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ABSTRACT
          This is a report on indicators of success in achieving
community college goals at El Centro College (Texas). The report provides
statistics from 1997-2000 and focuses on the progress of nine goals: (1)
institutionalizing service beyond expectation--according to student
satisfaction surveys, campus changes that have occurred between 1996 and 1999
have had very positive results; (2) implementing the agreed-upon
program/discipline mix for the college--many of the recommended actions from
1998 have been completed or are nearly completed; (3) building the transfer
component of the college through steps like teacher training and learning
communities--the report indicates that while the numbers of educational
personnel course sections are holding steady, enrollment is increasing; (4)
infusing cultural competency throughout the organization--between summer 1999
and spring 2000, a number of multicultural courses were offered; (5)
supporting technology acquisition and faculty/staff training--nearly 50
software courses were offered during fall 1999 and spring 2000; (6)
developing an ongoing process for institutional effectiveness; (7) developing
and enhancing workforce development initiatives; (8) implementing the
college's marketing plan; and (9) developing an ongoing process for
enrollment management. The last four goals are being implemented
successfully. Contains various tables and charts. (MKF)

Indicators of Success in Achieving the El Centro College Goals, 1997-2000
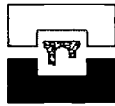
El Centro College

Indicators of Success in Achieving the El Centro College Goals, 1997-2000

Goal 1: Institutionalize service beyond expectation

Goal 2: Move forward in implementing the agreed-upon program/discipline mix for the college

Goal 3: Build the transfer component of the college through steps like teacher training, learning communities and the Academy

Goal 4: Infuse cultural competency throughout the organization

Goal 5: Support technology acquisition and faculty/staff training

Goal 6: Develop an ongoing process for institutional effectiveness

Goal 7: Develop and enhance Workforce Development Initiatives

Goal 8: Implement the college's marketing plan

Goal 9: Develop an ongoing process for enrollment management

Goal 1: Institutionalize service beyond expectation

Indicator 1.1: Analysis of Noel-Levitz Student Satisfaction Surveys

El Centro College believes in providing an excellent level of service to our students. Students are consumers of education, who have a choice about where to enroll. Quality service is important in the retention of students, who will vote with their feet when they feel they have not been properly accommodated and appreciated.

In order to assure that quality service is being provided at El Centro College, we periodically survey current students to gauge their level of satisfaction with all areas of the college. The Noel-Levitz Student Satisfaction Inventory was administered in the winter of 1996, and again in the spring of 1999. Using the same survey allows us to make comparisons, and to see if we are making progress in meeting the needs of our students.

A. Comparison of 1996 to 1999 Noel-Levitz Student Satisfaction Survey Results
Statistically Significant Differences between Cohorts

Very Highly Statistically Significant Differences (p<.001)

Items	1996 Average	1999 Average	Change	P Value
Importance Ratings				
i12: My academic advisor helps me set goals to work toward.	5.82	6.15	+0.33	0.0010
Satisfaction Ratings				
s51: There are convenient ways of paying my school bill.	4.99	5.60	+0.61	0.0000
s60: Billing policies are reasonable.	4.97	5.48	+0.51	0.0000

Highly Statistically Significant Differences (p<.01)

Items	1996 Average	1999 Average	Change	P Value
Importance Ratings				
i44: I generally know what's happening on campus.	5.45	5.74	+0.29	0.007
i49: Admissions counselors respond to prospective students' unique needs and requests.	5.90	6.14	+0.24	0.008
i69: There is a good variety of courses provided on this campus.	6.26	6.47	+0.21	0.003
How important were each of the following factors in your decision to enroll here?				
i91: Opportunity to play sports.	3.00	3.53	+0.53	0.003
i92: Recommendations from family and friends.	4.48	4.94	+0.46	0.003
I93: Geographic setting	5.37	5.78	+0.41	0.002
i94: Campus appearance	5.07	5.45	+0.38	0.002
Satisfaction Ratings				
s10: Child care facilities are available on campus.	3.96	3.49	-0.47	0.006
s21: There are a sufficient number of study areas on campus.	5.01	5.36	+0.35	0.005
s34: Computer labs are adequate and accessible.	5.11	5.41	+0.30	0.009
s68: On the whole, the campus is well-maintained.	5.36	5.66	+0.30	0.005
How satisfied are you that this campus demonstrates a commitment to the needs of:				
s85: Commuters?	5.29	5.61	+0.32	0.009
s86: Students with disabilities?	5.49	5.80	+0.31	0.006

Statistically Significant Differences (p<.05)

