based on the Mission and Strategic Initiatives; and is informed by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success.

Mission Statement

As approved in Board Policy 1200, the Mission states that, "El Camino College makes a positive difference in people's lives.

"We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

Strategic Initiatives

The Strategic Initiatives are Collegewide goals developed to help implement the mission and focus efforts toward student success and institutional effectiveness. The Strategic Initiatives drive planning and resource allocation. The Educational Master Plan initiatives are tied to specific Strategic Initiatives.

Strategic Initiative A	**Student Learning** Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
Strategic Initiative B	**Student Success & Support** Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.
Strategic Initiative C	**Collaboration** Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.
Strategic Initiative D	**Community Responsiveness** Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.
Strategic Initiative E	**Institutional Effectiveness** Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.
Strategic Initiative F	**Modernization** Support facility and technology improvements to meet the needs of students, employees, and the community.

The Mission and Strategic Initiatives are the foundation for all planning processes. They are reviewed annually for currency, and undergo a comprehensive revision, every five years in preparation for the master planning development process.

Master Planning

The Comprehensive Master Plan (CMP) is a detailed strategic plan for the future that is founded on the Mission, directed by the Strategic Initiatives. The CMP promotes ongoing evaluation and planning processes. The CMP comprises integrated Facilities, Staffing, and Technology plans that support the Educational Master Plan for the College. The Master Plan also integrates with other Collegewide plans including initiatives supporting basic skills, enrollment management, student equity, student success & support, equal employment opportunity, and workforce development.

Ongoing Evaluation

While the Comprehensive Master Plan is developed and implemented on a periodic basis, the College conducts ongoing evaluation of how well it is fulfilling that plan, improving on its Initiatives, and achieving the mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review

All courses, certificates and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Results from the reviews are incorporated into each discipline Program Review.

Program Review

Program Review is a process where members of a discipline or department critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Reviews for programs within Academic Affairs, Administrative Services, and Student Services are conducted every four years, while Career and Technical Education (CTE) programs are reviewed on a two-year cycle. Common issues and ideas in program-level and unit reviews across the College emerge through division and vice president area planning to inform long-range master planning.

Outcomes Assessment

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment through its Institutional Effectiveness Outcomes.

Institutional Effectiveness Outcomes

Institutional effectiveness encompasses the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—more students from our diverse community attain educational success and achieve their academic and life goals.

Institutional Effectiveness (IE) Outcomes are a set of Collegewide student achievement outcomes that are reported and reviewed annually to measure progress and improvement. Each IE Outcome is accompanied by a minimum institutional standard, where applicable, as well as an aspirational goal with an established time period for completion. IE Outcomes are defined and reported annually on the Institutional Research & Planning web page.

The following outcomes are used to measure progress on student achievement and improvements in institutional effectiveness at the College:

Student Readiness Rate

Successful Course Completion Rate

Remedial English Completion Rate

Remedial Math Completion Rate

Three-Term Persistence Rate

30-Units Achievement Rate

Completion Rate

Transfer Rate

Degrees and Certificates Awarded

Number of Transfers

Employment Outcomes for CTE Completers

Annual Plans

Annual plans contain sets of goals and resource requests recommended for incorporation into an annual College Plan. Each program, unit (or division), and Vice President area creates an annual plan. Recommendations in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. In addition, recommendations are linked to program review or outcomes assessments, where applicable.   Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice per year to assess progress and completion.

Acknowledgements

The development of the Comprehensive Master Plan involved nearly two years of effort on the part of many members of the El Camino College community. As stated in the Statement of Values, *"[t]he faculty and staff of El Camino College are the College's stability, its source of strength, and its driving force."* The College acknowledges the following employees, students, and committees who contributed to the master planning process.

Master Planning Group
September 2015 – March 2016
Jose Anaya, Dean, *Community Advancement*

Mary Beth Barrios, *Past Associate Dean, Counseling and Student Success*

Linda Clowers, *Associate Dean, Academic Affairs*

Kristie Daniel-DiGregorio, *Professor, Human Development; Academic Senate President*

Robin Dreizler, *Director, Outreach and School Relations*

Diaa El Danaf, *Assistant Professor, Mathematics*

Mark Fields, *Associate Professor, Administration of Justice*

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Scott Kushigemachi, *Associate Professor, English*

Leible, Arthur, *Chief Technology Officer*

Dena Maloney, *Superintendent/President*

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Rory Natividad, *Dean, Health Sciences and Athletics; Chair, Planning and Budgeting Committee*

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Dipte Patel, *Dean, Counseling and Student Success*

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Idania Reyes, *Director, Student Equity Program*

Jean Shankweiler, *Vice President, Academic Affairs*

Claudia Striepe, *Professor, Librarian; Co-President, Academic Senate, 2014-16*

Planning and Budgeting Committee
2016-2017 Membership
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William Garcia, *Dean, Student Support Services*

Amy Grant, *Dean, Natural Sciences*

Ken Key, *Professor, Counseling*

David Mussaw, *Academic Affairs Analyst*

Araceli Rodriguez, *Student Representative, Associated Students Organization*

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Susana Prieto, *Professor, Physics*

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Jackie Sims, *Dean, Mathematics*

Luukia Smith, *Cashier and Trust Accounts, Fiscal Services*

Ericka Solorzano, *Campus Police Officer*

Dean Starkey, *Campus Police Officer*

Michael Trevis, *Chief of Police*

Joshua Troesh, *Assistant Professor, Business Management*

Steve Waterhouse, *Supervisor, Admissions and Records*

Lance Widman, *Professor, Political Science, Academic Senate*

Other Consultation Committees
Academic Senate (Kristie Daniel-DiGregorio, President)

Associated Students Organization (Eman Dalili, President)

College Council (Dena Maloney, Chair)

Council of Deans and Directors (Jeanie Nishime and Jean Shankweiler, Co-Chairs)

Enrollment Management Committee (Jean Shankweiler, Chair)

Facilities Steering Committee (Dena Maloney, Chair)

Planning and Budgeting Committee (Rory Natividad, Chair)

Student Success Advisory Committee (Dipte Patel, Chair)

Technology Committee (Arthur Leible, Chair)

The Master Planning Group acknowledges the foundational work conducted by the Strategic Planning Committee (SPC), 2014-15. The SPC played a major role in the development of the Mission and Strategic Plan 2015-2020 on which the Educational Master Plan was based.

In Memoriam

Denise J. Spurlock
1954-2015
Administrative Assistant II, Industry and Technology
Member, Strategic Planning Committee, 2014-15

2017

1 Educational Master Plan

Overview

Educational Master Plan

Educational Landscape

Integrated Planning

Initiatives

Facilities Implications

The **Educational Master Plan (EMP)** outlines a set of broad initiatives and specific action items to be implemented between 2017 and 2022. The *Educational Master Plan* serves as the foundation for other planning and is the College's strategic road map to guide decisions and directions in the coming years.

The Educational Master Plan for 2017-2022 was developed based on input from the Master Plan Work Group, students, faculty, staff, and administrators. It also reflects emerging trends and directions in the El Camino College community, the California Community Colleges system, and the South Bay area. Overall, we aim to be relevant and responsive to students' goals in the 21st century.

Consultation and Approval

The Educational Master Plan Faculty Team met in 2016 to develop an EMP based on the **Focus Areas and Theme**s below. This faculty team included representatives from multiple academic departments, Library and Learning Resources, Counseling, and Institutional Research and Planning. Final input was provided by other faculty, staff, administrators, and students through collegial consultation and advisory committees. After that, final approval was given by the President's Cabinet and the El Camino Community College District Board of Trustees.

Strategic action items to be accomplished over the next five years are grouped under initiatives that include:

- Curricular Innovations
- Empowering for Equity, Funding Technology
- Technology for Communication
- Comprehensive Student Support
- Lowering the Cost of Education
- Evaluation of Student Processes
- Building Community

Each initiative will be evaluated on the basis of achievement of action items and associated institutional improvements and student achievement outcomes. An outline of the implementation plan and annual evaluation is found in the ***Appendix.***

Focus Areas

Based on strategic planning discussions from 2014-2016, the Master Plan Work Group identified four **Focus Areas** for future planning. All Educational Master Plan Initiatives are linked to at least one of the following Focus Areas:

- **Teaching and Learning:** To support professional development, innovation, methods that work, and student learning/development
- **Access, Progress, and Completion:** To support student access and equitable and timely progress and completion
- **Enrollment Management:** To stabilize enrollments and ensure adequate growth
- **Institutional Process Improvement:** To ensure the efficiency and effectiveness of all internal College and student processes, and to reduce roadblocks

Teaching & Learning

Access, Progress, and Completion

Enrollment Management

Institutional Process Improvement

Themes

In addition, the Work Group saw that these Focus Areas were connected by **Themes** that would permeate or inform all areas of master planning. The following Themes served as additional guides for the development of Educational Master Plan Initiatives:

- **Community:** Supporting El Camino College's internal and external communities

- **Equity:** Ensuring equitable services, learning, and achievement

- **Technology:** Facilitating efficiency, effectiveness, and service through technology

- **Initiatives:** Connecting College processes to existing mandates

- **Stewardship:** Maintaining fiscal and institutional soundness

- **Integration:** Ensuring processes and College activities are coordinated together and are mutually supportive

Community   **Equity**   **Technology**

Initiatives   **Stewardship**   **Integration**

Educational Landscape

Long-range planning begins with a comprehensive assessment of the current and future environment facing an institution and its students. Exploration of this "educational landscape" for the Comprehensive Master Plan began with broad internal and external analyses and discussions that were updated throughout the two-year master planning process. These analyses involved an examination of both internal and external factors: institutional **strengths and challenges**, and external **opportunities and issues.**

Environmental Scan Process

Planners first studied student body trends: enrollment, demographics, and performance **(see College Profile in the Appendix)**. This study, along with brainstorming sessions held by the Strategic Planning Committee, led to a preliminary analysis of the College's strengths and challenges, and identification of internal issues to resolve. Second, planners conducted an investigation to help the College determine how to respond to external needs and mandates. The process used, called "STEP," involved an examination of opportunities and issues in the external environment related to social/demographic, technological, economic, and political/legal. Technology-related issues are identified in the **Appendix** of the Technology Master Plan. Highlights of the findings from the internal and external scanning process are listed below. The **Evidence for Future Planning** report in the **Appendix** details the results of the STEP environmental scan.

Key College Strengths

Planners identified many strengths on which the College could build to maintain excellence and improve effectiveness. The top strengths that were identified through a process of self-reflection and dialogue include the following:

- **Excellent reputation and broad community** support for the College

- **Strong community partnerships** provide potential for collaboration

- **Large, beautiful campus** and desirable location

- **Bond funds that create opportunity** to improve infrastructure and reinvent the campus to meet student and community needs

- **Dedicated employees** and a sense of community

- **Model programs that promote student engagement,** student development, and higher achievement

- **Experimental approaches in curriculum and pedagogy** that show promise for increasing progression and completion

- **Consistently high persistence rates**

Key College Challenges

Along with strengths, planners identified a number of challenges facing the College in the current stage of its development. Some of the key challenges include the following.

- **Technology infrastructure** and processes needing improvement/updating

- **Large institution that is sometimes slow to change** and with limited interactions and collaborations

- **Common practice of reacting to external and internal factors,** rather than proactively anticipating and planning for needed changes

- **Limited succession planning for staffing concerns**, especially in light of aging workforce

- **The College's aging administrative processes, which are inefficient, paper-heavy, and likely impediments** to enrollment, student success, and institutional effectiveness

- **Limited community building opportunities for staff** with few gathering places and opportunities to interact across employee groups

Key Observations about Students

The environmental scanning process included both a quantitative and qualitative examination of our students: who they are, how they perform, and what they need to succeed. Some of these observations are outlined below.

- El Camino College students represent the rich diversity of the South Bay, **serving students of many ages and backgrounds**.

- El Camino College is a designated "Hispanic Serving Institution," with **Latinos representing over 50% of the student body.**

- Students enter with a wide variety of educational and skill levels, with **many incoming students (about 70%) less-well prepared for college**.

- More than half of new freshmen are the **first in their families to attend college.**

- **Success rates, course progression, and other student achievement measures differ significantly,** at times, for different groups.

- Most students stay enrolled on their way to meet their goals, **showing consistently high rates of cross-term persistence (72%) and 30-unit completion (68%).**

- **Thousands of students complete degrees, certificates, and skill-building sequences annually**, but median time to completion is much longer than expected for many.

- **Entering students report lower than average engagement with the College** on five of six benchmarks of student engagement, compared with comparable institutions.

- Students report difficulties accessing campus information and cite **challenges with registration and other processes critical for their enrollment and success.**

- **Students desire more amenities and communal spaces** to be attracted to remain on campus.

Social/Demographic Landscape

Understanding the community we serve is a critical foundation of the master planning process. The external portion of the environmental scan provides a demographic and socioeconomic profile of the College's service area to inform planning that supports the community. The highlights of these findings are provided below.

- The service area population is aging. Elementary and high school enrollments are declining steadily.

- The Latino population represents 45 percent of the service area population. Combined with Asian, non-Hispanic, the two groups are projected to experience higher than average growth and represent more than half of the service area population.

- Median household income was less than $50,000 for about 46 percent of the service area.

- With some exceptions, more than 50 percent of service area city residents lack a college degree.

Economic Landscape

Economic opportunity and workforce needs inform community college enrollment and program planning. A high-level review of the economic landscape was conducted to support master planning. The highlights of the scan include the following.

- County and city unemployment rates have improved steadily since the recession of 2007.

- Demand for workforce needs exceeds supply in some fields, including "middle skills" jobs that require only a certificate or an associate degree.

- Health care is expected to be one of the fastest-growing industries, with the most rapid growth expected to occur among home health aides, personal care aides, and nursing assistants.

Political/Legal Landscape

Recent and emerging state and federal legislation and regulations may create both challenges and opportunities for community colleges. The scope of recent mandates is described below.

- Continued support for completion agendas through state and federal initiatives

- Mandated monitoring of performance measures for targeted groups tied to funding to ensure that equity gaps are addressed

- Ongoing focus on "core services" of assessment, orientation, educational planning, and counseling targeted toward all entering students to promote student success

- Continuing and emerging Career Technical Education (CTE) initiatives support program development, expansion, and improvement to promote success and meet labor market needs

- Greater interest in documenting and improving outcomes through graduation, transfer, and employment

- Mandates for self-monitoring to improve student achievement through minimum standards, goals setting, and addressing underperformance

Evidence-Based Planning

Using results from these analyses, along with student and employee feedback, College planners identified four areas for focused improvement (Focus Areas) along with overarching Themes that crossed all Focus Areas (see Overview). Initiatives and Action Items of the Educational Master Plan emerged to address challenges, enhance strengths, and respond to the opportunity of a changing external environment.
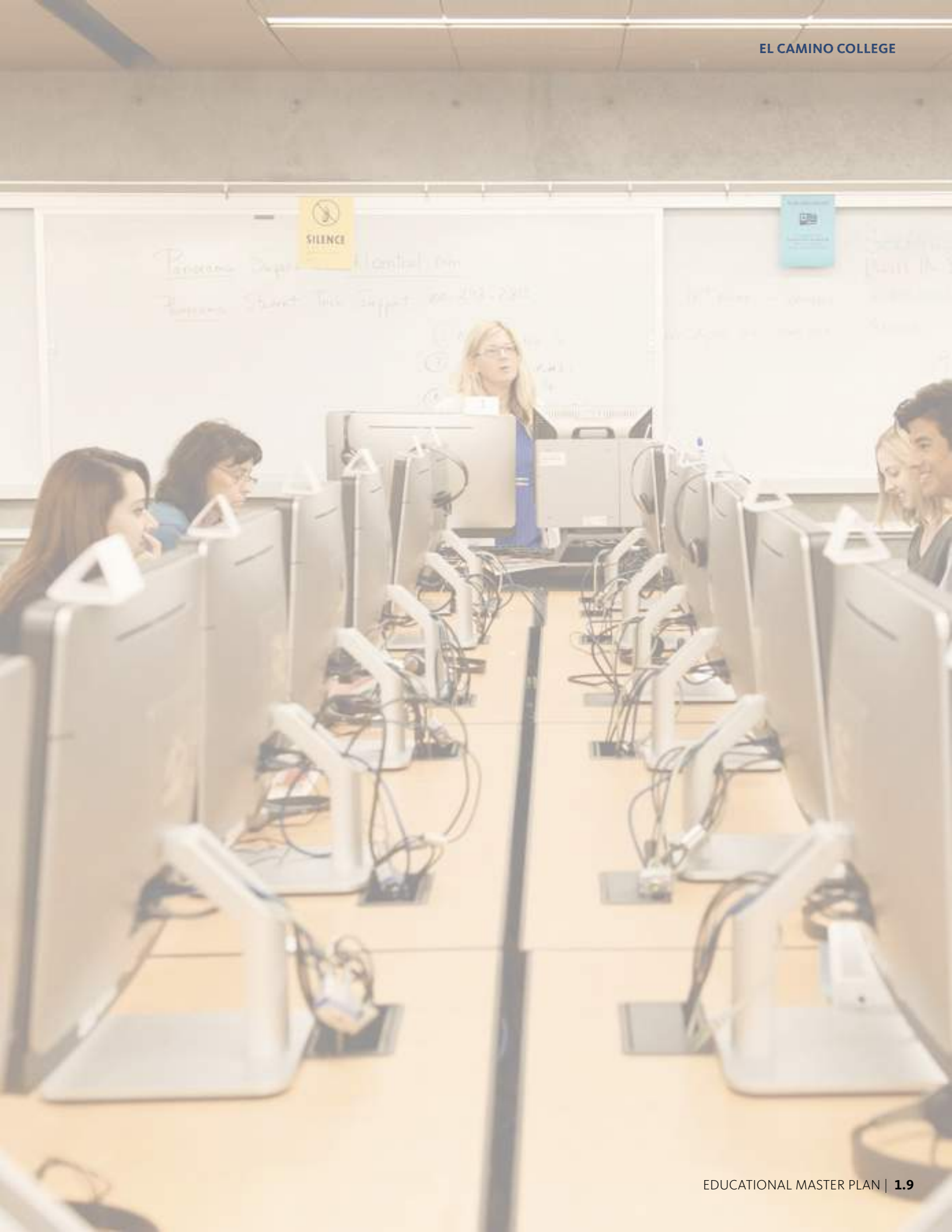
Integrated Planning

Long-range planning at El Camino College is grounded in integration. In an era of diverse initiatives, it is imperative that College entities collaborate, pool resources, and establish common goals for institutional improvement and student success. The College adopted best practices of integrated planning for the Comprehensive Master Plan, developing the Educational Master Plan in concert with other college plans and initiatives to ensure that long-range planning is data-driven, thoughtful, interdependent, and broadly achievable. And, as noted in the Introduction, the primary foundation for all plans is the Mission Statement and Strategic Initiatives.

The following plans and initiatives both guide and are guided by the Educational Master Plan and inform Facilities, Staffing, and Technology master planning. In addition, work is in progress to develop an integrated plan for Basic Skills, Student Equity, and Student Success and Support programs.

Enrollment Management Plan

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, and research-based approach to enrollment management that embraces the College mission to make a positive 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 is designed to ensure the following:

- The achievement of enrollment targets in order to obtain the maximum 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 our students and community, which supports the El Camino College student retention and completion agenda

- A comprehensive educational program that is responsive to the needs of students and the community

Basic Skills Action Plan

The Basic Skills Initiative (BSI) is a strategic effort funded by the Chancellor's Office since 2006. Colleges receive an annual allocation to address students' basic skills needs. Recent highlights from El Camino College's BSI-funded efforts include expanded tutoring services in the Writing Center and the Mathematics Study Center, The Opportunity Project (embedded counseling in basic skills courses), and the Summer Math Academy. BSI has heightened El Camino College's efforts to promote student success in basic skills courses.

Student Equity Program Plan

The Student Equity Program (SEP) is part of an ongoing institutional effort to improve proportional student academic outcomes and to more carefully and formally assess student equity planning. Equity work and data analysis is critical to the achievement of student equity and academic excellence for all in our educational programs. Our target populations are African-American, Latino, and Pacific Islander students, in addition to foster youth, veterans, students identified with a disability, and students who are economically disadvantaged. Among the many activities funded by SEP are the Knowledgeable, Engaged, and Aspiring Students (KEAS) Program (a fully-integrated support program for students placing into pre-collegiate math or English), the Reading Success Center, and Student Equity Re-envisioned, which provides faculty development through equity-minded inquiry.

Student Success & Support Program Plan

The Student Success and Support Program (SSSP) emerged as part of the Seymour-Campbell Student Success Act of 2012. The goal of SSSP is to provide students with comprehensive services proven to increase retention and provide the foundation necessary for success in college. These services include orientation, assessment and placement, counseling and educational planning, and follow up for at-risk students. Among the many activities funded by SSSP are Starfish (an electronic early alert, degree planner, and degree audit system), the RISE Center (a robust student support program), and New Student Welcome Day.

Other Plans

Other College plans, including the Distance Education Plan, the Equal Employment Opportunity (EEO) Plan, Extended Opportunity Programs & Services (EOPS) Plan, and Transfer Center Plan, are regularly updated, founded on the College Mission and Strategic Initiatives, and integrated with other planning to the greatest extent possible. In addition, Program Review is naturally infused into the long-range planning process by way of the aggregation and prioritization of annual planning recommendations.

To complete the cycle of effective planning for institutional improvement, each plan develops an implementation strategy with action items, measurable outcomes, continual monitoring, and annual evaluation processes. This work is primarily conducted by standing committees, such as the Enrollment Management Committee, the Student Success Advisory Committee, and the Distance Education Advisory Committee.

Initiatives

Strategic action items to be accomplished over the next five years are grouped under initiatives that include:

A. Curricular Innovations
B. Empowering for Equity
C. Funding Technology
D. Technology for Communication
E. Comprehensive Student Support
F. Lowering the Cost of Education
G. Evaluation of Student Processes
H. Building Community
I. Improving our Processes

Each initiative will be evaluated on the basis of achievement of action items and associated institutional improvements and student achievement outcomes. An outline of the implementation plan and annual evaluation is found in the **Appendix**.

Allied Strategic Initiatives
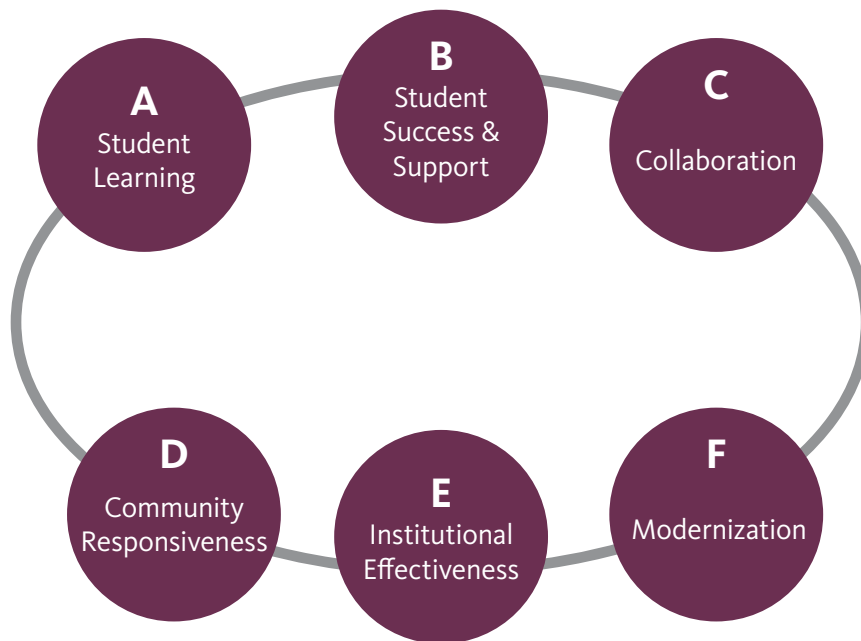
A - Curricular Innovations

Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

Focus Areas
- Teaching and Learning
- Institutional Process Improvement

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description

El Camino College's curricula shape each student's classroom experience. As such, we will ensure our academic programs are at the cutting edge of curricular innovations. We will bolster a culture of creativity, ensuring our programs are informed by the latest research, best practices, emerging pedagogies, and career trends. Moreover, innovation often requires new technologies, as well as funding for faculty exploring new approaches and ideas. In the long term, this initiative will lead to greater student engagement, success, and persistence. This aligns with several El Camino College Strategic Initiatives, especially Strategic Initiative A's emphasis on "effective instructional methods." In addition, the community partnerships and service learning that will result from this initiative support Strategic Initiative D: Community Responsiveness.