Items	1996 Average	1999 Average	Change	P Value
Importance Ratings				
i21:There are a sufficient number of study areas on campus.	5.97	6.20	+0.23	0.01
i34: Computer labs are adequate and accessible.	6.07	6.29	+0.22	0.01
i40: My academic advisor is knowledgeable about the transfer requirements of other schools.	6.08	6.29	+0.21	0.02
i51: There are convenient ways of paying my school bill.	6.10	6.28	+0.18	0.04
i54: Faculty are interested in my academic problems.	6.02	6.20	+0.18	0.04
i60: Billing policies are reasonable.	5.92	6.16	+0.24	0.01
i70: I am able to experience intellectual growth here.	6.33	6.48	+0.15	0.03
How important were each of the following factors in your decision to enroll here?				
i90: Size of institution	4.84	5.15	+0.31	0.03
Satisfaction Ratings				
s8: Classes are scheduled at times that are convenient for me.	5.11	5.37	+0.26	0.03
s34: Computer labs are adequate and accessible.	5.15	5.41	+0.26	0.04
s39: The amount of student parking space on campus is adequate.	3.20	2.81	-0.39	0.03
s42: The equipment in the lab facilities is kept up to date.	5.13	5.38	+0.25	0.04
s43: Class change (drop/add) policies are reasonable.	5.29	5.57	+0.28	0.01
s49: Admissions counselors respond to prospective students' unique needs and requests.	4.99	5.22	+0.23	0.04
s52: This school does whatever it can to help me reach my educational goals.	4.95	5.24	+0.29	0.02
How satisfied are you that this campus demonstrates a commitment to the needs of:				
s82: Evening students?	5.35	5.60	+0.25	0.04

T-tests revealed several differences in both importance ratings and satisfaction scores between the 1996 cohort and the 1999 cohort of students. All differences were positive, except for satisfaction with the following items: *"Childcare facilities are available on campus"*, and *"The amount of student parking on campus is adequate"*. These services are not offered at El Centro College. Satisfaction scores for *"Childcare facilities are available on campus"* fell from 3.96 (neutral) to 3.49 (somewhat dissatisfied). Satisfaction scores for *"The amount of student parking on campus is adequate"* fell from 3.20 (somewhat dissatisfied) to 2.81 (moving toward not very satisfied). The average importance rating for the childcare item is 4.85 (somewhat important), and the importance rating for the parking item is 6.11 (important).

El Centro College has tried to offset the lack of campus parking with a new "DART free to El Centro" campaign, where students can obtain free bus and train passes for taking certain course loads. This did not appear to decrease the dissatisfaction with the lack of parking on campus, but it may be partially responsible for the significant increase in satisfaction for the item: *"How satisfied are you that this campus demonstrates a commitment to the needs of commuters?"* (up a third of a point, from 5.29 to 5.61, p<.01).

While there is no way to assure that changes are *caused* by intervening actions in the real world, there are a number of actions that have taken place at El Centro College in the interim between the two survey administrations that may be related to some of the positive outcomes. For example, the two top increases in satisfaction both relate to the billing policies (p< .001). Both, the deferred payment due dates and the distributed payment plan were initiated after the 1996 survey administration. The drop policy also changed in the interim and satisfaction increased on this item, as well (p= .01). There are several items related to the physical plant that are improved, and satisfaction with several service excellence items is increased, as well. These are two areas that have received much attention in the past few years. Overall, the changes that have occurred appear to have had very positive results in student satisfaction.

B. Comparison of El Centro College 1999 Noel-Levitz Student Satisfaction Survey Results with 1999 National Averages

Statistically Significant Differences between ECC and National Norms

Scales: (Clusters of Items in a particular area of concern; in order of importance to our students within levels of significance)

Mean Satisfaction Rating	El Centro	Nation	Difference
1. Academic Services	5.40	5.13	0.27***
2. Safety and Security	4.39	4.76	-0.37***
3. Responsiveness to Diverse Populations	5.67	5.31	0.36***
4. Registration Effectiveness	5.42	5.26	0.16**
5. Instructional Effectiveness	5.4	5.28	0.12*

Individual Items (In order of importance to our students within levels of significance)

Mean Satisfaction Rating	El Centro	Nation	Difference
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.53	0.29***
70. I am able to experience intellectual growth here.	5.83	5.54	0.29***
14. Library resources and services are adequate.	5.67	5.19	0.48***
42. The equipment in the lab facilities is kept up to date.	5.38	5.09	0.29***
34. Computer labs are adequate and accessible.	5.41	5.11	0.30***
51. There are convenient ways of paying my school bill.	5.60	5.17	0.43***
48. Counseling staff care about students as individuals.	5.30	5.02	0.28***
43. Class change (drop/add) policies are reasonable.	5.57	5.26	0.31***
21. There are a sufficient number of study areas on campus.	5.36	5.05	0.31***
60. Billing policies are reasonable.	5.48	5.12	0.36***
24. Parking lots are well-lighted and secure.	3.59	4.84	-1.25***
39. The amount of student parking space on campus is adequate.	2.81	4.24	-1.43***
62. Bookstore staff are helpful.	4.95	5.28	-0.33***
11. Security staff respond quickly in emergencies.	4.97	4.64	0.33***
10. Child care facilities are available on campus.	3.49	4.22	-0.73***
81. Institution's commitment to part-time students?	5.79	5.42	0.37***
82. Institution's commitment to evening students?	5.6	5.32	0.28***
84. Institution's commitment to under-represented populations?	5.52	5.18	0.34***
85. Institution's commitment to commuters?	5.61	5.19	0.42***
86. Institution's commitment to students with disabilities?	5.80	5.30	0.50***
15. I am able to register for classes I need with few conflicts.	5.48	5.25	0.23**
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.51	5.30	0.21**
50. Tutoring services are readily available.	5.41	5.18	0.23**

9. Internships or practical experiences are provided in my degree/certificate program.	5.24	4.98	0.26**
49. Admissions counselors respond to prospective student's unique needs and requests.	5.22	4.98	0.24**
20. Financial aid counselors are helpful.	4.62	4.90	-0.28**
4. Security staff are helpful.	4.94	4.70	0.24**
83. Institution's commitment to older, returning learners?	5.70	5.44	0.26**
69. There is a good variety of courses provided on this campus.	5.56	5.38	0.18*
47. There are adequate services to help me decide upon a career.	5.20	5.03	0.17*
52. This school does whatever it can to help me reach my educational goals.	5.24	5.07	0.17*
3. The quality of instruction in the vocational/technical programs is excellent.	5.50	5.31	0.19*
28. It is an enjoyable experience to be a student on this campus.	5.46	5.31	0.15*
56. The business office is open during hours which are convenient for most students.	5.44	5.27	0.17*
55. Academic support services adequately meet the needs of the students.	5.21	5.02	0.19*
22. People on this campus respect and are supportive of each other.	5.19	5.02	0.17*

*** Difference significant at the .001 level of significance.
** Difference significant at the .01 level of significance.
* Difference significant at the .05 level of significance.

The negative difference in the safety and security cluster appears to be mainly in response to the lack of El Centro owned and secured parking spaces. Security staff are seen as more helpful, and as responding quickly in emergencies compared to the National norms. The only other items that received significantly lower scores than the National sample were "Childcare facilities are available on campus" (p< .001); "Bookstore staff are helpful" (p< .001); and "Financial aid counselors are helpful" (p< .01). Subsequent to the running of this survey, the Bookstore has undergone a change in management. Unofficial comments suggest that the service may have improved from previous levels.

Goal 2: Move forward in implementing the agreed-upon program/discipline mix for the college

Indicator 2.1: Follow through actions taken related to the P/DR recommendations

In January 1998, after careful consideration, the Program/Discipline review committee made a series of recommendations for each program and academic discipline in the college. The following major revisions were recommended:

Notation: ✓ indicates completion of the recommended action.

➕ indicates that significant progress has been made toward completion of the recommended action.

✗ indicates that no significant progress has been made toward completing the recommended action.

Program Closures and Revisions	Actions	Complete
Close Dance	Closed at the beginning of the 1997-98 academic year	✓
Close Physical Science	Closed at the beginning of the 1997-98 academic year	✓
Close Photography	Closed in the 1998-99 academic year	✓
Change Accounting from Technical to Academic Discipline	Still under consideration, due to large increase in student enrollment in 1997-98, and pending further discussion on programmatic issues and the needs of the community	✗
Close Office Technology Credit Program and offer courses through Continuing Education	Still under consideration, due to large increase in student enrollment in 1997-98	✗
Reexamine Physical Education Program/ Close Physical Education Program (Recommendation made in 1998-99)	Reexamined in 1998-99/ Scheduled to close after 1999-2000 academic year	➕

Programs with Faculty Wind Down Contracts	Number of Affected Faculty	Actions	Complete
Accounting	2 FT Faculty on Wind Down	Both are on last year of wind-down contracts.	➕ ➕
Biology	1 Instructional Assoc. be released, 1 FT Faculty on Wind Down	Effective August 1998 On last year of wind-down contract.	✓ ➕
Chemistry	1 retiring FT Faculty not to be replaced	Retired January 1998; Will not be replaced.	✓
Developmental Reading	1 FT Faculty on Wind Down	Faculty member accepted transfer position at a sister college, beginning in fall 1999.	✓
Developmental Writing	1 FT Faculty on Wind Down	Faculty member accepted transfer position at a sister college, beginning in fall 1999.	✓
Fashion Design	1 FT Faculty on Wind Down	On last year of wind-down contract. This faculty member has begun an elaborate program of retraining in the Internet Publishing Program.	➕
Invasive Cardiovascular Tech	1 retiring FT Faculty not to be replaced; FT Faculty (with Echocardiology experience)- Keep on 1 year contract	FT Faculty resigned, and was not replaced. FT Faculty overseeing both Invasive Cardiovascular and Echocardiology remains on a 1-year contract.	✓ ✓

Prepared by OIER in conjunction with Division Deans, at the request of the College Planning Indicators Committee
July-99

Programs with Faculty Wind Down Contracts, Continued	Number of Affected Faculty	Actions	Complete
Assoc. Degree Nursing	1 FT Faculty resigning not to be replaced;	Retired May 1999; Will not be replaced.	✓
	1 LFT faculty not to be rehired.	Contract completed May 1998; Will not be replaced.	✓
	4 FT Faculty Wind Down Contracts	On last year of wind-down contract. One of these faculty will complete Nurse Practitioner's school within the next year.	+
		One additional FT faculty position that was vacated will not be replaced.	+
		Note: Funding from the Dallas/Fort Worth Hospital Council is being sought to assist this program in retaining some of the affected faculty.	+
Office Technology	2 FT Faculty on Wind Down	Both are on last year of wind-down contracts.	+
		One FT Faculty member is now qualified to teach management training courses, and will teach in the Entrepreneur Program.	✓
Physical Education	1 FT Faculty on Wind Down	On last year of wind-down contract. External supplemental retirement income obtained.	+
		Decision one year later was to close the program in August 2000, and put the 2nd full-time faculty member on a wind-down contract. This faculty member is on the second year of a three-year wind down contract.	+
Radiology	1 FT Faculty on Wind-down;	On last year of wind-down contract. Faculty member is on leave for illness this year.	+
	1 junior faculty member to remain on 1 year contract.	Junior faculty member is continuing on one-year contract.	✓
Respiratory Care	1 FT Faculty move to Internet Publishing;	1 FT Faculty member was moved to Internet Publishing.	✓
	2 FT Faculty on Wind Down; Keep junior-most faculty on 1 year contract	1 FT Faculty member is pending transfer to Continuing Education as an Asst. Dean. Other FT Faculty member is on last year of wind-down contract.	+ +
		Junior-most faculty member remains on one-year contract.	✓
		Note: Dramatic efforts to secure outside funding and to increase the student enrollment in this program are taking place. The Dallas/Fort Worth Hospital Council is very interested in this program, and may be willing to assist in funding in some way. DCCCD is also contributing $30,000 in Summer 1999 for a targeted marketing campaign for this program.	✓
Vocational Nursing	1 retiring FT Faculty not to be replaced;	Retired May 1998; Will not be replaced.	✓
	1 Adjunct Faculty not to be rehired.	Completed contract May 1998; Will not be replaced or rehired.	✓