Action Items

1. **Develop and/or expand integrated programs** in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (contextualized learning)
2. **Promote innovations in the basic skills curricula** that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level math and English
3. **Identify and support job development and certifications** to provide improved career technical educational opportunities for our students, in alignment with relevant initiatives
4. **Establish a long-range Distance Education Plan** to expand a high-quality and robust online program to support access and increase enrollment and learning options through implementation of the Distance Education Plan
5. **Conduct a community assessment** of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings
6. **Develop or identify in-house funding opportunities** that allow for faculty experimentation with innovative ideas
7. **Develop and promote the adoption of open-source educational materials** especially resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success
8. **Facilitate and expand alternative modes of instruction** using El Camino College's Learning Management System (LMS)

B - Empowering for Equity
Equip faculty and staff to equitably serve our increasingly diverse student population

Focus Areas
- Access
- Progress
- Completion
- Teaching and Learning

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description
Since the revamping of the Student Equity Program (SEP) in 2014, El Camino College has become more aware of the "equity gaps" experienced by historically under-served student populations on our campus. While we have become increasingly responsive to these students' needs, we hope to scale up and expand our efforts, especially with regards to professional development for faculty.

We will ensure faculty are conversant with equity gap data, strategize and coordinate professional development efforts, and encourage faculty to engage in equity-minded inquiry. Ultimately, we want to close the equity gaps at El Camino College, fulfill Strategic Initiative B in providing "support services to promote and empower student learning, success, and self-advocacy" for all students, and be more mindful of our mission statement's emphasis on serving our "diverse communities."

Action Items
1. **Regularly disseminate achievement gap data** to faculty and staff to facilitate productive discussion of those areas where El Camino College could better serve targeted student populations
2. **Develop an evidence-based and integrated professional development function** that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills Initiative (BSI)) and other campus stakeholder groups
3. **Promote growth and sustainability of faculty inquiry groups** that reflect culturally responsive pedagogies
4. **Offer professional development programs** that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices
5. **Institutionalize equity practices by regularly scheduling professional development programs** that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes
6. **Promote the use of educational technologies and other innovative instructional methods** to support student learning and improve teaching
7. **Develop an ongoing review of accessibility** to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines

C - Funding Technology
Prioritize campus technology needs and ensure a stable and regular source of funding for assessing and updating infrastructure

Focus Areas
- Access
- Progress
- Completion
- Institutional Process Improvement

Applicable Allied Strategic Initiatives

A — Student Learning

B — Student Success & Support

C — Collaboration

D — Community Responsiveness

E — Institutional Effectiveness

F — Modernization

Description
Up-to-date technology is essential to student matriculation, communication, classroom instruction, and data collection at El Camino College. Therefore, addressing our technology needs is vital to the success of the Educational Master Plan. Moreover, maintaining a high-functioning technology infrastructure is not a one-time expense. Instead, it requires forward-thinking leadership and ongoing funding, especially because technology reaches into every corner of the college experience for both staff and students.

This initiative should be supported and sustained through an actionable Facilities Plan, implementation and continuous updating of the Technology Plan, and effective personnel planning. This will all serve to help fulfill Strategic Initiative F, which states that El Camino College will "[modernize] infrastructure and technological resources to facilitate a positive learning and working environment."

Action Items
1. **Conduct surveys or focus groups among students, faculty, and staff** to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes
2. **Identify and address issues that hinder student support processes**
3. **Set aside funds for regular upgrades of equipment**, and invest in new technologies to stay current, efficient, secure, and innovative
4. **Produce plans for regular replacements and upgrades** for classrooms and faculty laptops/computers, which are periodically shared with the departments and College campus via the Academic Technology Committee
5. **Develop and adhere to the highest level security protocols** to ensure safekeeping of student and College data and information
6. **Review technical capabilities in classrooms and learning management systems** to ensure that the infrastructure supports instructional technology initiatives
7. **Implement Facilities, Staffing, and Technology plans**, and evaluate progress on a regular schedule
8. **Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs** rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use)

D - Technology for Communication

Utilize various technologies to improve communication and to promote increased completion rates for El Camino College students

Focus Areas

- Access
- Progress and Completion
- Institutional Process Improvement
- Enrollment Management

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description

Tracking student progress—and maintaining communication with them about their progress—is essential to students' persistence and completion. Therefore, it is vital we have the technologies necessary to fully support our students, many of whom are "digital natives." However, students in an Educational Master Plan focus group emphasized how they struggled to access important College information using existing El Camino College technologies.

Initiative D will remedy this problem and ensure communication is intuitive, effective, and relevant for students, while also providing necessary privacy safeguards and technological support. This, like Initiative C, aligns closely with Strategic Initiative F: Modernization.

Action Items

1. **Work with local high schools** to digitally acquire the paperwork necessary for entering students. Currently, many prospective students give up on registration because they receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours.
2. **Facilitate communications** by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options)
3. **Improve ease of access** to querying data necessary for assessments of various programs, initiatives, services, etc.
4. **Ensure web/mobile processes are continually evaluated** to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices.
5. **Migrate form-based processes to online submission.** Conduct a needs assessment to create a prioritized list of forms and processes to convert.
6. **Use technology to more closely track student progress** so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors.
7. **Create or adapt a mobile application for students that allows them to interact with College systems** in a "mobile-first" environment including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC.

E - Comprehensive Student Support

Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

Focus Areas

- Access
- Progress and Completion
- Institutional Process Improvement
- Enrollment Management
- Teaching and Learning

Applicable Allied Strategic Initiatives

A Student Learning	**B** Student Success & Support
C Collaboration	**D** Community Responsiveness
E Institutional Effectiveness	**F** Modernization

Description

Currently, students receive support from many areas on campus, especially if they belong to one of the many successful programs on campus, such as First Year Experience and Extended Opportunity Programs and Services (EOPS). However, many entering students do not belong to a program. One Educational Master Plan focus group student shared that he was disconnected from El Camino College during his first year, until he discovered EOPS, which radically transformed his relationship to our campus. We hope to learn from the success of these programs.

We will structure and expand services so that comprehensive support becomes the typical El Camino College student experience. This begins by developing the core services targeted by the Student Success and Support Program (SSSP): orientation, assessment and placement, counseling and education planning, and follow-up services. In addition, "comprehensive" student support means adequate staffing resources throughout the calendar year, sustained support throughout the duration of each student's educational journey, and consistently high quality in the delivery of services. Clearly, this is closely allied with Strategic Initiative B: Student Success and Support.

Action Items

1. **Implement recommendations** following analysis of the student experience, and redesign the process as described in Enrollment Management Plan

2. **Expand and/or develop bridge programs** to address the student support needs of basic skills students, prior to credit coursework, building on El Camino College's existing math and English summer bridge programs, and working in concert with local high schools and adult education in order to create a seamless transition into college coursework

3. **Evaluate El Camino College's placement procedures**, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into math and English classes where they will experience the highest levels of success

4. **Expand service and follow-up processes** to directly address new students. Services to be expanded will be detailed in the SSSP Plan

5. **Transform the current "Information Desk"** and create in the future Student Services Center a centralized and comprehensive Information Center. Information Center staff will be broadly knowledgeable and be able to assess and effectively remedy a variety of student needs

6. **Improve service delivery processes** to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and prioritizing student situations as necessary, especially during peak times

7. **Revise online orientation** so students are exposed to a wide array of services and are more engaged with orientation content. Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college readiness of students. Develop strategies to share this information with students regularly

8. **Align service hours** to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed. Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round

9. **Promote greater coherence, communication, and collaboration** among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.)

10. **Develop positive messages** (emails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester

11. **Evaluate support for students** with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually

12. **Create opportunities for increased professionalism** and training among tutors (in best practices, etc.)

F - Lowering the Cost of Education
Lower the cost of education for students, including external costs

Focus Areas
- Access
- Progress and Completion
- Teaching and Learning

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description
El Camino College will continue to actively explore new ways of guaranteeing student access to an affordable education so that socio-economic status is not a barrier to each student achieving his or her academic dreams. We will work toward this goal at multiple levels: faculty innovation, community partnerships, and increased investment in existing support programs. This clearly aligns with Strategic Initiative B's emphasis on support services and student success.

Action Items
1. **Promote and encourage open education resources** (OER) and alternative textbooks in order to bring down costs
2. **Provide expanded scholarships** and book vouchers to low-income student population
3. **Identify emergency resources for students** facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources
4. **Foster partnerships with local transportation services** for reduced bus fares to campus

G - Evaluation of Student Processes
Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

Focus Areas
- Institutional Process Improvement
- Enrollment Management
- Access
- Progress and Completion

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description
During an Educational Master Plan focus group session, students discussed the difficulties they faced in accessing basic campus information, as well as their challenges when utilizing El Camino College systems (when registering for classes, etc.), especially online systems.

It is vital we remedy this immediately, which will affect staffing choices, evaluation measures, and consultation processes. In addition, institutional effectiveness outcomes will be monitored annually. Overall, all areas on campus will develop an ethos of customer services through our increased modernization (Strategic Initiative F) and through our "effective and efficient use of assessment, program review, planning, and resource allocation" (Strategic Initiative E).

Action Items
1. **Assess enrollment processes.** This includes establishing messages for prospective students, applicants, concurrent enrollment, core services and registration processes
2. **Provide positive and clear communications** between all parties on multiple platforms, including the El Camino College website, and have students test the forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated
3. **Foster positive and effective internal communications** by developing guidelines for use by leadership, faculty, staff and students
4. **Develop guidelines** used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs
5. **Develop training for staff** in service-oriented practices that put the needs of the students first
6. **Develop processes** to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times
7. **Improve the process of receiving and storing transcripts** from other colleges and making them easily accessible to appropriate staff such as counseling faculty and deans

H - Building Community

Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at El Camino College

Focus Areas

- Access
- Progress and Completion
- Enrollment Management

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization
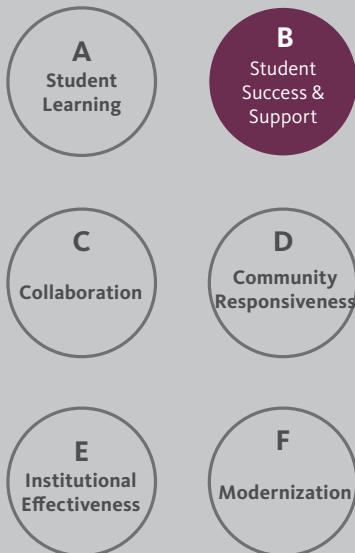
Description

Many students experience community at El Camino College, particularly in programs designed to help students connect to campus resources, such as Puente and Project Success. However, as with Initiative E, we want to work toward making this the typical student experience at El Camino College, especially among first-generation and historically underrepresented student populations, who are least likely to feel they belong on campus. For example, in a recent survey of students in an SEP-targeted group, one student reported, "I never felt out of place until I attended El Camino College."

To create a more hospitable educational environment at El Camino College, we will ensure our physical spaces and student programs support a robust vision of inclusion and opportunity for all students.

Action Items

1. **Foster campus pride** through events, activities, and other efforts to engage students
2. **Evaluate and respond to the need for new or additional programs** that support historically underrepresented student populations, including African American, Latino, Asian/Pacific Islander, foster youth, LGBTQ, undocumented, disabled students and religious minorities
3. **Create or renovate indoor and outdoor physical spaces** on campus where both students and faculty can conveniently and safely congregate and socialize
4. **Improve dining options**, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students
5. **Create comfortable waiting areas for students** seeking services on campus and/or utilize mobile technology to reduce the need to wait in line
6. **Conduct student surveys or focus groups** to help identify where improvements to the physical spaces and campus environments should be prioritized

I - Improving our Processes

Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

Focus Areas

- Institutional Process Improvement

Applicable Allied Strategic Initiatives

A Student Learning

B Student Success & Support

C Collaboration

D Community Responsiveness

E Institutional Effectiveness

F Modernization

Description

While many areas on campus are effective, at an institution as large as El Camino College, it is easy for roadblocks to impede efficiency and responsiveness. As such, we wish to improve all internal College and student processes, and we will work to reduce roadblocks. This will require that staffing choices, evaluation measures, and consultation processes reflect this goal. We feel great urgency in addressing this need, especially when it comes to those processes relevant to campus safety. In the end, this supports Strategic Initiative E: Institutional Effectiveness, as well as Strategic Initiative C's emphasis on "an effective process of collaboration" and "collegial consultation."

Action Items

1. **Evaluate college processes** to ensure they are efficient, effective, and up-to-date
2. **Regularly conduct a comprehensive evaluation** of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation
3. **Ensure recommendations from internal committees** or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes

Facilities Implications

As with other plans, the Facilities Master Plan aligns with the College mission and is guided by strategic and academic planning. In addition to enrollment and space utilization data, facilities plans rely on College initiatives to ensure that learning, administrative, communal, and other campus spaces are developed in concert with long-range educational planning. To this end, facilities implications have been identified from strategic planning documents and related College processes.

Strategic Initiatives
Two of the six Strategic Initiatives include at least one measurable objective with some implications for facilities.

Student Learning - A
Support student learning using a variety of effective instructional methods, educational technologies, and College resources.
- Objective A-4: Provide equipment needed to support faculty use of technology

Modernization - F
Modernize infrastructure and technological resources to facilitate a positive learning and working environment.
- Objective F-1: Implement the Technology Plan to meet the developing information technology needs of the campus
- Objective F-2: Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed
- Objective F-3: Implement safety cameras and other technological aspects of campus safety plans

Educational Master Plan Initiatives & Goals
The Educational Master Plan (Educational Master Plan) initiatives and action items will guide our planning for growth and institutional improvement through 2022. The following initiatives have associated action items with likely impacts on facilities planning:

A - Curricular Innovations
B- Empowering for Equity
C - Funding Technology
E - Comprehensive Student Support
H - Building Community
I - Process Improvement

Initiatives & Goals

A   **Curricular Innovations**
B   **Empowering for Equity**
C   **Funding Technology**
E   **Comprehensive Student Support**
H   **Building Community**
I   **Process Improvement**

Facilities Implications from Educational Master Planning

The following set of implications will inform facilities planning during the period of the Comprehensive Master Plan. These facilities implications are detailed below and organized into the following themes:

- Capacity for Adaptation and Modernization
- Centralized Spaces
- Enhanced Safety and Security
- Fostering Collaborative Learning and Teaching
- Promoting a Sense of Belonging

Capacity for Adaptation and Modernization

1. Include, where possible, the capacity in new construction to address emerging needs that may arise including flexible space

2. Ensure infrastructure to support the implementation of the Technology Plan to meet the developing information technology needs of the campus

3. Support expanded evening and weekend programs and enrollments, which may function with fewer employees and in smaller spaces

2017

2 **Facilties Plan**
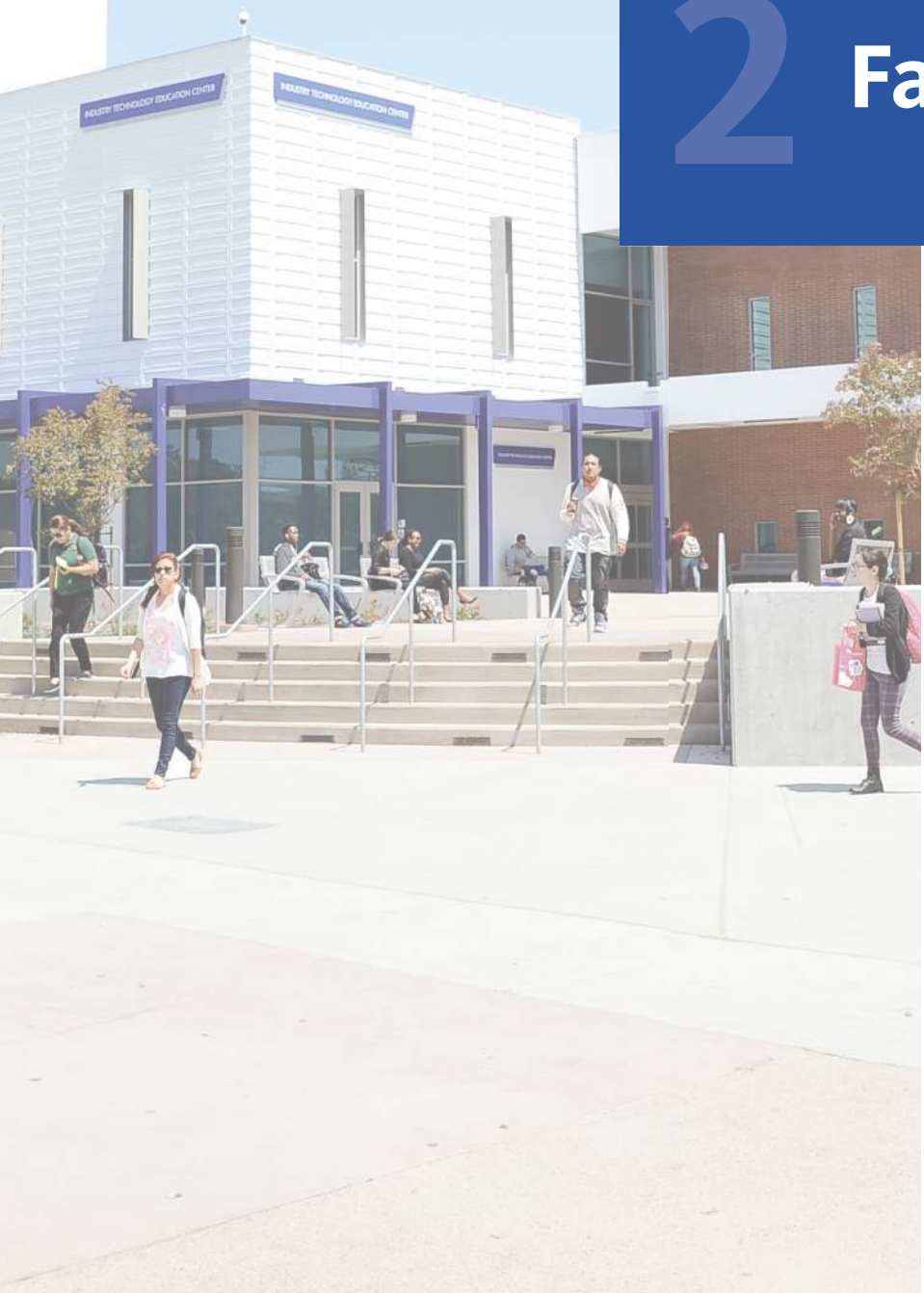
Overview

Facilities Plan

Planning Data

Space Program

Facilities Master Plan

In 2016, a Facilities Master Plan update was developed to reflect the College's accomplishments related to site and facilities development since 2012 . The Facilities Plan chapter of this CMP highlights the linkages between the Educational Master Plan and the facilities recommendations and provides an update guide for future development.

The Facilities Plan provides a written and narrative description of how El Camino College will address long-range forecast for enrollment and weekly student contact hours (WSCH), serve changing needs, and position the College to maximize state funding opportunities. It is guided by the College's Educational Master Plan, which serves as the foundation for recommendations regarding facilities. The Facilities Plan provides a road map for future development of the campus, including recommendations for renovation and replacement of facilities, as well as a number of site improvements for the campus.

El Camino College has been involved in several facilities planning efforts, beginning in 1997 with the development of the first Facilities Needs Report. The findings of this report were incorporated into the 2002 Facilities Master Plan, which established the long-range vision for campus development. Since 2002, a series of facilities master plan updates were developed to address changing conditions, priorities and needs of the College.

The most recent Facilities Master Plan was developed and approved in 2012 and served as the basis for a series of campus improvements. In 2016, an update was developed to reflect these improvements and to incorporate more detailed recommendations for the Fine Arts Precinct area of the campus.

Planning Data

Data is the key element that is used to link educational and facilities planning efforts. The Planning Team worked closely with the College to collect the planning data and develop a forecast of future facilities space needs to serve the current and projected programs for the College.

Profile of Current Curriculum

Quantifying space needs begins with an assessment of the current programs of instruction. To create this snapshot, the 2015 fall semester was used to represent the College's current program of instruction. The process included an analysis of key curriculum components and a comparison of those components to statewide standards or averages for community colleges in California.

An analysis of sections and full time equivalent students (FTES) generated a breakdown of ratios for lecture versus laboratory hours and weekly student contact hours (WSCH) produced. The process and the elements were used to create a baseline from which the current program of instruction could be viewed. Characteristics of the current program of instruction, by instructional division, are presented in Figure A.

Figure A: Program of instruction by Instructional Division - Fall 2015

College Division	Sections	WSCH	FTES	LEC WSH	LAB WSH	On-line WSH	Off-Campus WSH	% of Sections	%of WSH
Behavioral & Social Sciences	341	40,530.74	1,399.47	39,073.95	788.91	436.69	231.20	16.12%	14.08%
Business	115	14,670.76	444.59	12,152.36	2,476.09	42.31	-	5.43%	5.10%
Fine Arts	333	33,217.08	1,000.46	22,282.01	10,859.51	75.56	-	15.43%	11.54%
Health Sciences & Athletics	285	32,587.69	873.39	11,755.23	20,759.78	52.69	-	13.47%	11.32%
Humanities	412	54,141.86	1,585.04	46,037.15	8,088.64	96.06	-	19.47%	18.80%
Industry & Technology	202	32,888.73	852.61	11,732.91	13,394.46	54.36	7,706.99	9.55%	11.42%
Mathematical Sciences	265	45,185.85	1412.58	41,072.41	3,979.69	133.75	-	12.52%	15.69%
Natural Sciences	163	34,711.04	1,048.59	18,964.02	15,731.58	15.44	-	7.70%	12.06%
Total	**2,116**	**287,933.74**	**8,616.72**	**203,090.03**	**75,998.65**	**906.86**	**7,938.19**	**100.00%**	**100.00%**

Source: El Camino Community College District, Office of Academic Affairs

Translation of Current Curriculum to State Standards

To create a benchmark comparison with statewide standards and averages, disciplines and programs were coded with the state's Taxonomy of Programs (TOP) code format. The following table provides a view of the College's translated instructional disciplines and key curriculum components via the TOP code designation.

It should be noted that the TOP code format is used throughout the remainder of this document to forecast physical space needs.