Other recommendations	Actions	Complete
Accounting: Discipline should investigate the inclusion of more computer applications in Accounting courses.	The computer application GLAS4WIN (General Ledger Applications Software) has been added to the curriculum.	✓

Other recommendations, Continued	Actions	Complete
Accounting: Errors in the catalog listings for all degrees and certificates should be brought to the district curriculum committee.	Accounting was WECMized last year, and most of the errors were corrected at that time, but a few curriculum changes are still pending.	+
Architecture: Needs current software to remain effective.	Version 14 of AutoCAD was obtained. Two plotters will be purchased in 1999-2000.	+
Arts, Music, Drama, Humanities: Take even greater advantage of connection to the Arts District in future planning.	These programs use downtown as a classroom. Dallas Museum of Art, Dallas Children's Theatre, Chamber ensembles from the Symphony, and the Opera Guild are all used as integral part of the curriculum in these areas.	✓
Arts: address decline in enrollment and contact hours.	Enrollment grew by 10.2% between 1996-97 and 1997-98 (from 167 students to 184). Contact hours rose 3.2% during the same time period, from 13,632 to 14,064	✓
Arts: In the future, program needs a full-time faculty member to reach its full potential.	In 1997-98, 100% of contact hours continued to be offered by either part-time faculty or full-time faculty on special contract.	✗
Arts: Continue to define place in transfer curriculum; investigate ways to become part of learning communities; seek out opportunities through Continuing Education	Extra sections of ARTS311 were created to serve the Internet Publishing Program. A team-taught course combining Art, Theatre, and Music was taught in Spring 1999 with an enrollment of 25 students. A new student group, Art League Educational Club (ALEC) was formed and has been very active. Some of their activities include painting two murals for the Reunion Tower renovations, and working with the Farmer's Market to design special logos.	+
Assoc. Degree Nursing: Eliminate summer instruction beginning in summer 1998.	Nursing courses continued to be offered in summer 1998, but were not offered in summer 1999.	✓
Biology: Possible use of technology in the classroom, specifically the use of the smart-cart or similar computer simulation devices.	Received a $20,000 ADAM grant and installed ADAM software in the Biology/Health Occ Computer Lab. Several faculty members received individualized instruction on computers from Janet Ward in the 6th floor computer lab in December and February. Twenty-three honors students did work with computers for honors credit.	✓
Business: Enrollment a concern.	Enrollment and contact hours up slightly (each +0.9%) between 1996-97 and 1997-98.	+
Business: Increase contact with neighboring businesses.	A concerted effort was made to develop industry relationships with the Business Discipline. Notable new partnerships include the Federal Reserve Bank and Greyhound. Business is currently working with Credit Unions to develop a program in Business and Finance.	✓
Chemistry: Establish ECC as a Small Scale Chemistry Program	12 workshops have been held. Ross Morano has taught the PETE workshops on small-scale chemistry in Colorado for the past three summers to assist with this effort.	✓
Chemistry: Possible acquisition of grants for environmental cleanup.	Seven grants have been applied for. Funding has not yet been granted.	+
CICS: Reconsider whether the cost of the 4th floor lab should continue to be borne by the CICS department.	This is an unresolved issue.	✗
Criminal Justice: Aggressive recruitment needed to stop the three plus year decline of enrollment and contact hours, which will be made worse in 1998-99 by increased competition from sister colleges.	Decline in enrollment continued for fifth straight year, with a 7.7% decline in enrollment and a 4.2% decline in contact hours from 1996-97 to 1997-98. Program is exploring the possibility of increased offerings at the Sheriff's facility.	✗
Criminal Justice: Consider offering courses through Distance Learning.	No courses listed as Distance Education as of Fall 1999, however, they are currently working on getting "Crime in America" on-line. This is a required course.	+
Drama: A full-time faculty member should be hired in drama as soon as it is financially possible.	In 1997-98, 100% of contact hours continued to be offered by either part-time faculty or full-time faculty on special contract.	✗

Other recommendations, Continued	Actions	Complete
Drama: Adding personnel to this discipline would also allow for participation in learning communities.	A team-taught course (HUMA1301) combining Art, Theatre, and Music was taught in Spring 1999 with an enrollment of 25 students	✓
Drama: Department should take every opportunity to include representation from diverse playwrights in classes, scene work, and plays.	This is done as money and opportunities arise. Dallas Children's Theatre gives ECC a reach into this area.	✓
Developmental Math/Math: Run Math 1470 classes at a class capacity of 35. College must assure that the department has classrooms that accommodate 35 students.	Have increased the class capacity to 35 in Math 1470 when classrooms are available.	✓
Developmental Math/Math: Consider offering classes in alternative schedules and locations.	This is not feasible at this time.	✗
Developmental Reading: Emphasis on the use of computer instruction should continue and use of the Learning Center should be enhanced when possible to increase student hours.	Use of computer instruction is continuing and increasing somewhat, with computers in the Learning Center now being used with the third Reading level. Incompatibilities between platforms in the Learning Center and the third floor computer lab have slowed the progress in this area quite a bit.	+
Developmental Reading: Committee encourages the continuation of flex entry scheduling already begun in the division.	This is continuing, although the flex class is always small.	✓
Developmental Reading: One reading course is already taught in a Learning Community, and this connection should continue where appropriate.	A learning community consisting of Developmental Reading, Developmental Writing, and an HDEV course continues to be taught each semester. Due to issues with the TASP writing sample, enrollment is low.	✓
Developmental Reading: Computer equipment should be purchased so that no class runs below capacity because of lack of equipment and software.	No additional computers have been purchased. Trying to obtain two MAC computers that have been surplused, but space is also an issue.	+
Developmental Writing: Committee urges a continued emphasis on a multicultural approach to the instruction.	Multicultural content continues to be utilized.	✓
Developmental Writing: Recommend class capacities of 25 rather than the current 20 students.	There was discussion of a review of class capacities college-wide. This recommendation was put on hold pending that discussion. Classroom size is also an issue.	✗
Economics: Analyze the drop in completion rates and attempt to find strategies to retain more students.	Completion rates and successful completions both rose from AY 1996-97 to AY 1997-98. Completion rates rose from 68.3% to 72.6%, and Successful completions (ABC grades) rose from 52.5% to 63.0% during that time. Improvements are attributed primarily to the instatement of a new instructor.	✓
English: Encourage continued representation of writers from diverse cultures in assigned reading.	Diverse cultures continue to be represented in assigned readings.	✓
English: Analyze the drop in completion rates and attempt to find strategies to retain more students.	Completion rates and successful completions both rose slightly from AY 1996-97 to AY 1997-98. Completion rates rose from 70.3% to 70.7%, and Successful completions (ABC grades) rose from 51.2% to 52.9% during that time.	+
English: College must assure that the department has classrooms that accommodate 33 students (class capacity).	Classroom size has not been an issue, because class capacity has not been reached. However, classroom assignment issues still persist.	✗
ESOL: There is strong support for increased non-credit evening and weekend classes at El Centro and at off-campus locations.	Enrollment in non-credit ESOL courses rose from 4,521 to 5,611 between 1997-98 and 1998-99. This is a 24% increase in enrollments. Number of evening sections offered increased from 143 to 147 during this time, and Saturday sections increased from 83 to 104. Sunday classes will be offered beginning in Spring 2000.	✓

| Other recommendations, Continued	Actions	Complete
ESOL: Need a number of enhancements to classroom instruction: computer software and an oral/aural lab that could be shared by students in Spanish.	Ellis software has been purchased and installed in the Workforce area for non-credit ESOL students in summer 1999. For credit students, there has been a slight increase in the use of the Learning Center, but the real issue is addressed in the Title III grant that has been submitted. ECC will find out if the grant will be funded in July 1999. It is also expected that more lab space will be available if and when the new Student Center is built.	+ +
Fashion Design: Committee urges the department to look into starting a certificate program with fewer hours so that there are more completers.	Advisory Board does not sanction this option at this time.	✗
Fashion Design: Urges the department to look into charging allowable class fees to cover some material costs.	Special materials fees have been charged since 1998-99. Fees have not yet been credited to the Cost Center to cover costs.	✓ ✗
Fashion Design: Finding more space for the program to expand should be a college priority.	When Photography closed in summer 1998, Facilities remodeled the Photography Lab to become a Sewing Lab.	✓
FHSV: Capital equipment needs should be addressed.	Perkins funds were allocated to purchase a new walk-in freezer, which should be ordered by the end of the fiscal year.	+
FHSV: Addition of a full-time faculty member as the budget allows.	This has not occurred.	✗
Geology: Discipline faculty needs to analyze enrollment declines and devise strategies for adding more students to the roles.	Enrollments and contact hours both continued to decline. Enrollment and contact hours both dropped 18.5% from the 1996-97 to 1997-98 academic years. The Full-time faculty member went full-time to RLC in fall 1998. With only adjunct faculty in this program, there is no driver for an enrollment increase.	✗
Government: Urge a thorough look at the discipline with an eye to improving enrollments.	Enrollment and contact hour declines slowed significantly from a 17.7% drop in each measure between 1995-96 and 1996-97, to a 1.4% drop in each measure between 1996-97 and 1997-98. This turn-around was achieved primarily due to increased offerings at night, on Saturdays, and in the summer.	+
Government/History/Sociology: Learning Communities seem a natural connection for Government courses. History courses will be included in learning communities beginning spring semester 1998. Potential for Learning Communities in Sociology.	GOVT2301 offered as learning community with HIST1302 starting in spring 1998. HIST 1301 offered as learning community with SOCI1301 starting in spring 1998	✓
History: Enrollment declines require the attention of the discipline faculty.	In 1997-98, History enrollment and contact hours increased for the first time in five years at the rate of 3.6% for each measure.	✓
Humanities: Work needs to be done on articulation since UTA and UNT will not accept courses with a Humanities prefix.	With the new Core Curriculum starting in the fall of 1999, this course will transfer as part of the Humanities/Art option. Students not completing the entire Core are advised to take Art, Music, Drama, etc., which will transfer.	✓
Interior Design: Committee recommends the formation of an alumni association.	Advisory Board had a task force for this, but was unable to muster support.	✗
Interior Design: Faculty should examine the schedule to see if some adjustments that might bring in more students are possible.	Due to target marketing, this program had to turn away three sections of students in 1998-99. In 1999-2000, if necessary, new sections will be opened to accommodate the overflow.	✓
Interior Design: The program might consider adding a course in Virtual Reality from the Internet Training, Publishing, and Commerce Technology Program.	Virtual Reality will be incorporated into existing courses at this time as modules.	+