Figure B Source (opposite page):
El Camino Community College District, Office of Academic Affairs

Figure B: Program of Instruction by TOP Code

TOPS DISCIPLINE	TOP CODE	SECTIONS	WSCH	FTES	LEC WSCH	LAB WSCH	ON-LINE WSCH	OFF-CAMPUS WSCH	% OF SEC-TIONS	% OF WSCH
Academic Strategies	493013	11	1,398.69	20.18	1,398.69	-	-	-	0.52%	0.49%
Accounting	050200	27	5,474.40	156.76	4,497.76	976.64	-	-	1.28%	1.90%
Administrative Of Justice	210500	24	2,169.29	71.36	2,125.41	31.69	12.19	-	1.13%	0.75%
Air Conditioning and Refrig	094600	6	876.31	22.77	453.11	423.21	-	-	0.28%	0.30%
American Studies	220120	3	489.60	14.65	489.60	-	-	-	0.14%	0.17%
Anatomy & Physiology	041000	19	5,860.30	179.99	1,632.70	4,227.60	-	-	0.90%	2.04%
Anthropology	220200	34	3,958.70	146.17	3,624.40	278.80	55.50	-	1.61%	1.37%
Architectural Technology	020100	12	1,473.90	42.95	703.37	770.53	-	-	0.57%	0.51%
Art	100200	96	11,499.93	346.46	6,610.90	4,871.40	17.63	-	4.54%	3.99%
Astronomy	191100	17	2,332.40	70.73	2,135.20	197.20	-	-	0.80%	0.81%
Auto Collision Repair/Painting	094900	6	1,659.28	48.45	413.61	1,245.67	-	-	0.28%	0.58%
Automotive Technology	094800	10	1,832.20	55.55	722.50	1,109.70	-	-	0.47%	0.64%
Biology	040100	29	7,893.80	237.32	3,451.60	4,442.20	-	-	1.37%	2.74%
Business Management	050600	20	2,264.49	70.11	2,250.80	-	13.69	-	0.95%	0.79%
Chemistry	190500	31	8,296.80	249.55	4,564.11	3,732.69	-	-	1.47%	2.88%
Childhood Education	130500	34	3,518.21	130.38	3,377.07	81.71	59.44	-	1.61%	1.22%
Computer Aided Design/Drafting	095300	11	1,284.63	31.65	390.71	880.74	13.18	-	0.52%	0.45%
Computer Information Systems	070200	32	3,463.73	108.26	1,962.55	1,481.30	19.88	-	1.51%	1.20%
Computer Science	070600	21	2,763.25	85.37	1,426.86	1,325.14	11.25	-	0.99%	0.96%
Construction Technology	095200	12	1,493.60	46.14	458.17	1,035.43	-	-	0.57%	0.52%
Cosmetology	300700	11	4,249.18	90.63	755.82	3,493.36	-	-	0.52%	1.48%
Dance	100800	41	2,711.05	91.12	1,268.40	1,407.40	35.25	-	1.94%	0.94%
Earth Sciences	193000	24	3,531.04	109.93	2,261.00	1,254.60	15.44	-	1.13%	1.23%
Economics	220400	18	2,060.90	74.20	2,026.40	-	34.50	-	0.85%	0.72%
Education	080100	1	96.60	1.46	96.60	-	-	-	0.05%	0.03%
Electronics	093400	9	1,405.20	41.88	504.97	900.23	-	-	0.43%	0.49%
Engineering	090100	2	178.00	5.44	178.00	-	-	-	0.09%	0.06%
Engineering Technology	092400	17	1,401.90	42.66	96.60	193.20	-	1,112.10	0.80%	0.49%
English	150100	315	42,800.93	1,273.27	34,829.07	7,891.73	80.13	-	14.89%	14.86%
Environmental Technology	030300	3	239.60	7.03	163.87	75.73	-	-	0.14%	0.08%
Ethnic Studies	220300	7	1,047.20	32.17	1,047.20	-	-	-	0.33%	0.36%
Family Consumer Studies	130100	20	2,056.68	65.35	1,569.89	463.04	23.75	-	0.95%	0.71%
Film/Video	061200	12	1,787.00	51.20	1,465.52	321.48	-	-	0.57%	0.62%
Fire Academy/Emergency Tech	213350	41	9,224.34	198.51	2,077.45	546.75	5.25	6,594.89	1.94%	3.20%
Foreign Languages	110100	67	8,672.30	249.76	8,672.30	-	-	-	3.17%	3.01%
Geography	220600	17	2,291.60	67.33	2,091.00	200.60	-	-	0.80%	0.80%
Health & First Aid	083700	39	4,328.93	146.96	4,163.10	124.20	41.63	-	1.84%	1.50%
History	220500	63	8,372.35	270.51	8,204.20	-	45.75	122.40	2.98%	2.91%
Horticulture	010900	5	373.30	11.33	328.84	44.46	-	-	0.24%	0.13%
Human Development	200300	34	2,834.88	71.21	2,834.88	-	-	-	1.61%	0.98%
Humanities	490300	2	126.69	7.55	119.00	-	7.69	-	0.09%	0.04%
Journalism	060200	13	846.85	28.08	721.69	116.91	8.25	-	0.61%	0.29%
Law/Legal Assistance	140100	21	2,145.55	69.34	2,118.65	18.15	8.75	-	0.99%	0.75%
Library Information Science	160100	2	71.83	1.21	71.83	-	-	-	0.09%	0.02%
Machine Tool Technology	095630	8	1,210.00	37.51	467.31	742.70	-	-	0.38%	0.42%
Manufacturing Technology	095600	1	97.60	2.10	24.40	73.20	-	-	0.05%	0.03%
Mathematics	170100	242	42,244.60	1,321.80	39,467.55	2,654.55	122.50	-	11.44%	14.67%
Medical Assistance	120800	3	411.40	12.63	411.40	-	-	-	0.14%	0.14%
Music	100400	78	5,888.15	180.03	4,000.55	1,864.91	22.69	-	3.69%	2.04%
Nursing	123000	48	7,369.66	107.07	2,367.88	5,001.78	-	-	2.27%	2.56%
Office Administration	051440	8	540.60	16.03	540.60	-	-	-	0.38%	0.19%
Philosophy	150900	24	2,711.50	92.59	2,686.00	-	25.50	-	1.13%	0.94%
Photography	101100	18	1,774.70	51.42	781.36	993.35	-	-	0.85%	0.62%
Physical Education	083500	133	14,103.89	418.50	910.58	13,182.24	11.06	-	6.29%	4.90%
Physical Sciences	190100	1	213.90	6.68	71.30	142.60	-	-	0.05%	0.07%
Physics	190100	20	3,917.90	115.73	2,428.28	1,489.62	-	-	0.95%	1.36%
Political Science	220700	37	4,564.81	164.56	4,399.20	-	56.81	108.80	1.75%	1.59%
Psychology	200100	54	7,083.80	254.12	6,609.60	384.20	90.00	-	2.55%	2.46%
Radiologic Technology	122500	14	1,978.36	53.46	603.10	1,375.27	-	-	0.66%	0.69%
Real Estate Escrow	051100	7	782.00	24.11	782.00	-	-	-	0.33%	0.27%
Recreation	083600	2	248.20	7.54	248.20	-	-	-	0.09%	0.09%
Respiratory Care/Therapy	121000	9	940.30	28.87	447.23	493.07	-	-	0.43%	0.33%
Sign Language/Inter Training	085000	21	2,260.14	70.02	2,108.13	152.01	-	-	0.99%	0.78%
Sociology	220800	30	3,452.19	136.92	3,338.80	44.20	69.19	-	1.42%	1.20%
Special Resource Center	080900	16	946.82	28.36	515.61	431.21	-	-	0.76%	0.33%
Speech Communication	150600	70	7,280.60	219.44	7,142.00	138.60	-	-	3.31%	2.53%
Theatre	100600	18	2,275.65	60.81	1,013.28	1,262.37	-	-	0.85%	0.79%
Tutor Training	493009	2	224.58	4.99	224.58	-	-	-	0.09%	0.08%
Welding	095650	11	2,215.04	48.00	805.75	1,409.29	-	-	0.52%	0.77%
Women's Studies	220110	2	340.00	10.51	340.00	-	-	-	0.09%	0.12%
TOTAL		**2,116**	**287,933.74**	**8,616.72**	**203,090.03**	**75,998.65**	**906.86**	**7,938.19**	**100.00%**	**100.00%**

Curriculum Indicators

Figure C provides a snapshot of key curriculum indicators for the fall 2015 semester of instructional programs. Figure C compares enrollment per class section using the TOP code format for instructional programs. The statewide standard for enrollment per class section is 35 students. Combined with the percentage ratio of overall seats enrolled, the table provides a snapshot of the key TOP code instructional disciplines as they presently exist. The College averages 28 seats per class section for the baseline 2015 fall semester.

Source: El Camino Community College District, Office of Academic Affairs

Figure C: Seat Count Analysis/Comparison by TOP Code – Fall 2015

TOPS DISCIPLINE	TOP CODE	TOTAL SEATS	AVG CLASS SIZE	+/- STATE STANDARD	% ENROLLED SEATS
Academic Strategies	493013	440	28	-21.30%	0.62%
Accounting	050200	1,090	35	-0.42%	1.53%
Administrative Of Justice	210500	794	28	-19.17%	1.11%
Air Conditioning and Refrig	094600	165	21	-40.00%	0.23%
American Studies	220120	135	46	31.43%	0.19%
Anatomy & Physiology	041000	684	34	-2.41%	0.96%
Anthropology	220200	1,480	41	18.40%	2.07%
Architectural Technology	020100	363	22	-38.57%	0.51%
Art	100200	3,144	23	-33.30%	4.41%
Astronomy	191100	695	39	11.76%	0.97%
Auto Collision Repair/Painting	094900	109	16	-54.29%	0.15%
Automotive Technology	094800	211	20	-44.00%	0.30%
Biology	040100	1,021	34	-3.15%	1.43%
Business Management	050600	842	33	-4.86%	1.18%
Chemistry	190500	933	28	-19.45%	1.31%
Childhood Education	130500	1,420	38	8.82%	1.99%
Computer Aided Design/Drafting	095300	258	19	-46.75%	0.36%
Computer Information Systems	070200	789	21	-41.07%	1.11%
Computer Science	070600	454	18	-48.44%	0.64%
Construction Technology	095200	289	18	-47.62%	0.41%
Cosmetology	300700	133	12	-66.49%	0.19%
Dance	100800	1,235	19	-45.16%	1.73%
Earth Sciences	193000	801	30	-13.21%	1.12%
Economics	220400	784	40	13.81%	1.10%
Education	080100	50	42	20.00%	0.07%
Electronics	093400	234	21	-40.63%	0.33%
Engineering	090100	70	32	-10.00%	0.10%
Engineering Technology	092400	448	23	-33.78%	0.63%
English	150100	10,228	29	-16.92%	14.33%
Environmental Technology	030300	89	16	-54.29%	0.12%
Ethnic Studies	220300	299	43	23.67%	0.42%
Family Consumer Studies	130100	706	29	-17.43%	0.99%
Film/Video	061200	456	35	1.19%	0.64%
Fire Academy/Emergency Tech	213350	1,340	26	-24.46%	1.88%
Foreign Languages	110100	2,244	22	-37.23%	3.14%
Geography	220600	666	37	6.55%	0.93%
Health & First Aid	083700	1,628	36	2.34%	2.28%
History	220500	2,763	41	16.73%	3.87%
Horticulture	010900	181	20	-44.00%	0.25%
Human Development	200300	1,035	28	-19.66%	1.45%
Humanities	490300	84	38	8.57%	0.12%
Journalism	060200	463	19	-45.05%	0.65%
Law/Legal Assistance	140100	823	29	-15.78%	1.15%
Library Information Science	160100	60	18	-50.00%	0.08%
Machine Tool Technology	095630	183	22	-37.50%	0.26%
Manufacturing Technology	095600	24	14	-60.00%	0.03%
Mathematics	170100	8,717	34	-3.67%	12.22%
Medical Assistance	120800	120	40	14.29%	0.17%
Music	100400	2,285	21	-41.36%	3.20%
Nursing	123000	728	13	-63.69%	1.02%
Office Administration	051440	210	19	-46.07%	0.29%
Philosophy	150900	1,008	37	5.60%	1.41%
Photography	101100	545	19	-44.76%	0.76%
Physical Education	083500	4,369	25	-27.58%	6.12%
Physical Sciences	190100	30	31	-11.43%	0.04%
Physics	190100	640	30	-13.71%	0.90%
Political Science	220700	1,622	43	22.32%	2.27%
Psychology	200100	2,402	43	23.49%	3.37%
Radiologic Technology	122500	241	16	-54.49%	0.34%
Real Estate Escrow	051100	310	32	-7.35%	0.43%
Recreation	083600	70	35	0.00%	0.10%
Respiratory Care/Therapy	121000	240	16	-53.97%	0.34%
Sign Language/Inter Training	085000	560	25	-28.84%	0.78%
Sociology	220800	1,445	44	25.71%	2.03%
Special Resource Center	080900	331	17	-51.25%	0.46%
Speech Communication	150600	2,112	29	-16.16%	2.96%
Theatre	100600	476	23	-33.97%	0.67%
Tutor Training	493009	230	42	18.57%	0.32%
Welding	095650	228	18	-49.09%	0.32%
Women's Studies	220110	90	50	41.43%	0.13%
TOTAL		**71,352**	**28**	**-18.99%**	**100.00%**

Figure D: WSCH per FTEF Analysis/Comparison – Fall 2015

EL CAMINO COLLEGE

The state standard used for determining optimal productivity is based on WSCH generated per full-time equivalent faculty (FTEF). The fall 2015 overall average productivity measure of 499 WSCH/FTEF was about 95% efficient when compared to the state standards. ECC currently has an overall average productive measure above 525 WSCH/FTEF.

Figure D provides a summary of the WSCH generated per FTEF by TOP code for the 2015 fall semester.

TOP DISCIPLINE	TOP CODE	WSCH	FTEF	ACTUAL WSCH/FTEF	ADJUSTED WSCH/FTEF	+/- 525 STATE TARGET	% OF TOTAL WSCH
Academic Strategies	493013	1,398.69	1.52	921.54	819.15	56.03%	0.49%
Accounting	050200	5,474.40	8.28	661.39	587.90	11.98%	1.90%
Administrative Of Justice	210500	2,169.29	4.60	472.03	419.58	-20.08%	0.75%
Air Conditioning and Refrig	094600	876.31	1.84	475.02	422.24	-19.57%	0.30%
American Studies	220120	489.60	0.61	797.35	708.75	35.00%	0.17%
Anatomy & Physiology	041000	5,860.30	8.41	697.23	619.76	18.05%	2.04%
Anthropology	220200	3,958.70	6.81	581.39	516.79	-1.56%	1.37%
Architectural Technology	020100	1,473.90	3.39	434.88	386.56	-26.37%	0.51%
Art	100200	11,499.93	27.51	417.97	371.53	-29.23%	3.99%
Astronomy	191100	2,332.40	3.38	690.15	613.47	16.85%	0.81%
Auto Collision Repair/Painting	094900	1,659.28	3.28	506.17	449.93	-14.30%	0.58%
Automotive Technology	094800	1,832.20	4.63	395.73	351.76	-33.00%	0.64%
Biology	040100	7,893.80	11.57	682.32	606.51	15.53%	2.74%
Business Management	050600	2,264.49	4.09	553.18	491.72	-6.34%	0.79%
Chemistry	190500	8,296.80	15.13	548.44	487.50	-7.14%	2.88%
Childhood Education	130500	3,518.21	6.88	511.69	454.84	-13.36%	1.22%
Computer Aided Design/Drafting	095300	1,284.63	2.77	464.05	412.49	-21.43%	0.45%
Computer Information Systems	070200	3,463.73	8.68	398.92	354.60	-32.46%	1.20%
Computer Science	070600	2,763.25	8.02	344.76	306.45	-41.63%	0.96%
Construction Technology	095200	1,493.60	3.43	435.27	386.91	-26.30%	0.52%
Cosmetology	300700	4,249.18	8.68	489.26	434.89	-17.16%	1.48%
Dance	100800	2,711.05	8.71	311.28	276.69	-47.30%	0.94%
Earth Sciences	193000	3,531.04	6.21	568.40	505.24	-3.76%	1.23%
Economics	220400	2,060.90	3.68	559.39	497.23	-5.29%	0.72%
Education	080100	96.60	0.07	1,353.35	1,202.97	129.14%	0.03%
Electronics	093400	1,405.20	3.18	442.54	393.37	-25.07%	0.49%
Engineering	090100	178.00	0.34	519.47	461.75	-12.05%	0.06%
Engineering Technology	092400	1,401.90	3.25	431.80	383.82	-26.89%	0.49%
English	150100	42,800.93	80.17	533.85	474.53	-9.61%	14.86%
Environmental Technology	030300	239.60	0.75	320.61	284.98	-45.72%	0.08%
Ethnic Studies	220300	1,047.20	1.43	730.90	649.69	23.75%	0.36%
Family Consumer Studies	130100	2,056.68	4.18	492.40	437.69	-16.63%	0.71%
Film/Video	061200	1,787.00	2.79	640.65	569.47	8.47%	0.62%
Fire Academy/Emergency Tech	213350	9,224.34	22.60	408.07	362.73	-30.91%	3.20%
Foreign Languages	110100	8,672.30	19.71	439.96	391.08	-25.51%	3.01%
Geography	220600	2,291.60	3.38	678.08	602.74	14.81%	0.80%
Health & First Aid	083700	4,328.93	7.98	542.31	482.05	-8.18%	1.50%
History	220500	8,372.35	12.89	649.28	577.14	9.93%	2.91%
Horticulture	010900	373.30	1.11	337.31	299.83	-42.89%	0.13%
Human Development	200300	2,834.88	4.83	587.38	522.12	-0.55%	0.98%
Humanities	490300	126.69	0.41	309.48	275.09	-47.60%	0.04%
Journalism	060200	846.85	2.88	294.30	261.60	-50.17%	0.29%
Law/Legal Assistance	140100	2,145.55	4.27	503.05	447.16	-14.83%	0.75%
Library Information Science	160100	71.83	0.14	503.13	447.22	-14.81%	0.02%
Machine Tool Technology	095630	1,210.00	2.94	411.95	366.18	-30.25%	0.42%
Manufacturing Technology	095600	97.60	0.22	440.87	391.89	-25.35%	0.03%
Mathematics	170100	42,244.60	73.71	573.08	509.41	-2.97%	14.67%
Medical Assistance	120800	411.40	0.61	669.99	595.55	13.44%	0.14%
Music	100400	5,888.15	15.08	390.54	347.14	-33.88%	2.04%
Nursing	123000	7,369.66	18.81	391.85	348.31	-33.65%	2.56%
Office Administration	051440	540.60	1.64	330.15	293.47	-44.10%	0.19%
Philosophy	150900	2,711.50	4.91	551.98	490.65	-6.54%	0.94%
Photography	101100	1,774.70	4.85	365.85	325.20	-38.06%	0.62%
Physical Education	083500	14,103.89	24.78	569.15	505.91	-3.64%	4.90%
Physical Sciences	190100	213.90	0.34	632.88	562.56	7.15%	0.07%
Physics	190100	3,917.90	6.48	604.88	537.67	2.41%	1.36%
Political Science	220700	4,564.81	7.57	602.77	535.79	2.06%	1.59%
Psychology	200100	7,083.80	11.65	607.91	540.37	2.93%	2.46%
Radiologic Technology	122500	1,978.36	5.75	344.12	305.89	-41.74%	0.69%
Real Estate Escrow	051100	782.00	1.43	545.80	485.16	-7.59%	0.27%
Recreation	083600	248.20	0.41	606.32	538.95	2.66%	0.09%
Respiratory Care/Therapy	121000	940.30	3.16	297.67	264.59	-49.60%	0.33%
Sign Language/Inter Training	085000	2,260.14	5.33	424.00	376.89	-28.21%	0.78%
Sociology	220800	3,452.19	6.29	548.81	487.83	-7.08%	1.20%
Special Resource Center	080900	946.82	2.82	335.17	297.93	-43.25%	0.33%
Speech Communication	150600	7,280.60	14.16	514.13	457.01	-12.95%	2.53%
Theatre	100600	2,275.65	4.32	527.11	468.54	-10.75%	0.79%
Tutor Training	493009	224.58	0.08	2,952.79	2,624.71	399.94%	0.08%
Welding	095650	2,215.04	3.78	585.22	520.20	-0.92%	0.77%
Women's Studies	220110	340.00	0.41	830.57	738.28	40.63%	0.12%
TOTAL		**287,933.74**	**560.00**	**514.16**	**457.03**	**-12.95%**	**100.00%**

Source: El Camino Community College District, Office of Academic Affairs

Space Program

Enrollment and WSCH Forecasts

Long range enrollment and weekly student contact hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the College using an average anticipated growth factor.

These forecasts provide the basis for establishing eligibility for funding of facilities through the capital outlay program and were used as the basis for developing the Facilities Master Plan Space Program. The base year used for this analysis is the fall semester of the 2015-16 academic year.

Table 1: Projected Enrollment

Year	Enrollment	WSCH	Other
2015	24,522	288,361	Actual
2025	27,273	327,687	Projected*

Projections from CCCCO - January 2015

Space Inventory

The space inventory of facilities is an important tool for planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database of all California Community Colleges facilities and includes descriptive and quantifiable data for all buildings and space on campus. This information is essential for developing the annual Five Year Capital Construction Plan, planning for capital outlay construction projects, analyzing space utilization, and projecting future facilities space needs. The CCCCO mandates annual updates of the space inventory for all facilities to reflect changes since the prior submittal.

Existing Building Inventory

Many of the original campus buildings were built in the 1950s and are more than 50 years old. Several of these have been renovated or replaced with new facilities. Recent new construction includes the Humanities Building (2007), the Learning Resource Center expansion (2009), the Math Business Allied Health (MBA) Building (2014), the Center for Applied Technology (CAT) Building (2015), and the Stadium and Athletic Complex (2016). A major reconstruction to the original Math/Computer Science (MCS) Building resulted in the opening of the new Industry Technology Education Center (ITEC) in (2015).

The El Camino College Facilities Space Inventory includes important data used for planning and managing space on a college campus. The space inventory includes descriptive and quantifiable data for all buildings and space on campus and is updated by the college annually to reflect current information.

The spaces within each building are classified according to the CA Community College Space Inventory Handbook. State building guidelines require at least 65% of the gross square footage (GSF) within a building to be assignable to be considered efficient. Assignable square footage (ASF) is defined as space that is dedicated to lecture, laboratory, office and conference, library, media/audio/television or PE use. All other spaces within the buildings (including corridors, stairwells and restrooms), are included in the gross square footage.

The campus currently has a facilities inventory of 837,370 ASF of facility space and approximately 1,250,000 of GSF. An overall assessment of current facilities indicates that the College has a sufficient volume of space to meet current, as well as a majority of future space demands. However, much of this space is inefficient. Many of the classroom buildings are oversized for current class sizes. State building guidelines require at least 65% of the gross square footage within a building to be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, 50% of the buildings on campus have ASF to gross square footage ratios that are below the state building requirements for state funding of new construction.

The college prepares a Five Year Capital Construction Plan each year in order to communicate with the Chancellor's Office (CCCCO) and define the plan for facilities projects in the upcoming years. The CCCCO uses this information to determine facilities funding qualifications through the analysis of how the college is using five key areas of space – lecture, lab, office, library and instructional media. Areas that exhibit capacity load ratios under 100% are considered as qualifying for state supported funding and areas that exceed the 100% ratio do not qualify for state supported funding.

Figure E includes a table summarizing the existing building inventory on the El Camino College campus.

Figure E: Existing Building Report

Bldg #	Building Name	Constr. Year	Total Rooms	Total Stations	Total Room ASF	Total OGSF	% Efficiency
1	ADMINISTRATION	1950	65	620	40,256	50,358	79.9%
2	STUDENT SRVCS CENTER	1950	113	797	34,594	43,475	79.6%
3	LIBRARY	1952	81	362	64,210	72,435	88.6%
4	ART	1955	151	1,165	58,635	112,006	52.3%
6	NATURAL SCIENCES	1952	46	463	21,520	27,648	77.8%
8	MUSIC	1955	90	1,449	44,332	82,366	53.8%
9	HEALTH CENTER	1955	49	398	45,384	65,227	69.6%
10	CHILD DEVELOPMENT CENTER	1992	18		5,903	6,688	88.3%
13	FACILITIES & RECEIVING	1958	40	17	28,607	36,224	79.0%
14	HUMANITIES	2007	111	2,077	52,101	85,644	60.8%
15	I TECH BUILDING	1969	103	1,236	66,972	107,533	62.3%
16	CHEMISTRY	1956	49	540	23,493	33,939	69.2%
17	PHYSICS	1956	13	140	7,453	15,181	49.1%
19	PLANETARIUM	1969	4	77	3,684	3,953	93.2%
20	AUDITORIUM	1967	34	2,164	40,527	53,591	75.6%
21	MENS-GYM	1958	38	238	52,913	97,026	54.5%
23	SOCIAL SCIENCE	1960	37	1,097	22,825	34,081	67.0%
25	COMMUNICATIONS	1962	67	608	21,945	36,950	59.4%
26	BOOKSTORE	1974	66	468	43,732	53,416	81.9%
51	CONSTRUCTION TECH	1982	8	49	5,907	11,143	53.0%
53	CAMPUS POLICE	2000	11		2,528	4,536	55.7%
65	LIFE SCIENCES	1956	17	204	9,158	13,198	69.4%
220	ACTIVITIES CENTER	1950	16	281	22,959	25,875	88.7%
221	LEARNING RESOURCE CENTER	2008	18	158	14,458	21,424	67.5%
222	MBA	2013	169	2,814	75,758	115,000	65.9%
223	FIRE ACADEMY	1970	6	35	3,471	3,853	90.1%
224	CAT BUILDING	2015	26	5	24,045	39,318	61.2%
27 BUILDINGS ON CAMPUS			**1,446**	**17,462**	**837,370**	**1,252,088**	**66.9%**

*Source: El Camino Community College District Facility Building Report 17 Summary 2016, * OGFT refers to overall gross square footage*

The campus currently has a facilities inventory of 837,370 assignable square feet (ASF) of facility space and approximately 1,250,000 of gross square footage (GSF). An overall assessment of current facilities indicates that the College has a sufficient volume of space to meet current, as well as a majority of future space demands. However, much of this space is inefficient. Many of the classroom buildings are oversized for current class sizes.

State building guidelines require at least 65 percent of the gross square footage within a building to be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, 50 percent of the buildings on campus have ASF to gross square footage ratios that are below the state building requirements for state funding of new construction.

Room Use Categories

The spaces within each building are classified according to the California Community Colleges Space Inventory Handbook. Rooms are assigned a space type based on how the room is used the majority of the time. Standard Room Use categories included in the space inventory are listed in Figure F

ASF is defined as space that is assigned to, or available for assignment to an occupant, including every type of space functionally usable by an occupant. All other spaces within the buildings (including corridors, stairwells and restrooms), are included in the gross square footage. State building guidelines require at least 65 percent of the gross square footage within a building to be assignable to be considered efficient.

Figure F: ASF Room Use Categories

Room Use	Lecture	Lab	Office	Library	Instructional Media	Other
Numbers	100s	200s	300s	400s	530s	520, 540–800s
Description	Classrooms Support Spaces	Labs Support Spaces	Offices Support Spaces All offices including administrative and student services	Library Study Tutorial Support Spaces	AV/TV Technology Support Spaces	PE Assembly Food Service Lounge Bookstore Meeting Rooms Data Processing Physical Plant Health Services

Source: Space Inventory Handbook

Space Utilization and Planning Standards

Title 5 of the California Administrative Code prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours, produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants excluding circulation, restrooms, etc.).

The Title 5 space standards used to determine both existing and future capacity requirements are listed in the table below. Each component of these standards is applied with an appropriate form of enrollment to produce a total ASF capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College. Figure G lists the prescribed state standards.

Figure G: State Space Standards

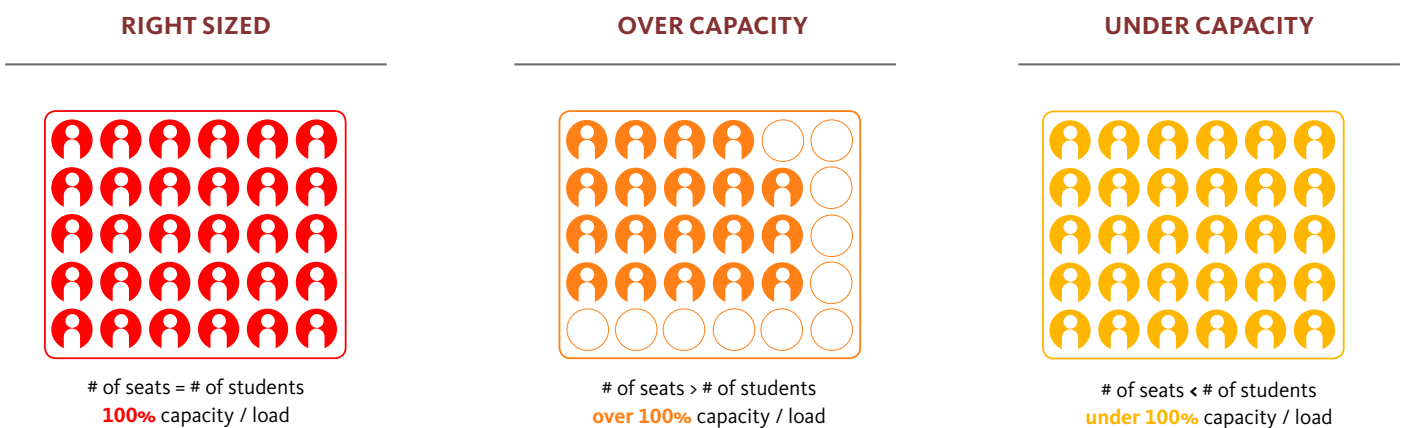| Category	Formula	Rates/ Allowances
Classrooms	ASF/Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF/Student Station*	
	Station Utilization Rate	85%
	Average hours room/week	27.5
Offices/ Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3,001-9,000 DGE	3.39
	ASF/ > 9,000 DGE	2.94
Instructional Media AV/ TV/ Radio	Base ASF allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25
* varies per TOPS code		

Source: Title 5 Space Standards

Capacity Load Ratios

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The diagrams in Figure H graphically illustrate the various levels of utilization for capacity load room categories on a campus.

The space type "other" includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the College's inventory related to facilities.

- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.

- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.

- Capacity/load ratios are rolled up and measured as an aggregate by room use category.

Figure H: Capacity Load Ratio Diagrams

RIGHT SIZED	OVER CAPACITY	UNDER CAPACITY

# of seats = # of students
100% capacity / load

# of seats > # of students
over 100% capacity / load

# of seats < # of students
under 100% capacity / load

Five-Year Capital Construction Plan

The College prepares a Five-Year Capital Construction Plan each year in order to communicate with the CCCCO and define the plan for facilities projects in the upcoming years. The CCCCO uses this information to determine facilities funding qualifications through the analysis of how the College is using five key areas of space – lecture, lab, office, library and instructional media. Areas that exhibit capacity load ratios under 100 percent are considered as qualifying for state-supported funding and areas that exceed the 100 percent ratio do not qualify for state-supported funding.

Presently the capacity load ratios for most categories of space on the El Camino College campus exceed 100 percent, indicating a low potential to qualify for state-funded growth projects. However, there are opportunities to qualify for state funding to renovate or replace aging facilities and the College is exploring these opportunities now.

Figure I lists the capacity loads for key space categories using the actual 2015 planning data and the projected 2020 and 2025 forecasts from the CCCCO.

Figure I: Capacity Load Forecasts

Space Type	2015	2025	2025
Lecture	159%	142%	133%
Lab	131%	110%	105%
Office	148%	125%	116%
Library	102%	99%	95%
Instructional Media	53%	55%	73%

Source: Fusion

Projected Space Needs

Using data from the previous tables and calculating formulas for prescribed state space standards, Figure J provides a net analysis of ASF required for all capacity load categories on campus.

The 2016 Inventory column includes the totals by space type as listed in the most recent space inventory. The Forecasted Space Need column lists the projected need based on enrollment and WSCH forecasts from the CCCCO. The Difference listed in the right column highlights the space to be addressed with the implementation of the Facilities Master Plan. A positive number indicates an excess of space and a negative number indicates a need for additional space.

Figure J: 2025 Master Plan Program

Space Type	2015 Inventory	Forecasted Space Need	Difference
Lecture	143,079,395	146,319	-3,240
Lab	203,258	199,320	33,938
Office	117,856	87,865	30,171
Library	67,326	54,279	13,047
Instructional Media	7,983	14,086	-6,103
Top Cap Load Categories	**539,502**	**501,689**	**37,813**

Source: Fusion

Facilities Master Plan

Following the review and analysis of the planning data summarized above, a series of facilities planning priorities were developed and used to guide discussions and lead toward the development of the 2016 Facilities Master Plan Update.

Priorities

Maximize functional Space
- Renovate facilities
- Address program needs

Eliminate Non-Functional Space
- Remove temporary buildings
- Replace aging facilities

Simplify Implementation
- Limit number of moves
- Minimize need for swing space

Improve efficiency/utilization of facilities
- Consolidate related programs
- Create flexible, interdisciplinary space

Right-size the campus to address program needs
- Align the projects space inventory with state guidelines
- Position ECC to maximize funding (state and local)

2016 Facilities Master Plan Update

In the summer of 2016 an updated Facilities Master Plan drawing was developed to reflect the College's accomplishments since 2012. The 2016 Facilities Master Plan Update presents an overall picture of the future developed campus and includes recommendations for renovation and replacement of facilities, and campuswide site improvements.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

LEGEND

- EXISTING FACILITIES
- IN DESIGN / CONSTRUCTION
- FUTURE RENOVATION
- FUTURE NEW CONSTRUCTION

2016 Facilities Master Plan Update

Gensler

3 Staffing Plan

Overview

Staffing Plan

Staffing Overview

Employee Recruitment and Selection Processes

Planning Agenda

The College Staffing Plan reflects the human resource needs of the college in achieving its Mission and takes into consideration the Educational Master Plan and other master plans regarding the staffing needs of the College. In 2016, a detailed human resources staffing study was undertaken to serve as the foundation for human resources development planning over the next five years *(see Supporting Plans online[1])*. This study included an analysis of staffing levels in various employee categories compared to seven other similar community college districts. The study also examined the staff development program and organizational structure of the College. The Staffing Plan chapter of the Comprehensive Master Plan includes data from the human resources staffing study, along with other information about the College's recruitment, selection and evaluation processes. The Staffing Plan concludes with issue statements and recommendations for the future.

Staffing Levels

As of fall 2015, El Camino College employed 338 full-time and 571 part-time faculty members. This is an increase over fall 2011 (321 full-time and 521 part-time faculty members).

The College employs 430 classified employees, which includes all non-academic and non-supervisory employees, classified supervisors, and classified managers/administrators. Over the past five years, the number of classified employees has decreased slightly from 445 (fall 2011) to 430 (fall 2015). As of fall 2015, the College employed 23 educational administrators.

Under Government Code 3540.1, classified employees who develop materials which represent management positions with respect to employer-employee relations, or handle confidential information related to employer-employee relations, are deemed to be "confidential employees". As of fall 2015, there were 14 positions classified as "confidential", which is an increase of 3 positions since fall of 2011.

As of fall 2015, there were 783 student, temporary non-classified and casual employees who provide additional classroom, office, lab and other assistance in areas including the Center for the Arts and the Business Training Center on an "as-needed" basis to meet fluctuating demand or special projects.

[1] *http://www.elcamino.edu/ administration/ir/CMP.asp*

The human resources staffing study conducted in 2016 notes the increase in the number of confidential employees and the legal definition of such positions under government code. It also noted the high number of temporary non-classified employees as compared to other districts in the comparison group used in the study. Third, the study noted the greater number of classified positions as compared to the comparison districts. All of these areas merit further analysis in the future.

The study also examined the aging workforce and general turnover trend data at the College. This data is presented in the Human Resources Staffing Plan Final Report with recommendations for actions to address these issues. It is worth noting that of the 805 permanent employees at the College, 42% are over the age of fifty, and nearly 25% are over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years. This topic is covered in greater detail later on in this chapter.

The College maintains a sufficient number of faculty to offer quality programs and services. The ratio of sections taught by full-time to part-time faculty for fall 2015 was 61.91%/38.01%. This is the second-highest ratio among the comparison districts in the human resources staffing study. The College will continue to ensure that it meets its obligation as detailed in AB1725 for the full-time faculty obligation (FON).

Identify Needs

Develop Position

Recruitment

Selection   Hiring   Evaluations
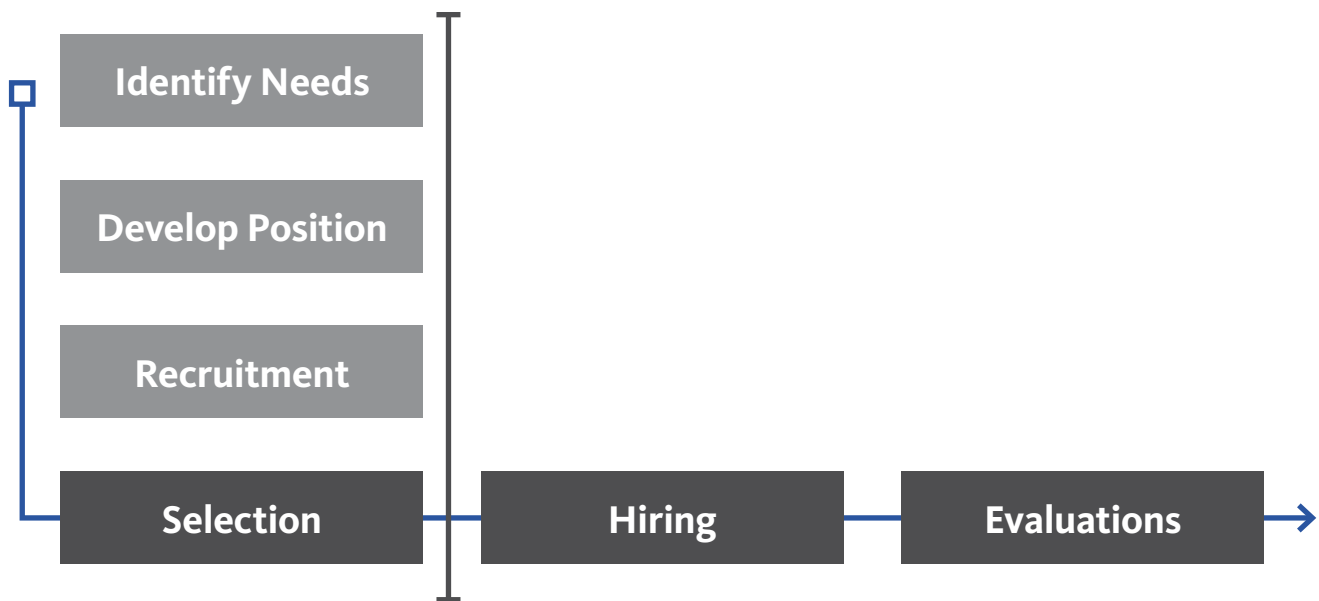
Employee Categories

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. An agreement between the faculty collective bargaining unit and the District permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees or sworn police officers. Staff members are considered permanent employees after completing a 12-month probationary period.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist once the grant is no longer funded.

Student and short-term temporary ("temporary classified and casual") employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill 500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.0, in which case they may work up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of casual employee is used to fill "professional expert" or unique positions that do not fit within the classified service structure of positions.

The "Special Services Professional" job category was created to allow the College to hire temporary managers to handle daily operational or supervisory tasks involved in grant management and other unique or special projects primarily through the Community Advancement Division's Business Training Center. Contracted instructors and trainers teach credit and not-for-credit subject matter at business and industry sites as arranged by the Business Training Center, Community Education and Foster Care Education programs.

Faculty Prioritization Process

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the College, and should be filled. The process includes a proposal justifying the position's impact on the program, strength of the program, and the ability to meet student needs. The proposal also includes programmatic data regarding the ratio of full-time to part-time faculty, full- time equivalent (FTE) load, availability of part- time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Proposals are reviewed by a committee co-chaired by the VP AA and the AS President. The committee reviews the proposals and each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division's needs. The votes are tallied and ranked in order of the most votes received and then a recommendation is forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

Administrative and Support Positions

As part of their program reviews programs identify staffing needs and this information is incorporated into TracDat. Requests are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position to Cabinet for approval.

Staffing Comparisons

The 2016 Human Resources Staffing Study compared staffing levels by employment group with seven "comparison districts" broadly accepted by the governing board and staff. The comparison districts are Cerritos CCD, Glendale CCD, Long Beach CCD, Mt. San Antonio CCD, Pasadena Area CCD, Rio Hondo CCD, and Santa Monica CCD. Many of the comparison districts used in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. Therefore, the study uses an adjustment factor to compare districts, with El Camino College as the baseline.

The comparison districts are listed in Figure A. The table includes the size of the district based on the total 2015-16 full-time equivalent student (FTES) population.

Figure A: Comparison Districts based on Total 2015-16 FTES

District	Annual 2015-2016 Credit FTES	Annual 2015-2016 Non-Credit FTES	Annual 2015-2016 Total FTES
Mt. San Antonio CCD	25,900.46	6,253.64	32,154.11
Santa Monica CCD	25,377.08	727.38	26,104.47
Pasadena CCD	24,152.11	1,268.34	25,420.45
Long Beach CCD	19,730.97	425.58	20,156.55
Cerritos CCD	17,734.61	737.63	18,472.24
El Camino CCD	18,168.36	3.44	18,171.79
Glendale CCD	12,624.34	2,217.90	14,842.24
Rio Hondo CCD	12,494.59	256.91	12,751.50

Source: California Community Colleges Chancellor's Office MIS Data

Using the adjustment factor, the study concluded:

- The current number of educational administrators at El Camino CCD is at an adequate level as compared to the number of educational administrators at the comparison districts when adjusted for size.

- The current number of tenured or tenured track faculty at El Camino CCD is high in comparison to the districts used in the staffing study when adjusted for size. However, this reflects the work done in progressing toward the statewide goal of the 75/25 full-time/part-time faculty ratio; and reflects consideration of the Faculty Obligation Number (FON) at El Camino College.

- The current number of part-time faculty at El Camino CCD is near the mid-point in comparison to the districts used in the staffing study, when adjusted for size.

- The current number of classified staff at El Camino CCD is high in comparison to the other districts in the study, when adjusted for size. These numbers have decreased slightly over the past five years.

- The number of classified confidential employees at El Camino CCD is one of the largest among the comparison districts, when adjusted for size.

As noted on the previous page, many of the comparison districts included in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. Figure B compares staffing levels with the districts most similar in size to El Camino CCD. This provides a more definitive comparison of staffing levels with like-sized districts:

Figure B: Staffing Level of Comparison Districts of Similar Size based on Total 2015-16 FTES

District	2015/16 FTES	Educational Administrators	Tenure/ Tenure Track Faculty	Academic/ Temporary Faculty	Classified Staff *	Confidential Staff
El Camino CCD	18,171.79	23	338	571	430	14
Cerritos CCD	18,472.24	24	269	576	331	7
Long Beach CCD	20,156.55	25	328	682	526	17

*includes Classified Managers and Administrators
Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

Recruitment Process

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President's Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees' hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Minimum qualifications and equivalency procedures for faculty members are established through mutual agreement between the Academic Senate and the Board of Trustees, as needed. Local minimum qualifications for faculty are revised to incorporate changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

Selection Process

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The District uses an online application process for all recruitments. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Typically, hiring of faculty occurs in the spring term, so the demand for selection committee members, EEO representatives is at a peak during the months of February through May.

Employee Evaluation Processes

Evaluation procedures exist for employee groups. Collective bargaining agreements specify evaluation procedures for faculty, classified service employees, and police officers.

The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

Academic Evaluations

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation includes self, student, and peer evaluations followed by a conference with the evaluator. The College evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members entails the same components that are used for permanent faculty evaluations.

An overall unsatisfactory evaluation of a tenured faculty member is followed up with an evaluation team including the area vice president who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative if requested by the dean or the person being evaluated. The team may observe the faculty member as many times as is necessary. They conduct student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the president that the faculty member be suspended or dismissed.

Administrator and Supervisor Evaluations

Administrators and supervisors are evaluated once per year for the first two years, and no less than once every three years thereafter.

The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff surveys. In 2016, the College implemented a new online survey tool called DecisionWise to support the 360 feedback survey process. All dean, director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the president provides the secondary review. The president evaluates the vice presidents; the College's Board of Trustees evaluates the president.

Classified Staff Evaluations

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and provides comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee's performance. The next step is to pass the evaluation on to a reviewing administrator and then to a human resources representative for additional levels of review.

Staffing Issues – Anticipated Retirements

The 2016 staffing study indicates that the College needs to continue to anticipate the future turnover of staff. The impact of retirements and the aging workforce was analyzed for each employee group. As noted earlier, 42% of the 805 permanent employees at the College are over the age of fifty and nearly 25% of the College's workforce is over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years.

Of the twenty-three administrators, nearly half (48%) are over the age of 60 and may retire within the next five years. Twenty-two percent are at age 65 or older and may retire much sooner than that. Although all seven comparison districts can expect a large number of retirements among their educational administrators, the average age of educational administrators is highest at El Camino CCD:

Figure C: Distribution of Educational Administrators

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Head-count	Average Age
El Camino CCD	0	2	1	5	3	1	6	5	23	55.2
Mt. San Antonio CCD	1	2	8	2	7	9	10	1	40	52.7
Santa Monica CCD	2	4	8	6	8	5	9	6	48	51.9
Glendale CCD	3	0	2	5	9	1	2	4	26	51.7
Pasadena Area CCD	1	4	4	3	3	8	6	2	31	51.5
Rio Hondo CCD	0	2	2	3	3	7	1	1	19	51.3
Cerritos CCD	0	2	6	3	2	6	5	0	24	51.2
Long Beach CCD	2	3	3	3	8	3	1	2	25	48.9

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The following table demonstrates that of the thirty (30) classified administrators, 20% are age 60 or older and may retire within the next five years. As with the educational administrator group, El Camino CCD has the highest average age among the comparison districts.

Figure D: Age Distribution of Classified Administrators

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Head-count	Average Age
El Camino CCD	1	2	1	6	5	9	5	1	30	52.4
Glendale CCD	1	0	6	5	5	8	4	2	31	51.9
Rio Hondo CCD	2	0	3	3	3	1	2	2	16	50.5
Cerritos CCD	0	3	3	4	5	5	4	0	24	50.3
Santa Monica CCD	0	3	2	0	4	1	1	1	12	49.0
Mt. San Antonio CCD	0	3	2	0	4	1	1	1	12	49.0
Long Beach CCD	1	4	4	5	7	7	1	0	29	48.9
Pasadena Area CCD	3	4	11	5	4	11	3	1	42	48.4

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

Based on the ages of full-time faculty, the District can anticipate a large wave of upcoming retirements of its full-time faculty. Nearly one third (33.3%) of its full-time faculty may retire within the next five years. The table below shows that 30% of the full-time faculty are 60 or older and may retire within the next five years; 13% of them are age 65 or older and may retire sooner than five years. The average age of tenure and tenure-track faculty at El Camino is the third-highest among comparison districts.