Other recommendations	Actions	Complete
Legal Assisting: College needs to continue to develop its home-host arrangements with sister colleges.	Courses continue to be offered at RLC, BHC, and NLC	✓
Legal Assisting: To support Legal Assisting courses, continued enhancements to the law library will be needed.	Perkins funds continue to be used to staff the law library. Updates in the software system (e.g. WESLAW, etc.) necessitated a budget increase in 1998-99.	✓
Management: Prerequisite courses for second-level management courses need to be added.	No new courses have been added at this time.	✗
Management: Division faculty should investigate the inclusion of more computer applications in Management courses.	Currently they are investigating a change of textbook that includes software applications. They plan to incorporate this new textbook software package in the 2000-2001 academic year.	+
Management: The success of Management classes at off-campus downtown sites suggests that more students could be recruited for on-campus, stand-alone courses and in the Business Administration degree.	Enrollment rose 16.5%, from 423 to 493 students between 1996-97 and 1997-98. Contact hours rose 8.7% during this time, from 49,872 to 54,192. The fact that contact hours rose at a lower rate than the enrollment indicates that students may be enrolling in more stand-alone courses. However, this is mostly due to off-campus courses at this time.	✓
Medical Transcription: Plan to adopt the allied health core curriculum in 1999.	Reevaluation of the programs determined that Medical Transcription and Medical Assisting would not benefit from adopting the Allied Health Core Curriculum. Instead, these two programs will offer 3-4 courses together, forming their own mini-core. These combined courses will begin to be offered in fall 1999.	+
Medical Transcription: Preparing for a growth market. Potential sources of students are both dual credit high school students and nursing professionals looking for a second career.	Articulation is occurring with Townview H.S. Noncredit offerings for the VA Hospital are being explored. No advertising to nurses is happening at this time.	+
Medical Transcription/Medical Laboratory Tech/ Sonography/Surgical Technology/Invasive Cardiovascular Technology/Radiology/Respiratory Care/Vocational Nursing: Committee members urge the creation of a special adjunct instructor grid for clinical instructors teaching up to 16 hours in a health occupations program.	Grid implemented in summer 1998.	✓
Medical Lab Technology: Program should be maintained with one full-time faculty member and a maximum of 20 students admitted each year. The move to an allied health core curriculum will cut the number of MDLT courses.	Implemented the Allied Health Core in fall 1998. Continuing to operate the program with only one FT Faculty member.	✓
Music: Increase offerings through Continuing Education.	Added more private instruction sections. New in summer 1999: $1.00 summer music lessons	✓
Philosophy: Potential for philosophy courses and themes to be part of learning communities including coordinated studies.	No courses listed in Class Schedules through Fall 1999. Philosophy instructor is no longer teaching in the Division, but has developed the District Distance Learning section of this course.	✗
Psychology: Faculty should examine completion rates in these classes.	Completion rates and successful completions both rose somewhat from AY 1996-97 to AY 1997-98. Completion rates rose from 77.4% to 78.8%, and Successful completions (ABC grades) rose from 57.8% to 64.3% during that time.	✓
Psychology: Enrollment decline is troublesome. Committee urges a closer look at environmental scanning (links to industry), service and life-long learning opportunities.	In 1997-98, Psychology enrollment and contact hours increased for the first time in five years at the rate of 13.4% for each measure. A new rubric for Applied Psychology (2302) will be offered in fall 1999, which is a college transfer course. This may increase enrollments even further.	✓