Figure E: Age of Distribution of Full-Time Faculty

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Head-count	Average Age
Santa Monica CCD	20	41	31	35	43	50	43	61	324	52.6
Glendale CCD	11	18	21	31	32	32	28	27	200	52.0
El Camino CCD	26	36	47	43	37	49	56	44	338	51.2
Pasadena Area CCD	23	41	45	49	56	52	43	35	344	50.7
Long Beach CCD	27	27	50	53	51	46	39	35	328	50.6
Rio Hondo CCD	16	22	24	28	30	24	27	19	190	50.4
Cerritos CCD	23	27	39	40	33	38	44	25	269	50.2
Mt. San Antonio CCD	24	40	60	79	61	61	38	25	388	49.5

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The average age of classified support staff at El Camino CCD (47.6 years of age) is much lower than the average age of any other employee category. Even with that average age, 17% are 60 years or older and may retire within the next five years. The table below includes classified confidential staff and excludes classified managers/administrators.

Figure F: Age Distribution of Classified Staff

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Head-count	Average Age
Rio Hondo CCD	48	31	39	17	36	50	29	16	266	52.8
Glendale CCD	39	40	34	35	42	46	42	23	301	49.7
Pasadena Area CCD	50	37	40	41	53	38	38	20	317	48.9
El Camino CCD	45	57	38	62	60	80	43	29	414	47.6
Santa Monica CCD	96	52	40	58	58	62	54	32	452	47.3
Mt. San Antonio CCD	98	92	72	100	85	81	39	23	590	46.4
Long Beach CCD	116	63	69	65	72	58	49	22	514	45.9
Cerritos CCD	56	45	38	41	44	44	32	14	314	45.2

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

*For a full analysis of anticipated retirements, along with turnover data, please review the Human Resources Staffing Plan report in the **Supporting Plans online** [1].*

Staff Development

The 2016 Human Resources Staffing Study includes an analysis of the College's training and development services offered by the Professional Development and Learning Department (PDL). Working with three constituent committees, the PDL plans and coordinates the delivery of 350-400 learning activities per year. The Faculty Development Committee of the Academic Senate, the Classified Personnel Development Committee, and the ECC/Compton Center Manager's Forum each play an important role in identifying the training needs of their constituents, determining the best approach to addressing training needs, co-coordinating events, and evaluating the impact of training programs and interventions. Policies related to faculty professional development activities are developed collegially with the Academic Senate. While there is a fairly well-developed professional development program to meet faculty needs, in the future the College will need to respond to the needs of management and classified staff in similar fashion. In particular, the anticipated retirement data for faculty and administrators (both classified and educational administrators) should inform professional development planning in the future.

The College recently designed a new professional development program for all groups entitled ECC PRIDE. This is a leadership development program intended to prepare faculty, classified staff and administrators help shape the future at El Camino College.   The program is supported through the Institutional Effectiveness Partnership Initiative (IEPI) at the State Chancellor's Office. It will launch in spring 2017.

The 2016 Human Resources Staffing Plan Study includes a number of recommendations for the Professional Development and Learning Department.

Planning Agenda

EEO Planning

In June 2016, ECC adopted a new EEO plan to address workforce diversity. The plan summarizes the structure in place (including Board Policies and Procedures, complaint processes, and the formation of an EEO advisory committee) at ECC to support equal employment opportunities. It also provides an overview of our current workforce and recent applicant pool by providing a comparison of monitored race and ethnic groups.

The plan also addresses six major areas in which ECC aims to address workforce diversity. The first area examines outreach and recruitment practices. The second area looks at current job descriptions, stated qualifications and job announcements. The third area discusses ECC's workforce demographics and the various factors and guidelines for measuring underrepresentation. The fourth area focuses on the training requirements for every person (including EEO representatives and committee chairs) who participates on a screening and interview committee. The fifth area focuses on implementing an effective climate survey to elicit useful workforce and related data. The sixth area focuses on the need for increased training and workshop opportunities in support of these EEO initiatives.

See **Supporting Plans online**[1] *for the EEO Plan.*

[1] *http://www.elcamino.edu/administration/ir/CMP.asp*

*See **Supporting Plans online**[1] for a full list of human resource planning recommendations.*

Planning Agenda:

- Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.

- The College should continue to develop orientation and training programs to prepare classified employees in job-related procedures to ensure continuity of service during times of turnover and staff changes.

- The College should analyze the hiring of temporary non-classified employees to ensure that these positions reflect the temporary nature of the work to be accomplished.

- The College should consider adding questions to the exit interview process to discover why employees are leaving the District. This data should be evaluated and used in developing a retention plan for the District.

- Given the anticipated retirements of its educational administrators, the College should create a management training program to prepare mid-level managers for more senior level responsibilities.

[1] *http://www.elcamino.edu/administration/ir/CMP.asp*

2017

4 Technology Plan

Overview

Technology Plan

Information Technology Strategies

Alignment with the Education Master Plan

Technology Plan Goals

The El Camino College Technology Master Plan (TMP) was developed through an extensive research and consultation process that included assessment and enhancement of applicable 2012 Technology Plan components, inclusion of external evaluations, environmental scans, and best practices. The development process added new components to the modified plan that addressed critical issues such as security, mobility, and data stewardship. The final draft ensured alignment with the Educational Master Plan by directly linking its initiatives and action items with Technology Plan goals and objectives.

The Technology Master Plan deals with the new technologies students are bringing with them into the classroom. It also anticipates the emergence of environmentally friendly technologies that are more cost efficient and able to yield greater returns on investments. The plan looks ahead to a technology infrastructure that is not yet reality but will be by the end of the plan period. This new infrastructure will be characterized by virtual and mobile technologies and cloud computing that will support affordable, highly customizable work environments that will exist almost entirely in cyberspace. The College recognizes the impact of wireless technology, the Internet of Things (IoT), increased availability and variety of computing devices accessing the network. The College will continue to improve and increase the infrastructure and accessibility while providing a more flexible and robust security architecture.

To address the narrow but persistent "digital divide," the College will need to explore making mobile devices and computing more readily available through a variety of equity programs and to support the creation of a bring your own device (BYOD) culture among both faculty and students, while supporting adaptive learning and assistive learning technologies throughout the campus community. The College will explore innovations in instructional delivery methods to expand our students' learning experiences while conducting regular Institutional Process Improvement cycles to improve overall efficiency and effectiveness of programs, systems, and processes.

Information Technology Strategies

The College will utilize seven technology strategies to achieve the Technology Plan.

1. To provide up-to-date technology to ensure lifelong learning to our diverse student population.

2. To provide ongoing technology support necessary for faculty, staff and students.

3. To provide a variety of delivery methodologies and technologies to ensure flexibility in time and/or location for learning opportunities and learning management systems (LMS).

4. To ensure the institutional commitment to a viable and cost-effective technology environment.

5. To ensure commitment to providing security, privacy, and protection of all systems, properties and data.

6. To ensure a continuing commitment to community, government, and corporate partnerships to meet our mutual needs.

7. To ensure an interwoven support structure and stewardship of resources for a quality technology environment.

Alignment with the Educational Master Plan

Technology Plan Goals & Objectives relate to Areas of Strategic Focus of the Educational Master Plan. Alignment is indicated by the associated initials of each Focus Area:

1. *Teaching and Learning (T&L)* – to support professional develop, innovation, methods that work, student learning and development.

2. *Access, Progress & Completion (APC)* – to support student access and equitable and timely progress and completion.

3. *Enrollment Management (EM)* – to stabilize enrollments, ensure adequate growth.

4. *Institutional Process Improvement (IPI)* – to ensure efficiency and effectiveness of all internal College and student enrollment processes, and reduce roadblocks.

Technology Plan Implementation

The focus of this plan is deploying new technologies that can enhance learning for student access and success, strengthen global college perspectives, link all members of the College community, and provide resources in a climate of reduced fiscal resources. The theme of the next five years is to deploy technology solutions that will help the District enhance critical services and conduct daily operations and new projects more efficiently and effectively. The ECC Technology Committee will oversee the implementation of the Technology Master Plan through continuous evaluation of the plan's goals and objectives.

Technology Plan Goals*

1 Complete "college without walls" concept with more focus on distance education, both for instructor and student training and access. (EM, APC, IPI)

2 Provide campus automation, telecommunications, and security program. (IPI)

3 Develop and provide information on support planning and decision-making systems for the College. (IPI)

4 Develop and implement assessment strategies to monitor and evaluate technology-based courses. (T&L)

5 Develop and implement assessment strategies to monitor and evaluate technology-based courses. (T&L)

6 Provide quality information services customer services to entire campus and co-located programs. (IPI)

7 Develop and support all educational, instructional, and training initiatives; and grants in providing outreach, access and training in information technology. (T&L, APC)

8 Expand communications and information exchange processes to ensure understanding of IT standards, capabilities and procedures. (T&L, IPI)

9 Provide end-users with current training and information on hardware and software capabilities, availability, and the life cycle replacement program. (IPI, Equity)

10 Take advantage of every opportunity to learn and exchange information on new technology and concepts to meet customer's needs and expectations. (T&L, APC, IPI)

11 Support the ongoing evolution of the educational environment to include use of and recognition of current and emerging technologies. (T&L, APC)

12 Continue to pursue campus infrastructure improvements through capital equipment, grants and other funding sources to ensure cost-effective, flexible, maintainable, and reliable network infrastructure to support voice, video, virtual, and data needs. (IPI)

13 Develop professional development program to include skills catalog, training matrix, and targeted funding schemes to ensure the quality our human resources. (IPI, Equity)

14 Use information technology to enhance the library's accessibility, delivery, and timeliness of information services. (T&L, APC)

15 Ensure student access to computing facilities and other learning resources. (T&L, APC)

16 Optimize available resources through deliberate business process improvement review and research; and increase funding to provide innovative solutions for all IT-related requirements. (IPI)

17 Develop, maintain and enforce universal standards in terms of hardware, software, and network on all campus systems. (IPI)

18 Provide innovative technological leadership in determining and optimizing the use of technology. (T&L, APC, IPI)

19 Provide end-users of administrative systems and support systems quality and timely training and support. (EM, T&L, APC)

See previous page for abbreviations

2017

5 **Appendix**

CMP Implementation & Annual Evaluation

Appendix

CMP Implementation & Annual Evaluation

College Profile

Evidence of Future Planning

Development of a comprehensive master plan is just the first step in a process of institutional improvement—implementation and evaluation are critical to ensure that plans are enacted and their impacts are measured. In Spring 2017, the College will develop a detailed implementation and evaluation plan to support the new Comprehensive Master Plan. The following is a preliminary sketch of this plan.

Implementation of the Comprehensive Master Plan will be ongoing for the life of the plan. The President's Cabinet will be the primary guide for its overall implementation. In addition, progress on each plan will be monitored by specific advisory and consultative bodies at El Camino College.

- **Educational Master Plan:** Strategic Planning Committee, Student Success Advisory Committee, and Enrollment Management Committee
- **Facilities Master Plan:** Facilities Steering Committee
- **Staffing Plan:** President's Cabinet
- **Technology Plan:** ECC Technology Committee

Progress reports will be made annually to the Planning & Budgeting Committee, Academic Senate, and College Council. Information will also be shared at the annual campuswide Planning Summit.

Progress reports on the Comprehensive Master Plan will include the status of Action Items and Objectives, a review of timelines, and measurement of the institutional impacts of carrying out plan objectives. These measures of impact will be developed as a part of the forthcoming Implementation and Evaluation Plan.

College Profile

Student Demographic and Enrollment Profile

Enrollment has fluctuated over the past 10 years (Figure 1). El Camino College reached a peak in enrollment in 2008-2009. This coincided with significant state budget cuts that led to subsequent restricted student enrollments across all public higher education segments in California and an increase in unemployed workers seeking to obtain certificates or degrees (Mullin & Phillippe, 2009). This peak was followed by a trough in 2012-2013 while the California State University (CSU) system began experiencing increases in enrollment as a result of the improving state budget. El Camino College enrollment has been slowly rebounding since the 2012-2013 academic year. A state budget agreement reached in 2015 recommended additional funding for the CSU system to allow for an increase in enrollment by about 12,300 students beginning spring 2016. This could potentially affect El Camino College enrollment, but the exact impact remains unknown.

Students under 25 years of age represent approximately 70 percent of the student body, up from 63 percent in 2006-07 (Table 1). As a percentage of headcount enrollment, those aged 20-24 have experienced the greatest growth, increasing their share of the student population by seven percentage points since 2006-07. In contrast, students aged 35 and older have declined by a similar percentage. This decline is consistent with the national trend in community college enrollment and could be a result of an improving economy leading to a growing number of working-age adults finding employment (Juszkiewicz, 2015).

College Profile

Student Demographic and Enrollment Profile

Student Performance Trend

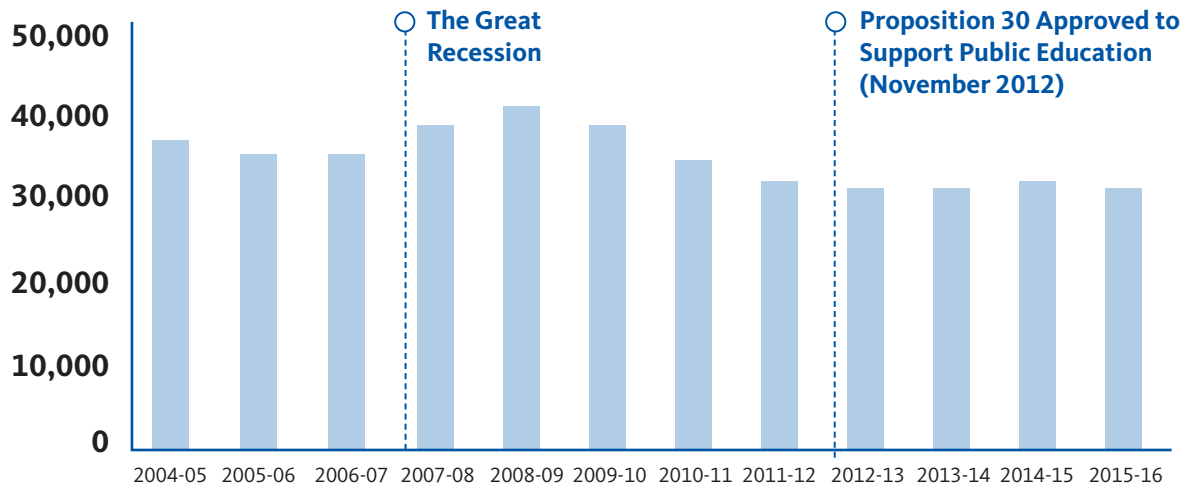**Figure 1: Total Annual Unduplicated Enrollment: 2004-05 to 2015-16**

Table 1: Total Annual Unduplicated Enrollment by Age: 2005-2006 to 2014-15

Age	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
19 or less	31.4%	32.8%	29.4%	28.7%	30.4%	29.1%	28.9%	29.1%	30.3%	31.1%
20 - 24	31.6%	30.9%	34.0%	36.0%	35.0%	37.6%	38.5%	39.4%	39.0%	38.7%
25 - 34	19.1%	18.5%	19.4%	19.7%	19.5%	19.9%	19.8%	19.8%	19.7%	19.6%
35 - 44	9.3%	8.9%	8.2%	7.6%	7.4%	6.6%	6.2%	5.9%	5.7%	5.3%
45 - 54	5.6%	5.6%	5.5%	5.2%	4.9%	4.1%	4.0%	3.4%	3.0%	2.9%
55+	3.0%	3.2%	3.5%	2.8%	2.6%	2.6%	2.6%	2.4%	2.3%	2.3%

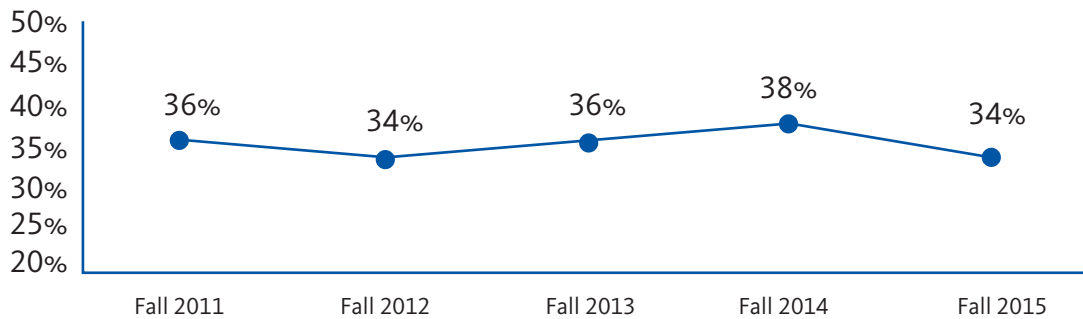*Source: Internal Colleague data*

Applicant Yield Rate

Applicant yield rate is the percentage of applicants who enrolled at the College. It is an indication of El Camino College's commitment to facilitating the enrollment of students who demonstrate interest in attending the College. Between 2011 and 2014, the number of applicants increased by more than 2,000 and was accompanied by modest growth in yield (Table 2, Figure 2). In Fall 2015, the number of applicants declined by about 900, with the yield rate decreasing by four percentage points from 38 percent to 34 percent.

Table 2: Number of El Camino College Applicants who Enrolled: Fall 2011 to Fall 2015

Applicants	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Applicants	19,498	20,347	20,481	21,576	20,683
Number of Enrolled Applicants	6,981	6,976	7,434	8,239	7,064
Applicant Yield Rate	35.8%	34.3%	36.3%	38.2%	34.2%

Source: Internal Colleague data

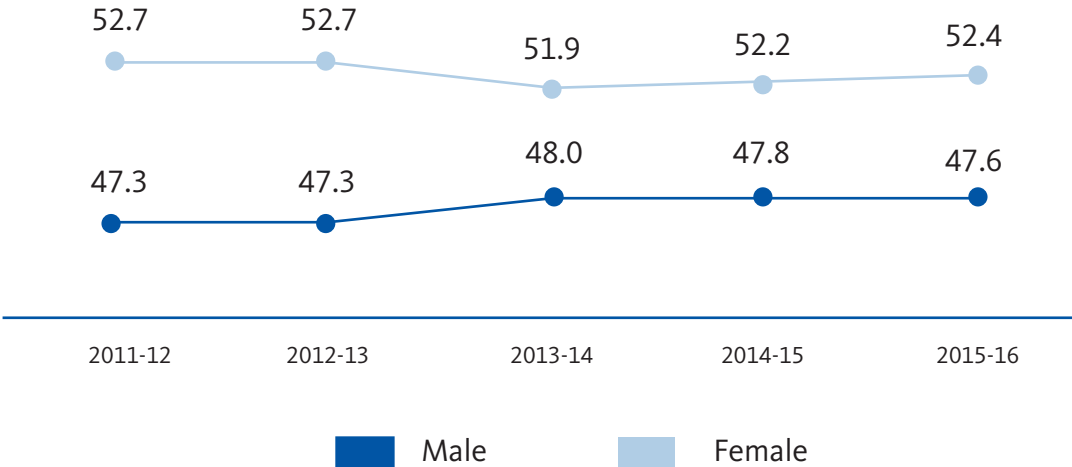**Figure 2: El Camino College Applicant Yield Rate**

Source: Internal Colleague data

Enrollment by Gender

Enrollment by gender has not varied much over the past five years, with about 52 percent female students and 48 percent male students enrolling at El Camino College (Figure 3).

Figure 3: Enrollment Trend by Gender: 2011-12 to 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Female	52.7	52.7	51.9	52.2	52.4
Male	47.3	47.3	48.0	47.8	47.6

Male   Female

Enrollment by Ethnicity

Over the past five years, there has been a 10 percent increase in the number of Latino students attending El Camino College (Table 3). In contrast, White students have declined by almost four percentage points. African-American and Asian students have shown slight declines in enrollment as well. Other groups remained relatively stable. Taken together, Latino students represent the group with the largest growth potential for the College in the future. Latino students are more likely to be of younger and traditional college ages in their 20s and 30s while White students are more likely to be older (Figure 4). Less pronounced variability is found among other ethnic groups.

Table 3: Enrollment Trend by Ethnicity: 2011-12 to 2015-16

Ethnic Group	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
African-American	19.0%	18.4%	17.8%	17.0%	15.7%
Amer. Ind. or Alask. Native	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	16.6%	15.7%	15.3%	14.8%	15.1%
Latino	40.1%	43.8%	46.7%	48.4%	50.1%
Pacific Islander	0.6%	0.6%	0.6%	0.5%	0.5%
Two or more races	3.4%	3.9%	4.0%	4.6%	4.6%
Unknown or Decline	3.2%	1.8%	1.1%	0.7%	0.5%
White	16.7%	15.6%	14.2%	13.9%	13.3%

Source: California Community Colleges Chancellor's Office MIS Data

Figure 4: 2015-16 Age Distribution by Ethnicity of El Camino College Students*
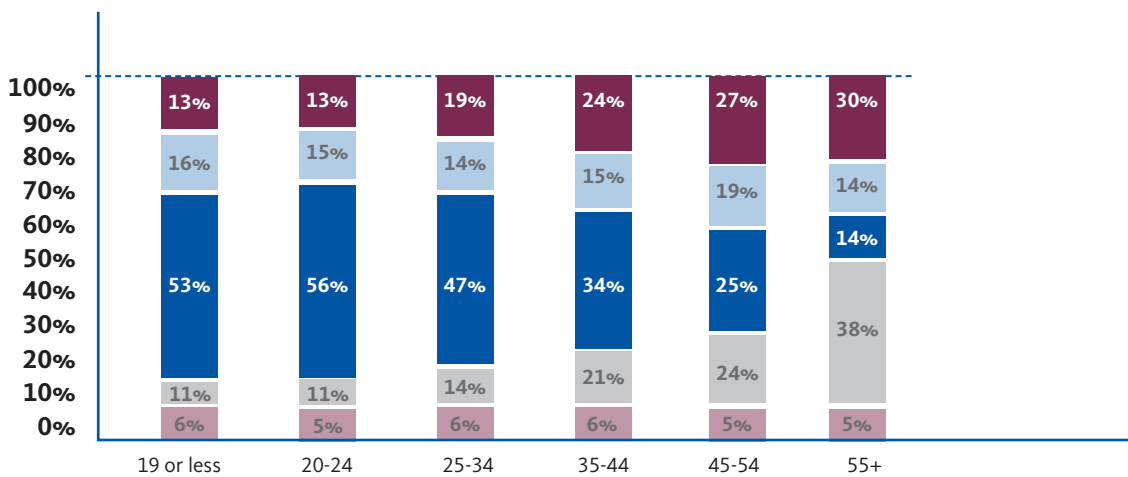
Enrollment by Education Level

The educational status of El Camino College students has shown some fluctuations to varying degrees (Table 4). While there has been a recent increase in the percentage of students in the K-12 Special Admit program (K-12 students who are enrolled in college courses) following a steady decrease, the percentage of students with a college degree and non-high school graduates not in the K-12 program has shown a decline. The percentage of high school graduates enrolled in El Camino College remained relatively stable.

Table 4: Trend in Enrollment by Education Level: Fall 2011 - Fall 2015

Education Level	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College Degree	13.0%	12.3%	11.7%	11.7%	10.3%
HS Grad w/o College	82.3%	83.2%	83.7%	82.3%	82.8%
K-12 Special Admit	1.2%	1.1%	0.9%	2.3%	2.4%
Not a HS Grad (not K-12)	1.7%	1.4%	0.4%	0.3%	0.5%
Unknown*	1.9%	1.9%	3.1%	3.4%	4.1%

Includes unknown entries for students who did not indicate their education level

Source: Internal Colleague data

Enrollment by Disability

About 5 percent of El Camino College students have a registered disability (Table 5). The most common disability is mobility impairment followed by psychological disability. The number of learning disabled students has remained fairly stable, while the "Other" disability category has continued to increase.