Other recommendations	Actions	Complete
Physics: Committee endorses a plan to hire a Chemistry instructor with 18 hours in Physics when funds are available.	This has not yet occurred. Physics is still taught by adjunct faculty.	✗
Radiology: Program has growth potential for Continuing Education, such as for Limited Radiographer.	Exploring a mammography program, because the short program currently in place will need to change with the new guidelines. Should be ready to offer a program in Limited Radiographer by spring 2000	✚
Respiratory Care: Consider flex contract Jan-Sept for cost effective summer instruction and neonatal/pediatric content.	1 FT Faculty started on the new flex contract in January 1999. Will use the off-season in fall 1999 to cross-train in neonatal/pediatric specialization.	✓
Sociology: Discipline needs to undertake an analysis of serious enrollment declines in an effort to reverse falling enrollments.	Enrollment and contact hours continued to drop through AY 1997-98 at the rate of 26.8%. In 1998-99, however, four new courses in Mediation were offered with an average of 30 students per class. In fall 1999, three sections of Mediation will be offered instead of two, and a practicum will be added. Sociology is also examining the possibility of adding a Substance Abuse Program in the future.	✓
Sonography: Committee recommends that examination fees be charged to recoup some of the costs for this program.	May not be practical. No plans to implement this recommendation in the near future.	✗
Sonography: Partnerships should be cultivated which might ameliorate some of the extraordinarily high equipment costs.	Received a grant from TENET for $7500 in 1998-99. Bought refurbished equipment (to be shared with Echocardiology) for $50,000. (New equipment runs over $200,000).	✓
Sonography: Seek out the possibility of more clinical sites being added to allow for an increase in enrollments.	Added two new sites in 1999 (Baylor and Cook). Looking at adding some Continuing Education course sections for international students.	✓
Spanish: Need a language laboratory that can be shared with ESL students.	A Title III grant has been submitted which includes this issue. ECC will know if the grant is funded July 1999.	✚
Spanish: Need to expand offerings in both credit and non-credit formats	Enrollment in credit courses increased by 7.9% between AY 1996-97 and AY 1997-98. Contact hours rose 6.1% during that time. However, figures are not stabilized at this time. Continued attention is warranted.	✚
	Non-credit courses are now being offered in Command Spanish (beginning in summer 1999). We are the area providers for this program.	✓
Spanish: Possibility of including courses in learning communities.	Not attempted at this time.	✗
Spanish: As the college's only foreign language, the discipline requires more attention and emphasis than if has received in the past.	This has not occurred.	✗
Speech: Discipline will begin to address its enrollment declines in near future.	Enrollment increased by 8.1% between AY 1996-97 and AY 1997-98. Contact hours rose 9.0% during that time	✓
Speech: Faculty needs current computer technology to remain effective.	A new faculty computer has addressed the need for current computer technology.	✓
Surgical Technology: Program needs to continue to seek out new opportunities for CE Unit workshops.	Reworked the review course for 1999. Exploring contract training at Trinity Medical Center	✚
Surgical Technology: When there is budget for such a curriculum, a perioperative advanced certificate should be offered.	Tech Prep in Perioperative Nursing certificate is ready to offer, but has not been offered due to budgetary constraints.	✗
Vocational Nursing: Reduce number of entering students from 40 to 30 in a one time per year admission for the revamped 12 month certificate program.	Implemented in fall 1998.	✓

Goal 3: Build the transfer component of the college through steps like teacher training, learning communities and the Academy

Indicator 3.1: Trends of the number and percent of contact hours generated by general academic courses

Year	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Number of Academic Contact Hours	1,057,944	920,608	865,768	794,216	786,272	760,160
Total College Contact Hours	2,408,222	2,182,535	2,049,311	1,926,288	1,905,200	1,837,206
Percent Academic	43.93%	42.18%	42.25%	41.23%	41.27%	41.38%

Academic Contact Hours Trend
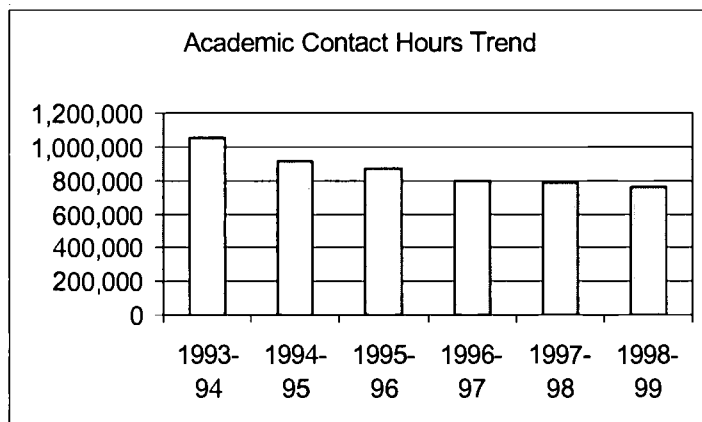
The trend shows a consistent decline in the number of academic contact hours over the past five years. The percent of contact hours in academic disciplines has begun a very slight upswing in the past two years, rising 0.15% from its lowest level in 1996-97, indicating that the rate of decline in technical programs is slightly steeper than in the academic disciplines.

Indicator 3.2: Number of courses and enrollment in teacher training courses and in academic learning communities

Year	1997-98		1998-99		1999-2000*	
	Number of Course Sections**	Enrollment	Number of Course Sections**	Enrollment	Number of Course Sections**	Enrollment (Fall 99)*
Teacher Training Courses	6	65	8	72	7	120
Learning Communities	4	109	3	79	0	0

* Fall enrollment only; Spring enrollment and Summer 2000 course sections and enrollment are not yet available.
** Two or more course sections making up a single learning community are counted as one learning community section, even though they count for 6-9 semester credit hours. Enrollment is duplicated.