Table 5: Trend in Enrollment by Disability: 2011-12 to 2015-16

Disability	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
Acquired Brain Injury	6%	6%	6%	6%	6%
Developmentally Delayed Learner	5%	5%	4%	4%	4%
Hearing Impaired	6%	6%	6%	6%	5%
Learning Disabled	10%	9%	9%	8%	6%
Mobility Impaired	16%	14%	13%	14%	13%
Other Disability	42%	45%	48%	48%	52%
Psychological Disability	11%	11%	12%	11%	11%
Speech/Language Impaired	1%	1%	1%	1%	1%
Visually Impaired	3%	3%	2%	2%	2%

Source: California Community Colleges Chancellor's Office MIS Data

Unit Load

Unit load, or the average number of units that students carry in the fall term, has varied in different ways over the past five years. Since Fall 2011, students carrying less than six units declined by almost four percentage points while students carrying between nine and 14 units slightly increased (Table 6). Overall however, enrollment patterns have been fairly stable.

Table 6: Trend in Unit Load: Fall 2011 to Fall 2015

Unit Load	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Less than 6.0	31.0%	30.1%	28.0%	26.8%	27.2%
6.0 to 8.5	20.2%	21.1%	20.2%	20.3%	20.7%
9.0 to 11.5	17.4%	18.0%	18.6%	18.2%	18.4%
12.0 to 14.5	24.7%	24.4%	25.9%	26.4%	26.0%
15 or more	6.7%	6.4%	7.2%	7.0%	6.8%
Noncredit only	0.2%	0.0%	0.0%	0.2%	0.0%

Source: Internal Colleague data

Enrollment Status

Change in enrollment status shows a decrease in first-time students in Fall 2015 following a significant increase from Fall 2013 to Fall 2014 (Table 7). On the other hand, Fall 2015 experienced a significant increase in returning students, or students who returned to El Camino College after a break in enrollment. This decrease in first-time students coincides with an improving economy, suggesting that potential first-time students may focus on finding employment or enrolling in UC or CSU campuses while returning students may seek to enhance their skills and further their professional development by enrolling in El Camino College courses.

Table 7: Trend in Enrollment Status: Fall 2011 to Fall 2015

Enrollment Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Time Student	24.1%	25.5%	25.4%	32.9%	26.2%
Returning	10.8%	10.1%	10.6%	3.5%	11.0%
Continuing	63.9%	63.2%	63.0%	61.2%	60.4%
K-12 Special Admit	1.2%	1.2%	1.0%	2.3%	2.4%

Source: California Community Colleges Chancellor's Office MIS Data

Enrollment by Time of Day

More than half of El Camino College students enroll exclusively in daytime courses (Table 8). About 13 percent enroll exclusively in evening courses and another 21 percent enroll in a combination of daytime and evening courses. The percentage of daytime-only students has remained relatively stable. However, the percentage of evening-only and combination students have declined in favor of an increase in the percentage of students in the "unknown" category, which includes distance education courses and irregular meetings. The percentage of this "unknown" category has increased by more than five percent since Fall 2011.

Table 8: Trend in Enrollment by Time of Day: Fall 2011 to Fall 2015

Enrollment by Time of Day	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Daytime Student	51.0%	53.2%	52.8%	51.3%	52.5%
Evening Student	16.6%	14.9%	14.4%	13.9%	13.3%
Comb Day/Eve Student	24.6%	24.5%	24.6%	24.7%	21.0%
Unknown*	7.8%	7.4%	8.2%	10.1%	13.2%

* Unknown includes Distance Education and variable meeting time courses
Source: Internal Colleague data

Enrollment by High School

The following tables provide high school enrollment over the past five years. They highlight schools within the District boundaries as well as schools outside the District but send a significant number of students to El Camino College. Many of the feeder high schools have sent an increasing number of students to El Camino College with the exception of four feeder high schools: Redondo Union, Hawthorne, South, and Leuzinger high schools.

Table 9: Student Enrollment from El Camino College Feeder High School: 2010-11 to 2014-15

High School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Feeder High School with Increase in El Camino College Student Enrollment					
North High School	914	807	888	1,018	918
West High School	723	641	691	731	765
Torrance High School	717	656	647	659	676
Lawndale High School	339	350	478	540	662
Mira Costa High School	341	319	323	350	319
El Segundo High School	188	168	194	202	186
Bishop Montgomery High School	161	152	152	181	172
Morningside High School	119	122	135	149	125
Inglewood High School	143	128	125	135	136
Feeder High School with Decrease in El Camino College Student Enrollment					
Redondo Union High School	759	683	694	688	668
Hawthorne High School	569	534	551	544	469
South High School	586	529	508	502	495
Leuzinger High School	567	500	509	466	404
District Total	**6,126**	**5,589**	**5,895**	**6,165**	**5,995**
Percentage of Total Enrollment from Feeder High Schools	19%	18%	18%	19%	19%

Table 10: Trend in Enrollment by Non-District High School: 2010-11 to 2014-15

Non-District High School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Gardena Senior High School	551	485	511	471	399
Narbonne Senior High School	511	457	499	541	490
Carson Senior High School	389	353	366	289	270
Palos Verdes Peninsula High School	311	262	274	266	279
San Pedro Senior High School	300	269	239	220	189
Washington High School	202	153	141	129	106
Fremont Senior High School	248	243	266	229	205
Banning Senior High School	144	117	111	128	114
Regional Out-of-District-Total	**2,656**	**2,339**	**2,407**	**2,273**	**2,052**

Source: Internal Colleague Data

Institutional Effectiveness Outcomes

The Institutional Effectiveness (IE) Outcomes are measures of student achievement to demonstrate collegewide improvement as noted in Board Policy 1200 (District Mission & Strategic Plan). Five-year aspirational goals are also shown. All rate-based IE Outcomes are adopted from the Chancellor's Office Student Success Scorecard, a set of performance metrics that measure levels of achievement for degree, certificate, and/or transfer-seeking students.

The College set goals for these Scorecard measures using the Overall cohort (all goal-seeking students). Rates are also disaggregated by level of academic preparation for college, as defined by the level of a student's first English or math course attempted. "Prepared" includes students whose first English or math courses were college level, while "Unprepared" includes students who started in either English or math below college level. Where possible, IE Outcomes are disaggregated by demographic groups and other identified groups of the Student Equity Plan, the College's action plan to address disproportionate impact in student achievement. These disaggregated outcomes are discussed regularly through the College's planning and consultation processes.

Completion Rate

Among those whose first record in the California Community Colleges (CCC) system is at El Camino College who are degree-, certificate-, and/or transfer-seeking students, the **Completion Rate** is the percentage who completed a degree, certificate, or transfer-related outcomes anywhere in the CCC system within six years. Completion Rates have been stable for the past three years, with the exception of Prepared students, whose rate declined slightly in 2014-15 (Figure 5).

Figure 5: Completion Rate
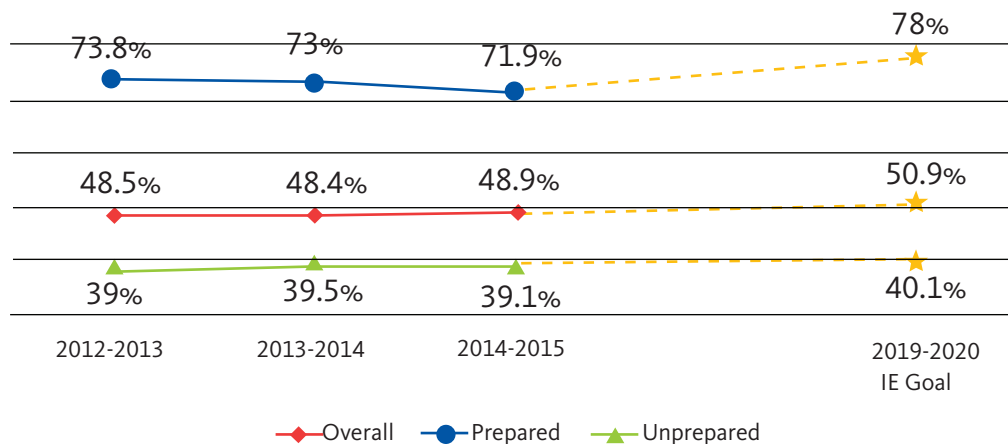
Source: CCC Chancellor's Office Student Success Scorecard

Career Technical Education Completion Rate

Among those whose first attempt of a Career Technical Education (CTE) course in the CCC system is at El Camino College and completed more than eight units in courses classified as CTE (or vocational) in a single discipline, the Career Technical Education Completion Rate is the percentage who completed a degree or certificate, or who transferred anywhere in the CCC system within six years. A new addition to the College's IE Outcomes, the CTE Completion Rate is a measure of "skill-building," recognizing the value of CTE instruction that is less than a certificate or degree but still supportive of employment and career advancement. Rates have been variable over the past three years, but the highest rate of completion was recorded in the most recent year (Figure 6).

**Figure 6: Career Technical Education Completion Rate**

2012-2013	2013-2014	2014-2015	2019-2020 IE Goal
57.3%	55.4%	58.4%	60.2%
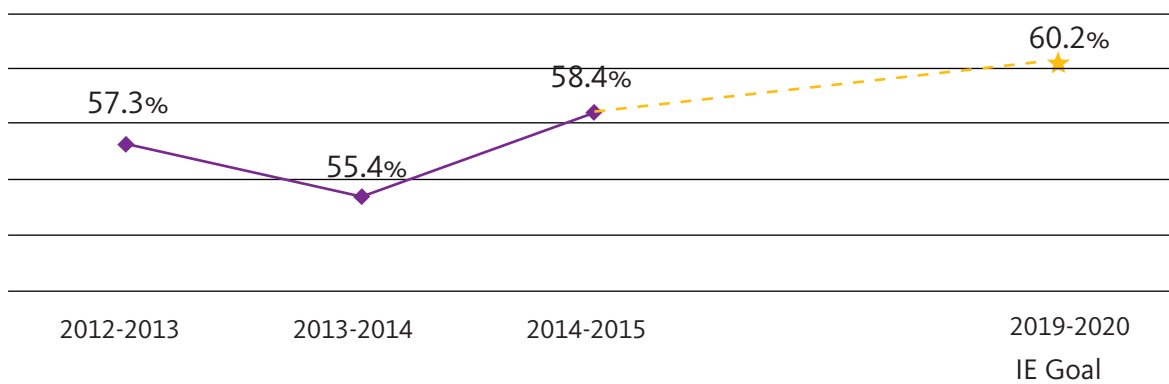
Source: CCC Chancellor's Office Student Success Scorecard

Transfer Rate

Among first-time students who ultimately earn a minimum of 12 units and who attempted a transfer-level math or English course, the Transfer Rate is the percentage of students who transfer to a four-year university within six years of first enrollment. The *Transfer Rate* experienced a decline in 2013-14, the most recent year on record, moving away from the goal of 41 percent (Figure 7).

Figure 7: Transfer Rate
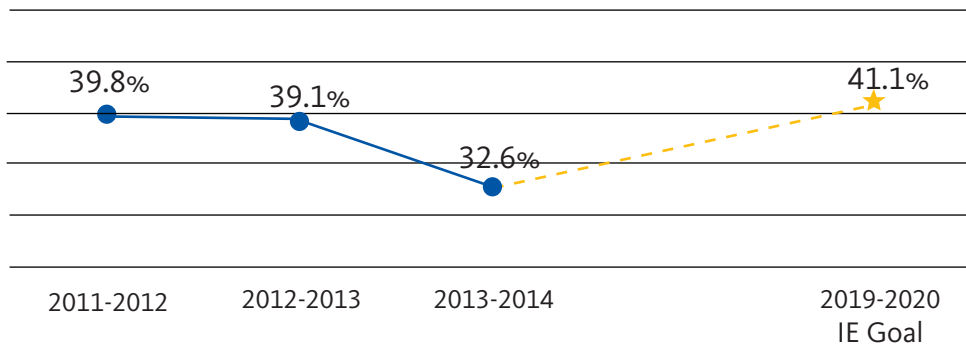
Source: CCC Chancellor's Office Data

30-Unit Achievement Rate

Among first-time students who ultimately earn a minimum of 12 units and who attempted a transfer-level math or English course, the Transfer Rate is the percentage of students who transfer to a four-year university within six years of first enrollment. The *Transfer Rate* experienced a decline in 2013-14, the most recent year on record, moving away from the goal of 41 percent (Figure 7).

Figure 8: 30-Unit Achievement Rate
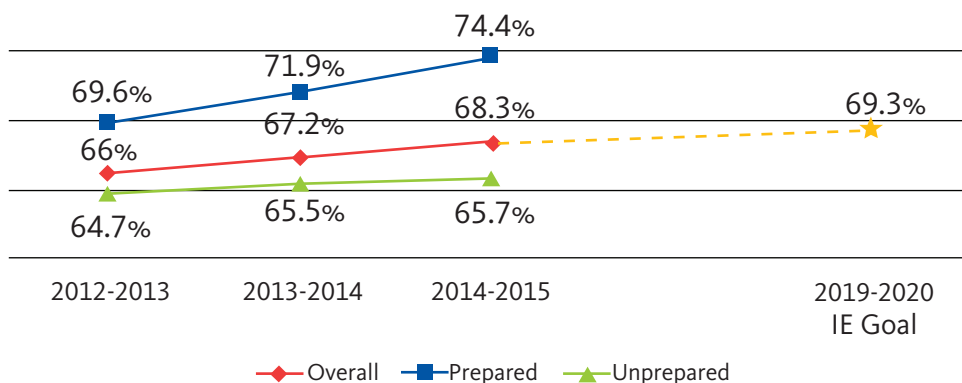
Source: CCC Chancellor's Office Student Success Scorecard

Three Term Persistence Rate

Among those whose first record in the CCC system is at El Camino College who are degree-, certificate-, and/or transfer-seeking students, the Three-Term Persistence Rate is the percentage who enrolled in three consecutive terms from first enrollment, anywhere in the CCC system. The Persistence Rate has increased by more than three percentage points in two years. In 2014-15, the College's five-year goal of 72.1 percent was nearly reached (Figure 9).

### Figure 9: Three-Term Persistence Rate
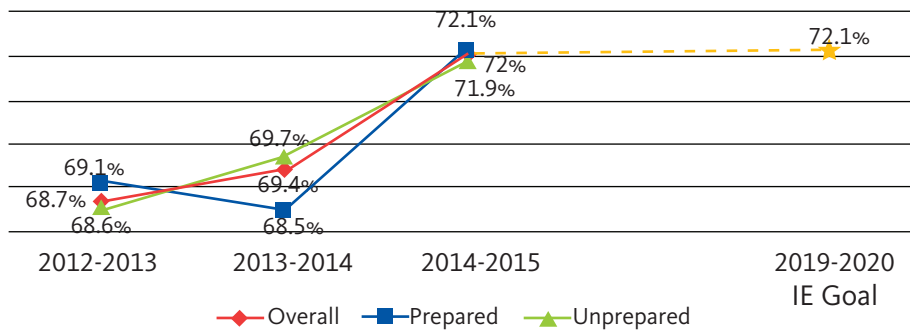
Source: CCC Chancellor's Office Student Success Scorecard

Remedial Progress Rates

Among credit students whose first attempt of below transfer-level writing, math, and/or ESL in the CCC system is at El Camino College, *Remedial Progress Rates* are the percentages who completed a college-level course in the same discipline anywhere in the CCC system within six years. Goals were established for writing and math progress. In 2014-15, the five-year goal for math was surpassed, as indicated by the green check mark (Figure 10).

### Figure 10: Remedial Progress Rates
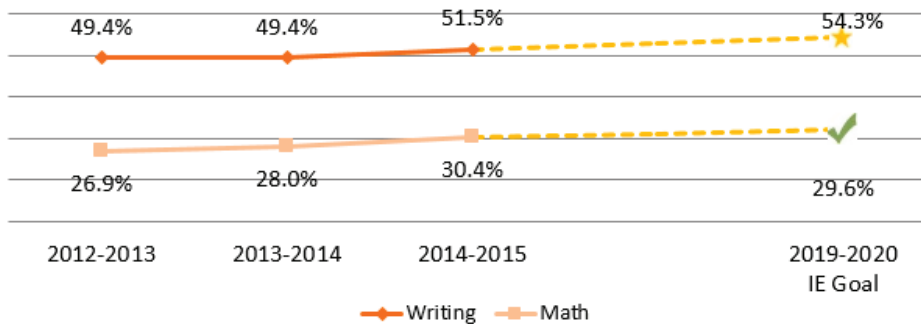
Source: CCC Chancellor's Office Student Success Scorecard

Number of Degrees

In addition to performance rates of entering cohorts, tallies of associate degrees are reported each year. Associate degrees awarded have increased over time, with a dramatic jump experienced in 2015-16, which exceeded the five-year goal (Figure 11). After a decline, certificates awarded have rebounded, but the current level is far from the five-year goal.

Figure 11: Number of Associate Degrees Awarded
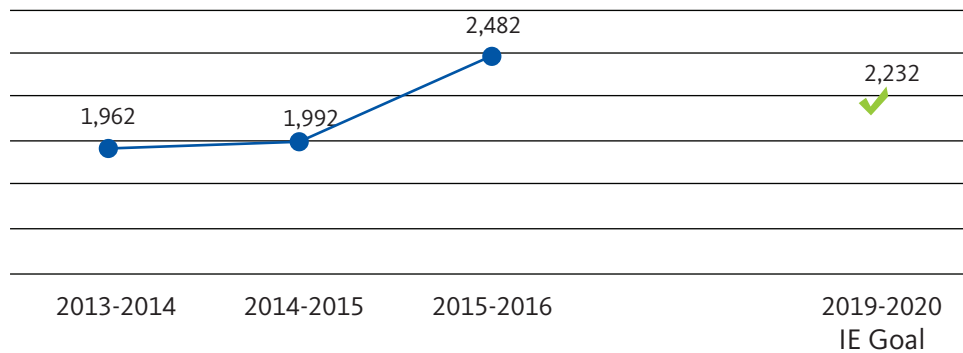
Source: CCC Chancellor's Office Student Success Scorecard

Number of Certificates

Similar to associate degrees, certificate counts are tallied and reported annually. After a decline, certificates awarded rebounded in 2015-16, but the current level is far from the five-year goal (Figure 12).

Figure 12: Number of Certificates Awarded
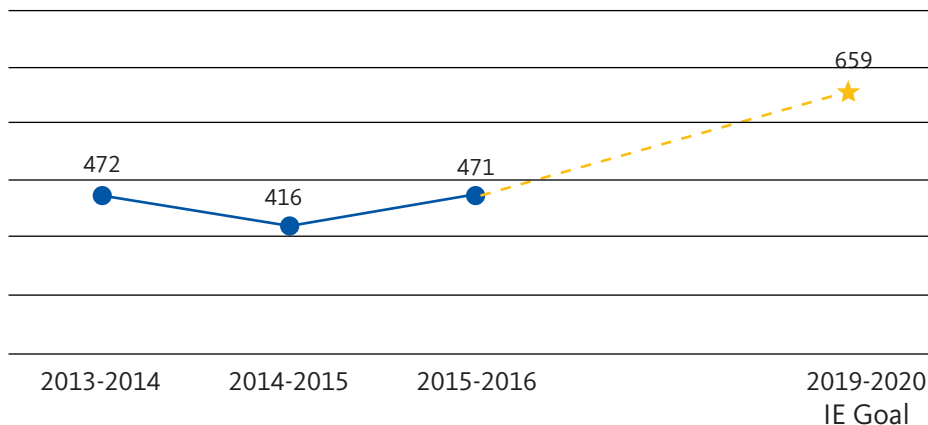
Source: CCC Chancellor's Office Student Success Scorecard

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Juszkiewicz, J. (2015, March). Trends in Community College Enrollment and Completion Data, 2015, Washington, DC: American Association of Community Colleges.

Mullin, C.M. & Phillippe, K. (2009). Community College Enrollment Surge, Washington, D.C.: American Association of Community Colleges.

In preparation for the development of the Comprehensive Master Plan, El Camino College (ECC) gathered evidence from the external environment to discern trends that may have implications for long-term planning. These reported trends include demographic shifts, high school and ECC enrollment trends and projections, occupational outlooks, and recent or emerging public policy. Examining the broad community and its changes will allow ECC to readily adapt to a changing context in which its campus is situated and to play a vital role in preparing students for the workforce and the greater community.

The College used a comprehensive evidence gathering process, called "STEP," which involved an examination of opportunities and issues in the external environment related to social/demographic, technological, economic, and political/legal. Technology-related issues are identified in **Appendix D[1]** of the Technology Master Plan. Following a brief overview of the District, this document describes the major findings in the remaining three elements of the STEP scan and the detailed evidence supporting these findings.

Location of the District

The ECC campus is located in the southwestern corner of Los Angeles County, also known as the "South Bay." The El Camino Community College District (ECCCD) encompasses eight cities and one unincorporated area of Los Angeles County: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. In addition, ECC serves a large number of students from neighboring non-District cities such as Carson, Gardena, and southwestern Los Angeles. Overall, about 45% of students come from within the District boundaries while 55% come from outside of the District.[2]

[1] http://www.elcamino.edu/administration/ir/CMP.asp
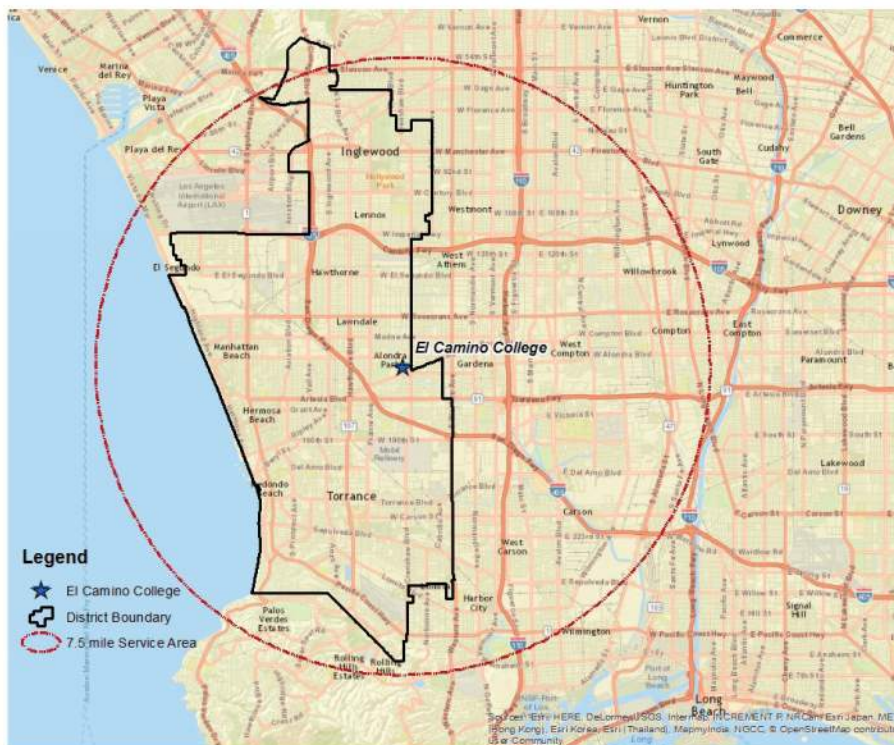
[2] El Camino College Annual Factbook 2014-15: http://www.elcamino.edu/administration/ir/docs/eccprofile/EC-CEnrollmentbyResidency.pdf

Methodology and Data Sources

The El Camino Community College District (ECCCD) primarily serves the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Manhattan Beach, Redondo Beach, and Torrance. However, because more than half of the El Camino College enrollment comes from outside of the district boundaries, such as the cities of Carson and Gardena, a 7.5-mile service area is also used when reviewing the demographics comprising the community served by ECC. Thus the following reports examine all District cities, along with those located within the 7.5 mile radius of the ECC Campus. Zip codes representing these cities within the ECCCD and service areas were used to compile data for the reports (please see table at the end of Appendix).

Population trends compare the 2010 population data, based on the decennial Census, with the 2010-2014 average estimate from the American Community Survey. The comparison of the data should serve as only a general guide since the 2010 population is a full census count while 2010-2014 is an estimated average based on a sample.

Multiple sources have been used to compile and produce data for this report, including U.S. Census, U.S. Department of Education, California Department of Public Health, and California Department of Education (CDE). Additional information and reports have been gathered internally, generated specifically for ECCCD.

SOCIAL/DEMOGRAPHIC: Service Area Profile

Understanding the community served by the ECCCD is a critical foundation of the master planning process. This portion of the environmental scan provides a demographic and socioeconomic profile of the College's service area to inform planning that supports the community. The major findings include the following.

- The service area population is aging, reporting only modest growth overall and declines among residents under the age of 19. Elementary and high school enrollments are declining steadily.

- The Latino population represents 45% of the service area population. Combined with Asian, non-Hispanic, the two groups are projected to experience higher than average growth and represent more than half of the service area population.

- Median household income was less than $50,000 for about 46% of the service area.

- With some exceptions, more than 50% of service area city residents earned less than any college degree.

Population Trend by Age

ECC serves a population of almost 1.4 million people (Table 1; U.S. Census Bureau, 2010c; 2015a). The total population in the region grew by less than 1% since 2010, with 85% of the population representing adults between 18 and 64 years of age. Despite the slight growth in population, there is an uneven distribution in growth among different age groups. This uneven growth documents an aging population.

Greater growth can be seen among ages 55 and older, particularly in the 65- to 75-year old group, which has showed the greatest increase at 8.9%. In contrast, the younger population, ages 19 and under, has declined. The number of high school graduates within the service area is therefore expected to continue to decline (please see School Enrollment section). The picture is mixed for the working adult population. While younger working adults ages 20 to 34 have shown a growth in population, working adults ages 35-44 have been met with a three-point decline in population.

Table 1: Service Area Population Trend by Age

Service Area Population	2010	2010-14 (average)	Percent Change	Percent of Service Area
Under 5 years	102,450	102,307	-0.1%	7.3%
5 to 14 years	204,457	200,245	-2.1%	14.3%
15 to 19 years	111,674	104,389	-6.5%	7.5%
20 to 24 years	101,621	105,619	3.9%	7.6%
25 to 34 years	197,236	201,963	2.4%	14.4%
35 to 44 years	196,846	190,994	-3.0%	13.7%
45 to 54 years	194,545	197,535	1.5%	14.1%
55 to 64 years	136,044	143,300	5.3%	10.2%
65 to 74 years	77,797	84,693	8.9%	6.1%
75 years and older	63,230	67,405	6.6%	4.8%
Population ≥ 18 years of age	1,011,588	1,033,271	4.2%	73.9%
Population ≥ 65 years of age	141,027	152,098	7.9%	10.9%
Population 18 to 64 years of age	870,561	881,173	1.2%	85.3%
Total Population	1,385,900	1,398,450	0.9%	

Source(s): U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.

Population by Race and Ethnicity

The number of people indicating Hispanic or Latino heritage has slightly increased by 1.7% since 2010 (U.S. Census Bureau, 2010a; 2015a) and now represents 45% of the service area population (Figure 1, Table 2). There was a significant increase in the number of people identifying themselves as of two or more races, non-Hispanic; however, these represent less than 3% of the service area population. Those who considered themselves to be one race and non-Hispanic, on the other hand, have slightly declined. The Asian population was the only population to increase within the non-Hispanic group, and makes up nearly 11% of the population.

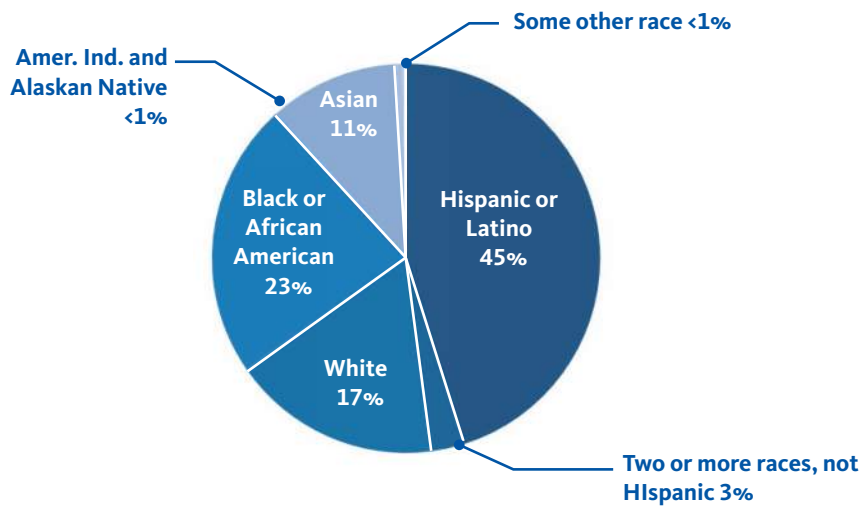### Figure 1: 2014 District Population by Race and Ethnicity

Table 2: Service Area Population Trend by Race and Ethnicity

Race and Ethnicity	2010	2010-14 (average)	Percent Change	Percent of Service Area
Hispanic or Latino	621,303	632,075	1.7%	45.2%
Two or more races, not Hispanic	29,514	38,838	31.6%	2.8%
One race, not Hispanic	735,083	727,537	-1.0%	52.0%
White	244,798	242,592	-0.9%	17.3%
Black or African American	327,179	320,012	-2.2%	22.9%
Amer Ind and Alaskan Native	2,531	2,184	-13.7%	0.2%
Asian	147,882	150,931	2.1%	10.8%
Native Hawaiian/Other Pac Isl.	8,240	8,028	-2.6%	0.6%
Some other race	4,453	3,790	-14.9%	0.3%
Total Population	1,385,900	1,398,450	0.9%	

Source(s): U.S. Census Bureau, 2010 Census, P9, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.

Population Trends by City

District cities, as well as Carson and Gardena, have generally experienced near-zero growth—an average 1.1% increase (Table 3; U.S. Census Bureau, 2010c; 2015a). The largest growth occurred in Hawthorne (1.9%) and Gardena (1.4%) and these cities account for 21% of the service area population. Torrance is the largest city in the service area, accounting for 21.3% of the population. The only decline in population occurred in Lennox, which lost more than 700 residents since 2010.
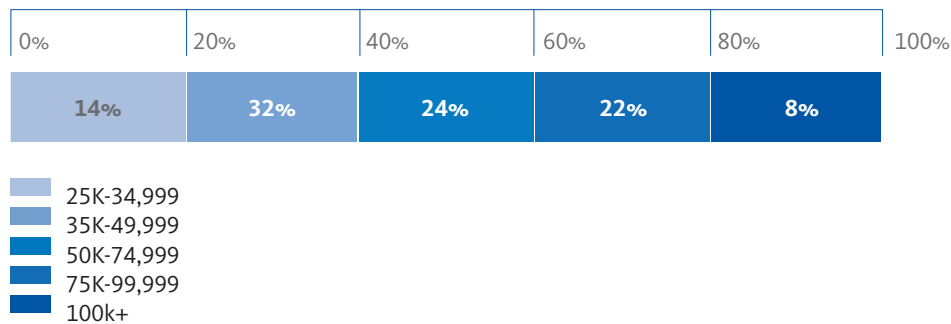
Table 3: Population Trend by ECCCD Cities

City	2010	2010-14 (average)	Percent Change	Percent of Service Area
Carson	91,714	92,475	0.8%	13.4%
El Segundo	16,654	16,839	1.1%	2.4%
Gardena	58,829	59,682	1.4%	8.6%
Hawthorne	84,293	85,889	1.9%	12.4%
Hermosa Beach	19,506	19,725	1.1%	2.9%
Inglewood	109,673	111,133	1.3%	16.1%
Lawndale	32,769	33,155	1.2%	4.8%
Lennox	22,753	22,039	-3.1%	3.2%
Manhattan Beach	35,135	35,534	1.1%	5.1%
Redondo Beach	66,748	67,511	1.1%	9.8%
Torrance	145,438	147,181	1.2%	21.3%
Total	683,512	691,163	1.1%	

Source(s): U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey,

2010-2014, DP05. http://factfinder.census.gov

Service Area Socioeconomics

An examination of socioeconomics helps consider the extent to which students who come from within the service area have the social capital that supports college achievement. The reported median household income for approximately 46% of the service area population was less than $50,000 (Figure 2; U.S. Census Bureau, 2015d). The greatest percentage (32%) reported a median income ranging between $35,000 and $49,999. For individuals residing within the service area (Table 4; U.S. Census Bureau, 2015e), 23% lived below 150% of the Federal poverty line, a benchmark used as an indicator for eligibility for need-based financial aid. In 2014, a family income of less than $35,775 for a family of four would fall below 150% of the Federal poverty level.

Figure 2: Distribution of Median Household Income of ECC Service Area

25K-34,999	
35K-49,999	
50K-74,999	
75K-99,999	
100k+	

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1903. http://factfinder.census.gov.

Table 4: 150% Poverty Rate for Individuals Residing within Service Area

ECCCD City	Percent living below 150% Poverty
Carson	20%
El Segundo	11%
Gardena	30%
Hawthorne	32%
Hermosa Beach	8%
Inglewood	37%
Lawndale	32%
Lennox	45%
Manhattan Beach	6%
Redondo Beach	10%
Torrance	16%
Total	23%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1701. http://factfinder.census.gov.

Population by Language Spoken at Home

Although a little over half of the population in service area cities consists of English Only speakers, the number of this group is gradually declining in favor of non-native speakers of English (Table 5; U.S. Census Bureau, 2010b; 2015c). The number of English only speakers declined by 2%, while those who speak another language increased by 13.6%. Spanish Speakers increased by nearly 14% and represent more than a quarter of the population.

Table 5: Trend in Language Spoken at Home

Language Spoken at Home	2005-09 (average)	2010-14 (average)	Percent Change ('05-'14)	Percent of Service Area
Population 5 years and over	624,936	645,309	3.3%	93.4%
English only	364,169	355,937	-2.3%	51.5%
Language other than English	254,754	289,372	13.6%	41.9%
Spanish	164,339	187,112	13.9%	27.1%
Total Service Area Population	678,751	691,163	1.8%	

Source(s): U.S. Census Bureau, American Community Survey, 2010-2014, S1601. http://factfinder.census. gov.

Educational Attainment of Adult Residents

The educational attainment of residents aged 25 or higher serves as another indicator of the social capital that supports college success. Across service area cities, 35% earned a Bachelor's degree (BA) or higher, while 57% reported earning less than an Associate degree (Table 6; U.S. Census Bureau, 2015b). Educational attainment varied widely between cities.

### Table 6: Educational Attainment for Service Area Population: 25 Years and Over

ECCCD City	Population 25+	2010-14 (average)	Percent Change
Carson	56,245	25%	66%
El Segundo	11,690	45%	45%
Gardena	59,702	20%	73%
Hawthorne	15,238	71%	23%
Hermosa Beach	69,414	19%	74%
Inglewood	22,171	18%	76%
Lawndale	15,418	6%	90%
Lennox	6,228	55%	38%
Manhattan Beach	25,257	74%	21%
Redondo Beach	55,802	57%	35%
Torrance	122,829	40%	52%
Total	459,994	35%	57%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1501.

http://factfinder.census.gov.

School Enrollment in the Service Area

Monitoring school enrollment trends helps the College anticipate and plan for direct-from-high-school enrollment levels. At the national level (Hussar & Bailey, 2016), total public and private elementary and secondary enrollment was approximately 55 million in Fall 2014 and is expected to increase by 1% or less every year through 2024 (Figure 3). Between 2014 and 2024, public elementary school enrollment is projected to increase by approximately 5%, while secondary school enrollment is projected to increase by less than 2%.

Figure 3: Actual and Projected Numbers for Enrollment Nationwide in K-12: 1999-2024
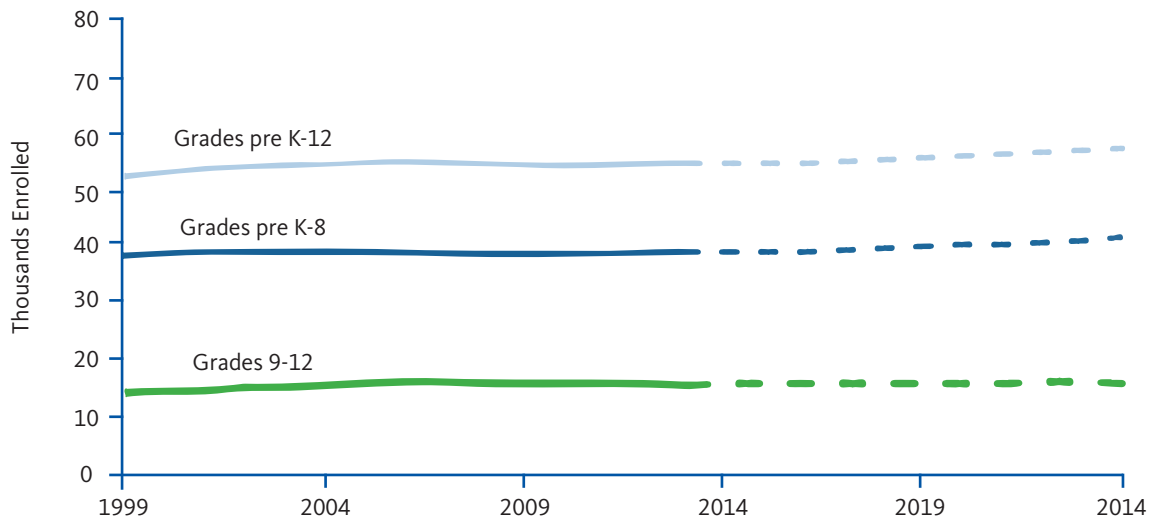
Source: Department of Education, National Center for Education Statistics, https://nces.ed.gov

Enrollment growth rates over the next 10 years are expected to differ widely by race/ethnicity. Latino students are projected to increase by 21% between 2014 and 2024, the greatest amount of growth among ethnic groups. Enrollment of Asian/Pacific Islander students is projected to grow by 16%. In 2024, Latino and Asian/Pacific Islander students are expected to comprise over 15 million and 3 million, respectively. African-American students are projected to remain slightly below 8 million enrolled students, representing no significant change between 2014 and 2024. Lastly, while White students are projected to decline 3% during the same period, they are still projected to be the majority with 24 million students enrolled nationally, representing 46% of the enrolled population.

In California, the total public and private elementary and secondary school enrollment was the highest of any state nationally, with over 6 million students total. However, California's enrollment declined by approximately 2% between 2004 and 2014, one of only seventeen states to experience a decline during the same timeframe. Between 2014 and 2024, the projection is expected to reverse this course and increase by 8%. Enrollment of California 9th through 12th graders is projected to increase 4% between 2014 and 2024.

School enrollment trend within the service area paints a slightly different picture. Table 7 provides a city-level overview of recent school enrollment. It compares enrollments for the 11 service area cities from two historical periods: U.S. Census five-year average estimates from 2005-09 (U.S. Census Bureau, 2010d) and 2010-14 (U.S. Census Bureau, 2015f). School enrollment for population aged three years and over increased nearly 2%. Much of this growth in enrollment could be attributed to enrollment increases in nursery/preschool, kindergarten and college or graduate school. In contrast, elementary school enrollment has experienced a decrease, indicating that high school enrollment may continue to decline. This contrasts with the national enrollment projection. However, given the increase in kindergarten enrollment, the decrease in enrollment may be followed by a slight increase or a slowing decline.

Table 7: Enrollment Trend in PK-12 in ECCCD Cities: 2005-09 (average) to 2010-14 (average)

School Enrollment	2005-09 (average)	2010-14	Percent Change	Percent of Service Area
Nursery school, preschool	12,956	13,179	1.7%	1.9%
Kindergarten	8,820	9,436	7.0%	1.4%
Elementary School (grades 1-8)	73,718	71,550	-2.9%	10.4%
High School (grades 9-12)	39,952	39,064	-2.2%	5.7%
College or graduate school	48,884	54,569	11.6%	7.9%
Population 3 years & over enrolled in school	184,330	187,798	1.9%	
Total Population	678,751	691,163	1.1%	

Source(s): U.S. Census Bureau, American Community Survey, 2005-2009 and 2010-2014, S1401. http://factfinder.census.gov.

K-12 enrollments by area feeder schools paint a similar picture. Table 8 shows recent trends by segment, drawn from reported enrollment for specific schools within each city's district that feed into ECCCD's feeder high schools (CDE, 2015)[2]. This report does not include enrollment at the nursery, preschool, college and graduate school level. It also does not account for students enrolled in private schools, charter schools and home schools. Kindergarten, elementary (grades 1-8) and high school (grades 9-12) enrollment for the 2014-2015 academic year was compared to enrollment for the 2009-2010 academic year. The table shows that overall K-12 enrollment has decreased by almost 6%. Elementary school and high school enrollment has declined over the past five years while kindergarten enrollment has slightly increased. This suggests an expected long-term decline in direct-from-high-school college enrollments.

Table 8: Enrollment Trend in K-12 in ECCCD Feeder Schools: 2009-2010 to 2014-2015

School Enrollment	2005-09 (average)	2010-14	Percent Change
Kindergarten	8,945	9,115	1.9%
Elementary School (grades 1-8)	70,485	68,088	-3.4%
High School (grades 9-12)	28,513	24,749	-13.2%
Population enrolled in K-12 school	107,943	101,952	-5.6%

Source: California Department of Education Dataquest. http://data1.cde.ca.gov/dataquest.

California Public Higher Education Enrollment Trends

Although different factors govern enrollment changes across public higher education segments in California, California State University (CSU) and University of California (UC) trends inform community college enrollment planning and El Camino College, specifically.

According to the California Legislative Analyst's Office (Legislative Analyst's Office, 2016), University of California enrollments have remained flat since 2009-10, neither growing nor shrinking by more than one percentage point. Between 2007-08 and 2015-16, enrollment in Full-time Equivalent Students (FTES) peaked in 2010-11 at 214,692, while 2015-16 enrollment levels remain shy of this number by 4,000 FTES. The LAO estimates that the 18– to 24–year old population has grown by roughly 3% since 2007–08—around the same rate of change as UC enrollment.

In November 2015, the UC Board of Regents proposed an increase of 10,000 in-state undergraduate students by 2018-2019, including 5,000 in 2016-17 alone (McMillan, 2015). Such an initiative, in conjunction with improving state budgets, changes in population, and high school graduation rates, can influence community college enrollment in several ways. The initiative could potentially attract potential students away from community colleges, or could incentivize more students to transfer through ECC, as UC's proposal to increase its enrollment targets for both transfer students and incoming freshmen.

For the California State University (CSU) system, the LAO found that enrollment has increased moderately since 2010-11, with enrollment reaching an all-time high in 2015-16[3], nearly 5% above the 2007–08 level. During the recession, CSU enrollment decreased more dramatically than UC levels, as "CSU chose to reduce enrollment in order to manage state funding reductions." The LAO also reported that CSU enrollment has grown faster, recently, than the 18– to 24–year–old population.

[2] *For detailed trends of ECC's feeder school enrollment, view the High School Enrollment Trends report available at Institutional Research & Planning's Regional Data webpage.*

[3] *The CSU Office of Analytic Studies reported a final count of 370,959 FTES. http://www.calstate.edu/as/cyr/cyr15-16/table03r.shtml*

California Public Higher Education Enrollment Trends (continued)

The LAO reported on California community college enrollment changes during the same period that were similar to the El Camino College (CCC) experience (see College Profile in the Appendix). Beginning in 2007–08, CCC enrollment increased dramatically through 2008-09, with actual enrollment exceeding funded enrollment. Eventually, colleges responded to ongoing budget cuts with reduced course offerings. Actual enrollments declined through 2012-13, which recorded 12% lower enrollment than the 2008-09 peak. With state funding growth returning after 2012-13, previous course offerings could be restored. However, student demand has been lower in the past three years, challenging colleges to meet their funded enrollment targets.

Projections for El Camino College Service Area 2015 to 2024

El Camino College planners utilized projections to help prepare for population growth and changing demographics in the service area. Projections were calculated for total population and population by age group and race/ethnicity through the year 2024 (EMSI, 2016). The service area for these projections is the area within a 7.5 mile radius of the College.

Between 2015 and 2024, the total service area population is expected to experience a growth rate of 2.5%, slower than that expected for California (4.8%) or the United States, as a whole (Table 9).

Table 9: Population Totals

| Area	2015	2024	Change	% Change
7.5 mile Zip Code radius	1,305,972	1,338,452	32,480	2.5%
State	39,154,786	41,028,165	1,873,379	4.8%
Nation	321,252,743	333,778,350	12,525,607	3.9%

Source: EMSI, July 2016

Projected Growth by Age

Projected calculations indicate that ECC's service area will continue to age (Figure 4). By 2024, the greatest growth is projected to occur among the 70- to 74-year old group, which is expected to show a 44% increase in population (Figure 5). Altogether, those aged 60 years and older will make up about 21% of the service area population, a 27-point increase from 2015 (Table 10). Though to a lesser degree, working adults ages 30 to 39 are also expected to show a 10% growth in population by 2024. On the other hand, the younger population between ages 10 and 29 is projected to show a decline in population, with the greatest decrease of 12% to be seen among younger working adults ages 20-29. Such decline indicates a smaller pool of prospective students within the service area, as 89% of El Camino College students are younger than 35.

Figure 4: Projected Change in Population by Age from 2015 to 2024
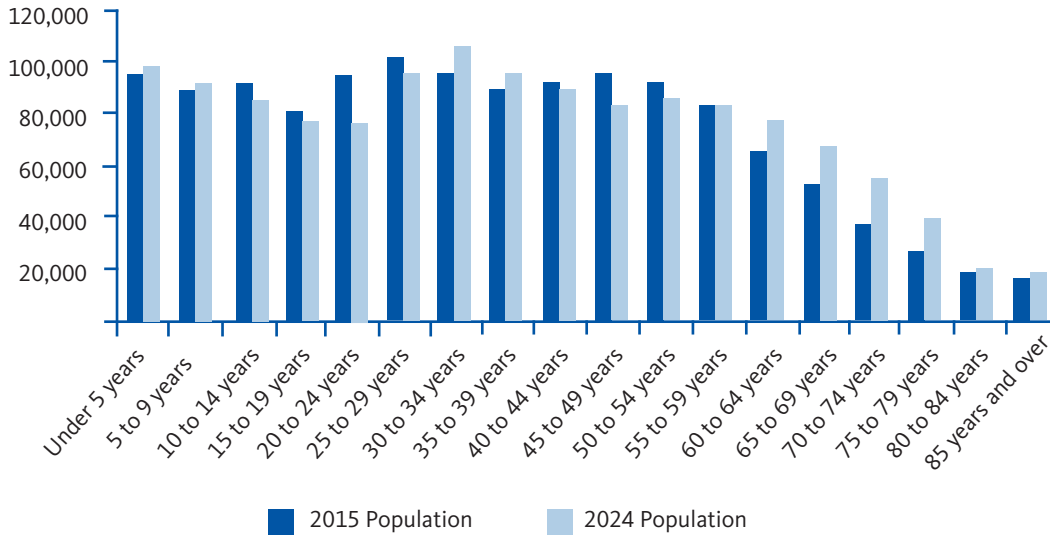
Source: EMSI, July 2016

Figure 5: Projected Percent Change by Age Group from 2015 to 2024
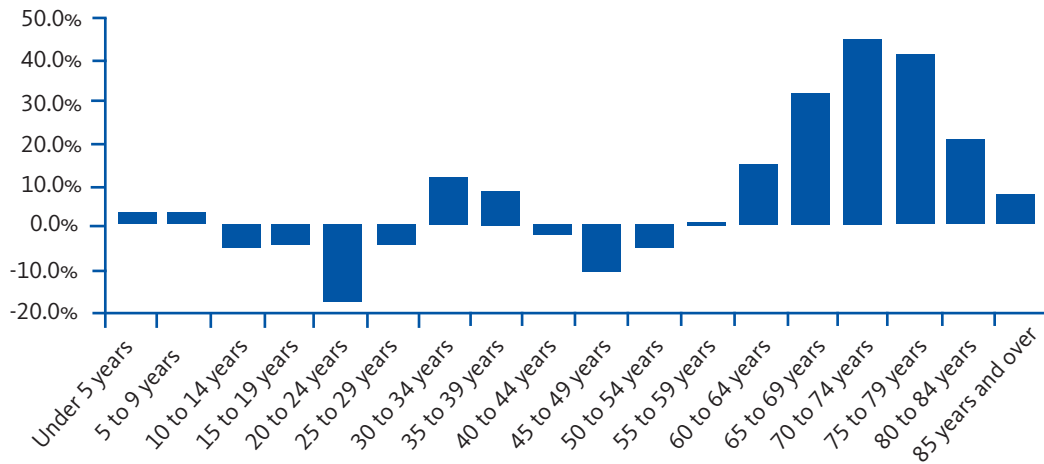
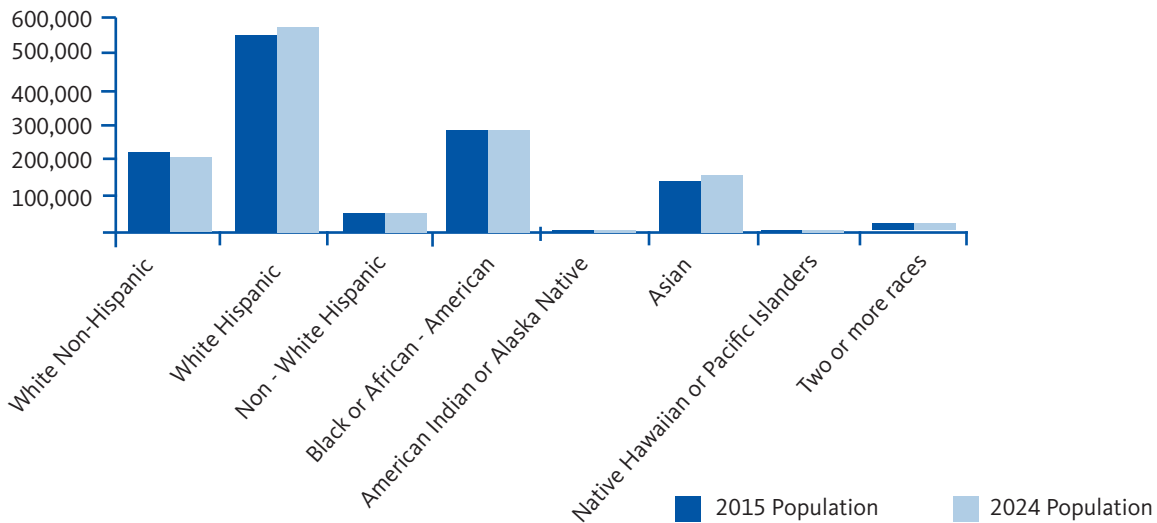*Source: EMSI, July 2016*

Table 10: Population Trend by Age

Age	2015 Population	2024 Population	Change	% Change	% of 2015 Population
Under 5 years	94,525	97,309	2,784	2.9%	7.2%
5 to 9 years	88,883	91,624	2,741	3.1%	6.8%
10 to 14 years	91,765	86,312	-5,453	-5.9%	7.0%
15 to 19 years	79,154	75,938	-3,216	-4.1%	6.1%
20 to 24 years	94,451	76,851	-17,600	-18.6%	7.2%
25 to 29 years	101,239	96,351	-4,887	-4.8%	7.8%
30 to 34 years	94,655	105,412	10,757	11.4%	7.2%
35 to 39 years	88,379	95,689	7,310	8.3%	6.8%
40 to 44 years	90,862	89,192	-1,671	-1.8%	7.0%
45 to 49 years	93,595	82,993	-10,602	-11.3%	7.2%
50 to 54 years	90,661	85,058	-5,603	-6.2%	6.9%
55 to 59 years	81,411	81,855	444	0.5%	6.2%
60 to 64 years	65,824	75,532	9,708	14.7%	5.0%
65 to 69 years	51,301	67,235	15,934	31.1%	3.9%
70 to 74 years	36,706	52,867	16,161	44.0%	2.8%
75 to 79 years	26,265	36,941	10,676	40.6%	2.0%
80 to 84 years	18,420	22,067	3,647	19.8%	1.4%
85 years and over	17,878	19,227	1,349	7.5%	1.4%
Total	**1,305,972**	**1,338,452**	**32,480**	**2.5%**	**100%**

Source: EMSI, July 2016

Projected Growth by Race/Ethnicity

Projections indicate that Non-White Hispanics and Two or More Races are expected to experience the greatest growth (Figure 6 and Figure 7). However, they will continue to represent a small percentage of the overall population (about 6%; Table 11). There is also a projected growth for those who identify themselves as White Hispanics and Asians, though to a lesser degree, and will continue to represent more than half of the service area population.

Figure 6: Population by Race/Ethnicity

Source: EMSI, July 2016

Table 11: Population Trend by Race/Ethnicity

| Race/Ethnicity	2015 Population	2024 Population	Change	% Change	2015 % of Population
White, Non-Hispanic	222,512	216,603	-5,909	-2.7%	17.0%
White Hispanic	562,741	585,518	22,777	4.0%	43.1%
Non-White Hispanic	48,659	55,435	6,776	13.9%	3.7%
Black or African-American	291,217	288,283	-2,934	-1.0%	22.3%
American Indian or Alaska Native	870	821	-49	-5.5%	0.1%
Asian	151,920	161,207	9,287	6.1%	11.6%
Native Hawaiian or Pacific Islanders	3,453	3,554	101	2.9%	0.3%
Two or more races	24,600	27,030	2,430	9.9%	1.9%
Total	**1,305,972**	**1,338,451**	**32,479**	**2.5%**	**100.0%**

Source: EMSI, July 2016

ECONOMIC: Labor Market Outlook
Employment: U.S., California, and Los Angeles County

The 2015 unemployment rate for Los Angeles County (6.7) is at the lowest level since 2008 (Figure 8), yet remains higher than rates for both California (6.2) and the nation (5.3). Unemployment rates are expected to follow a downward trend in 2014 and 2015 for the county, state and nation. Trends reveal that unemployment rates are higher in Los Angeles County, suggesting a more sluggish recovery than for California, as a whole.

Figure 8: Unemployment Rates by Region
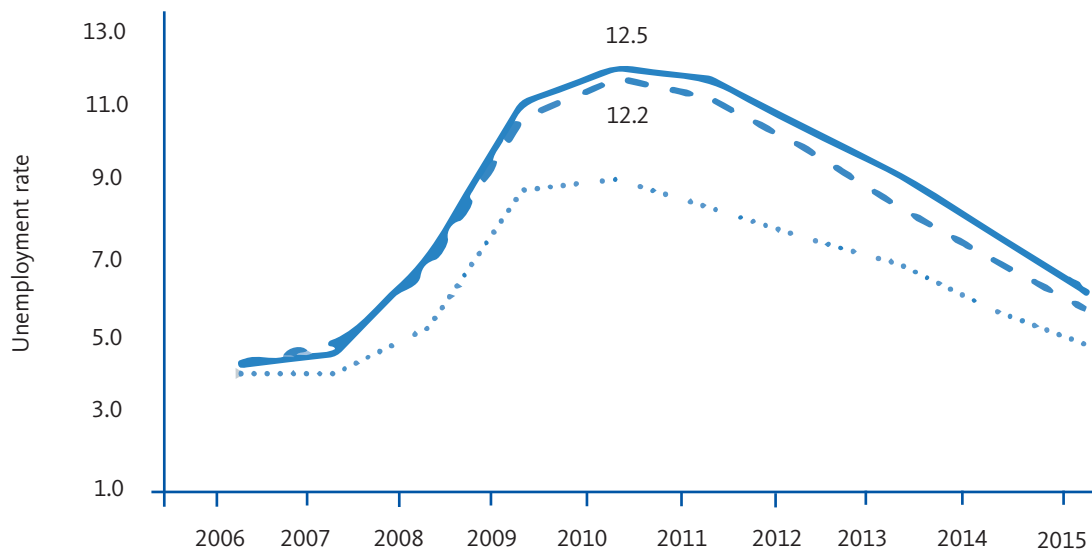
Source(s): California Employment Development Department and Bureau of Labor Statistics

Unemployment rates over the past five years have varied widely by service area city, both over time and between cities (Table 12). Manhattan Beach and Hermosa Beach saw the least fluctuation during the period, with a 2.5 percentage point decline in the unemployment rate. In contrast, economic recovery has dramatically benefited Compton and Inglewood, which experienced 7.9- and 6.9-point drops in unemployment, respectively, from 2011 rates that exceeded 15%. However, unemployment rates remain high in these cities (10.4% for Compton and 8.8% for Inglewood). Other cities with 2015 unemployment rates above the county average include Los Angeles (7.1%), Long Beach (7.4%), and Carson (8.6%).

Table 12: Five-Year Unemployment Trends by Service Area City

| City	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	5-Yr Change
Carson	15.4	13.8	12.4	10.6	8.6	-6.8
Compton	18.3	16.5	14.8	12.7	10.4	-7.9
El Segundo	6.9	6.2	5.5	4.6	3.7	-3.2
Gardena	12.2	10.9	9.7	8.2	6.7	-5.5
Hawthorne	11.0	9.8	8.7	7.4	6.0	-5.0
Hermosa Beach	5.3	4.7	4.2	3.5	2.8	-2.5
Inglewood	15.7	14.1	12.7	10.8	8.8	-6.9
Lawndale	11.7	10.4	9.3	7.9	6.4	-5.3
Lomita	8.8	7.9	7.0	5.9	4.8	-4.0
Long Beach	13.3	11.9	10.6	9.0	7.4	-5.9
Los Angeles	12.9	11.5	10.3	8.7	7.1	-5.8
Manhattan Beach	5.2	4.6	4.1	3.4	2.7	-2.5
Redondo Beach	7.7	6.8	6.1	5.1	4.1	-3.6
Torrance	8.6	7.7	6.8	5.8	4.7	-3.9

Source: State of California Employment Development Department

Largest Occupations

Laborers and Freight, Stock and Material Movers, Retail Salespersons and Cashiers make up the three largest occupations within ECC's service area (Figure 9). By 2024, the greatest job growth is expected to occur for Combined Food Preparation and Serving Workers (27%), Waiters and Waitresses (20%) and Retail Salespersons (15%), who receive median hourly earnings that range from about $10 to $11, or about minimum wage (Table 13).

Figure 9: Occupations and Salary
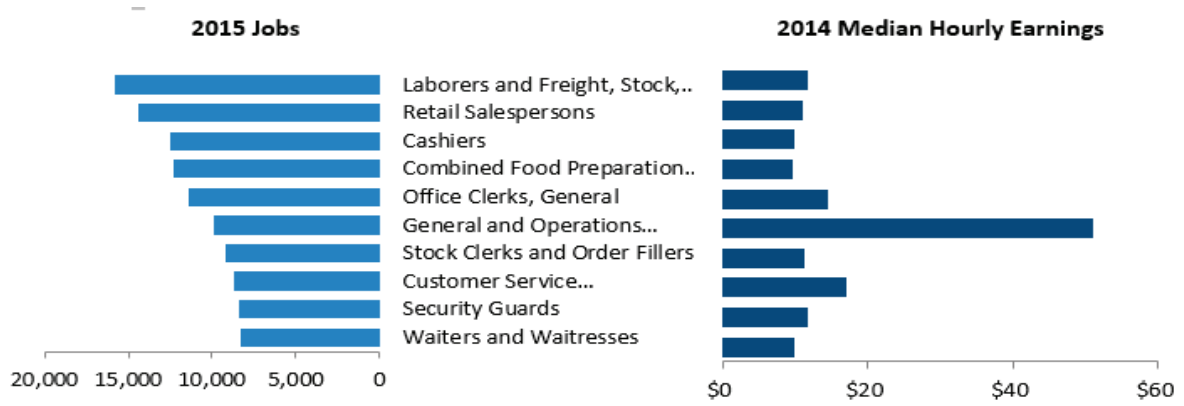
Source: EMSI, July 2016.

Table 13: Trend in Occupations

Occupation	2015 Jobs	2024 Jobs	Change in Jobs (2015-2024)	% Change	2014 Median Hourly Earnings
Laborers and Freight, Stock, and Material Movers, Hand	15,845	16,977	1,133	7%	$11.78
Retail Salespersons	14,416	16,571	2,155	15%	$11.03
Cashiers	12,518	13,733	1,214	10%	$9.87
Combined Food Preparation and Serving Workers, Including Fast Food	12,265	15,618	3,354	27%	$9.76
Office Clerks, General	11,425	12,372	947	8%	$14.53
General and Operations Managers	9,940	10,841	901	9%	$51.00
Stock Clerks and Order Fillers	9,166	10,113	947	10%	$11.38
Customer Service Representatives	8,709	9,715	1,006	12%	$16.98
Security Guards	8,361	9,333	971	12%	$11.66
Waiters and Waitresses	8,243	9,890	1,647	20%	$9.97

Source: EMSI, July 2016

Highest Paying Occupations

Chief executives make up the largest group of the highest paying occupations (Figure 10). The median earning for Other Physicians and Surgeons ($113 per hour), who make up the second largest group, is the highest compared to other occupations. The greatest job growth in highest paying occupations is projected to occur for Anesthesiologists (30%), Surgeons (24%) and Other Physicians and Surgeons (23%), who also earn the highest wage (Table 14).
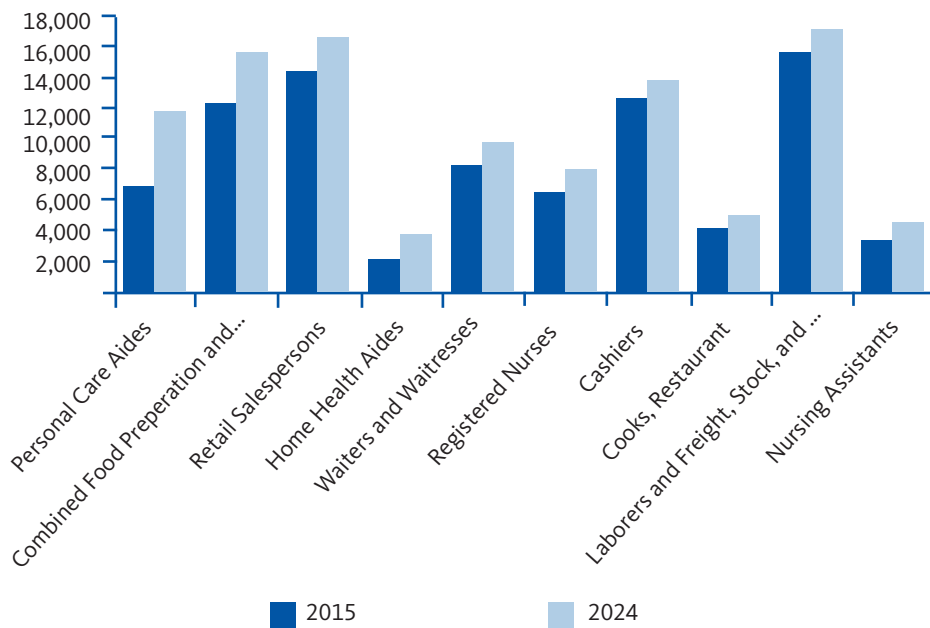

Occupation	2015 Jobs	2024 Jobs	Change in Jobs (2015-2024)	% Change	2014 Median Hourly Earnings
Physicians and Surgeons, All Other	698	859	161	23%	$113
Anesthesiologists	71	92	21	30%	$112
Surgeons	136	168	32	24%	$107
Family and General Practitioners	552	617	65	12%	$103
Chief Executives	1,073	1,087	14	1%	$97
Oral and Maxillofacial Surgeons	35	38	3	9%	$93
Obstetricians and Gynecologists	102	120	18	18%	$89
Orthodontists	31	36	5	16%	$88
Psychiatrists	170	191	21	12%	$87
Pediatricians, General	115	130	15	13%	$87

Source: EMSI, July 2016

Fastest Growing Occupations

Laborers and Freight, Stock and Material Movers, Retail Salespersons and Cashiers currently make up the largest group of the fastest growing occupations within the service area (Figure 11). The most rapid rate of growth in employment is expected to occur among Home Health Aides (81%), Personal Care Aides (73%) and Nursing Assistants (30%) from 2015 to 2024 (Table 15). Several factors that may attribute to this growth include an aging population combined with changes in healthcare legislations. Despite this growth, they will continue to make up a smaller group of the fastest growing occupations.

Figure 11: Trend in Fastest Growing Occupations

Source: EMSI, July 2016

Table 15: Trend in Fastest Growing Occupations

Occupation	2015 Jobs	2024 Jobs	Change in Jobs (2015-2024)	% Change	2014 Median Hourly Earnings
Personal Care Aides	6,831	11,828	4,997	73%	$10.54
Combined Food Preparation and Serving Workers, Including Fast Food	12,265	15,618	3,354	27%	$9.76
Retail Salespersons	14,416	16,571	2,155	15%	$11.03
Home Health Aides	2,093	3,779	1,687	81%	$11.45
Waiters and Waitresses	8,243	9,890	1,647	20%	$9.97
Registered Nurses	6,484	7,945	1,461	23%	$45.69
Cashiers	12,518	13,733	1,214	10%	$9.87
Cooks, Restaurant	3,952	5,090	1,138	29%	$11.29
Laborers and Freight, Stock, and Material Movers, Hand	15,845	16,977	1,133	7%	$11.78
Nursing Assistants	3,472	4,502	1,030	30%	$13.38

Source: EMSI, July 2016

Economic analysis is conducted and studied annually at El Camino College. Labor market Information (LMI) is provided routinely to all career & technical education (CTE) programs to support Program Review. While this section provided a general overview of economic and labor market forces to support master planning, a deeper analysis of the labor market forces that impact academic and program planning will be conducted during a second phase of the long-range planning process.

POLITICAL/LEGAL: The Policy & Legislative Landscape

Recent and emerging state and federal legislation and regulations may create both challenges and opportunities for community colleges. Recent legislative and policy mandates, programs, and guidelines are described below.

Source: Chancellor's Office Student Success and Support Program

Student Success Act

Passage of Senate Bill 1456, the Student Success Act of 2012 – Chapter 624, aims at improving educational outcomes for students and better preparing the workforce needed for California's changing economy. SB 1456 codified selected recommendations of the Student Success Task Force, which conducted a comprehensive study of the California Community Colleges. Funding is aimed at core services of orientation, assessment, counseling, and assistance with development of education plans. Since passage in 2012, the eight areas of focus have been consolidated down to four broad areas. The Student Success Act:

1. requires the California Community Colleges Board of Governors (BOG) to establish policies around mandatory assessment, orientation, and education planning for incoming students,

2. permits the Board of Governors to set a time or unit limit for students to declare a major or other specific educational goal,

3. authorizes the Board of Governors to establish minimum academic standards for financially needy students who receive enrollment fee waivers, and

4. establishes the Student Success and Support Program (SSSP).

Student Equity Program

California Community Colleges have been required for many years to adopt a student equity plan that promotes student success for all students, regardless of race, gender, age, disability, or economic circumstances" (5CCR§54220). Beginning in 2014-15 (SB 860), submission and enactment of the Student Equity Plan is now a condition for receiving SSSP funding as well as additional funding that directly supports efforts to address equity gaps. In addition, low-income students, current and former foster youth, and veterans are now among the groups evaluated for disproportionate impact. The Student Equity Plan contains data evaluating disproportionate impact by performance indicator, improvement goals, plans for achieving improvement, and related budget planning.

Source: Chancellor's Office Student Equity Planning

Basic Skills Initiative

The Basic Skills Initiative began in 2006 as a state-wide grant-funded initiative developed to increase the success, persistence, and completion rates for students enrolled in basic skills and English as a Second Language (ESL) courses. Community colleges are encouraged to use this funding to implement innovative programs and to increase the visibility of student support services in basic skills classrooms. The grant also provides professional development for administrators, faculty, and staff in the area of basic skills instruction and support for both non-credit and credit courses.

Source: Chancellor's Office Basic Skills Initiative

Adult Education Block Grant

The Adult Education Block Grant Program was created in 2015-16 to determine the educational needs of adults and to increase the quality of support services for these students in the state. California budgeted $500 million towards improving the quality of adult education programs and assuring these programs meet economic needs; and increasing the number of teachers and counselors to meet the demand for adult education in the state. These funds will also support aligning the assessments used for placement in the K-12 adult education programs and community college to better support student progress towards meeting their educational goals.

Source: Adult Education Block Grant

Strong Workforce Program

The Strong Workforce Program was created through 2016-17 State Budget trailer bill language to support the development of courses, programs, pathways, and awards that will meet California's career and technical workforce needs. Funds are split between colleges (60%) and regional consortia (40%) geared toward program development that responds to local needs. College funding allocations are based on labor market need, enrollment, and projected student outcomes. The substantial funding is scheduled to be ongoing.

Source: Chancellor's Office Strong Workforce Program

Dual Enrollment

AB 288, the College and Career Access Pathways Act, was legislated to create seamless pathways to the community college for high school students, especially students from underrepresented backgrounds in higher education. The purpose of these pathways is to increase access to college by offering more dual enrollment opportunities, which allow high school students to concurrently enroll in college courses. These pathways also provide increasing exposure to college coursework for high school students and seek to fill projected labor market needs.

Source: Chancellor's Office Dual Enrollment Toolkit

Institutional Effectiveness Partnership Initiative

The Institutional Effectiveness Partnership Initiative (IEPI) is a college-supporting program of the Chancellor's Office to advance effective practices and reduce accreditation sanctions. The IEPI is administered through three components: 1) a framework of indicators; 2) professional development; and 3) targeted technical assistance for colleges.

The framework of indicators, established by the CCC Board of Governors, pursuant to Education code section 84754.6, is a set of performance measures related to student achievement, accreditation status, fiscal viability, and compliance with state and federal guidelines. As a condition of receipt of SSSP funds, colleges must develop, adopt and publish one-year and six-year goals for each applicable measure in the framework, documenting efforts to make progress on these measures. Professional development and technical assistance are optional services made available to colleges annually.

Source: Chancellor's Office Institutional Effectiveness Division

These and other initiatives and policy implications are further detailed in the California Community Colleges Chancellor's Office Student Success Scorecard (2015 State of the System Report) http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2015-State-of-the-System-Report-ADA-Web.pdf (January 2016)

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Zip Codes/Cities Within 7.5-Mile Radius of ECC Included for Analysis

City	Zipcode
Carson	90745
	90746
Compton	90220
	90221
	90222
El Segundo	90245
Gardena	90247
	90248
	90249
Harbor City	90710
Hawthorne	90250
Hermosa Beach	90254
Inglewood	90301
	90302
	90303
	90305
Lawndale	90260
Lennox	90304
Lomita	90717
Long Beach	90810
Los Angeles	90002
	90003
	90043
	90044
	90045
	90047
	90056
	90059
	90061
Manhattan Beach	90266
Redondo Beach	90277
	90278
Torrance	90501
	90502
	90503
	90504
	90505

Gensler