While the numbers of educational personnel course sections are holding steady, enrollment in these courses is increasing. There were as many students enrolled in Fall 1999 as there were in a whole year for each of the previous two years. Learning Communities were offered in History and Developmental Studies in Academic Years 1997 and 1998. No sections were offered in Fall 1999 or Spring 2000.

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Indicator 3.3: Developmental student success in college level academic courses

The following tables track students from the highest level developmental course into the first college level course in English and Math for the past two years. The combined scores are reported to avoid inconsistencies due to a specific course section or semester. Students who successfully completed the highest level developmental courses did better, on average, in the first college level courses than did students who did not test into or complete any developmental courses.

Effectiveness of the Developmental Writing Course (DWRI091)
1997-99 Two Year Averages

Table 1: Performance of Students who successfully completed Developmental Writing (DWRI091) Course in either Fall 97 or Fall 98, in subsequent English 101 (Spring 98 or Spring 99)							
Cohort and Retention Data				Completion of ENG101 (all grades except W)		Successful Completion of ENG101 (A,B,C)	
Fall Status	N Passing DWRIT 091	N in subseq ENG 101	% in subseq ENG 101	Number	Percent	Number	Percent
Successfully Completed DWRI 091	79	42	53.2%	29	69.0%	24	57.1%
Did Not Take DWRI 091	N/A	531	100.0%	355	66.9%	252	47.5%

Effectiveness of the Developmental Math Course (DMAT 093)
1997-99 Two Year Averages

Table 2: Performance of Students who successfully completed Developmental Math (DMAT 093) in Fall 97 or Fall 98, in subsequent Math 101-112 (Spring 98 or Spring 99)							
Cohort and Retention Data				Completion of Math101-112 (all grades but W)		Successful Completion of Math101-112 (A,B,C)	
Fall Status	N Passing DMAT 093	N in subseq Math Course	% in subseq Math Course	Number	Percent	Number	Percent
Successfully Completed DMAT 093	187	98	52.4%	63	64.3%	46	46.9%
Did Not Take DMAT 093	N/A	241	100.0%	131	54.4%	85	35.3%

Comparison of ECC Students to Other District Campuses

The District Office of Research has reported differences in levels of needed remediation and success between the campuses. For both, ECC and throughout the District, developmental courses increase the chance of success in college level courses. The District figures included all levels of developmental courses, and not just the highest level developmental course, as was done in the El Centro College study detailed above.

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Table 3: Percent of successfully remediated students in fall, who successfully completed subsequent college-level courses in following spring (Grades of A, B, or C) vs. non-developmental students

	Developmental Math/ College Algebra	Reading/ College English	Writing/ College English
District-Average Remediated Students	52%	63%	61%
District-Average Non-Remediated Students	42%	55%	55%
El Centro College Remediated Students	61%	60%	60%
El Centro College Non-Remediated Students	37%	47%	47%

When ALL fall Developmental courses were used as predictors of spring college level course success, El Centro College students did about as well as the average District student on subsequent college-level English, and better than the average District student on college-level Math. El Centro College students who were not remediated were somewhat less likely to be successful in college-level courses than were the average District non-remediated students.

In the District study, El Centro College students were shown to require more remediation, on average, than students at any of the other DCCCD colleges. For example, the percentage of students at ECC who require the lowest level developmental courses is higher than at any of the other colleges.

Table 4. Percent of Fall 1998 Students in the Lowest Level (090) Developmental Classes

|	BHC	CVC	EFC	ECC	MVC	NLC	RLC
MATH	27%	39%	33%	46%	23%	30%	29%
READING	16%	43%	39%	48%	49%	40%	38%
WRITING	11%	19%	24%	38%	29%	20%	18%

Although a significant number of students arrive at DCCCD colleges with less than college-level skills, many obtain those skills and subsequently graduate or transfer to a 4-year university. Over half (56%) of DCCCD graduates and certificate completers are former developmental students as well as more than 25% of those who transfer to a university. The Texas Higher Education Coordinating Board (THECB) has constructed performance standards for developmental student graduation and transfer rates. While ECC currently has the lowest percent of developmental students in DCCCD colleges who transfer or graduate, all of the colleges meet or exceed the minimum performance criteria.

Percent of Developmental Students Who Graduate/Transfer
(According to THECB Performance Standards)
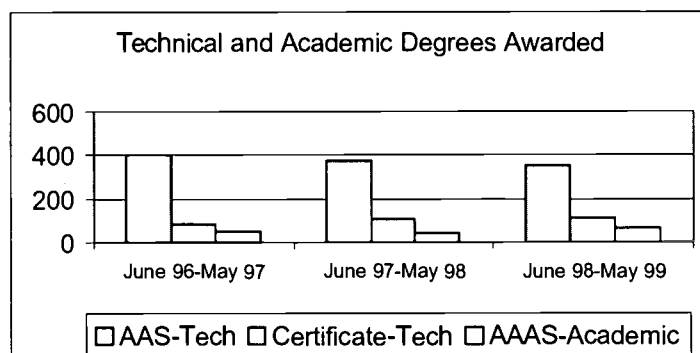
Full-Time Cohort
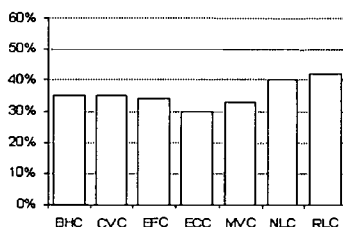
Part-Time Cohort
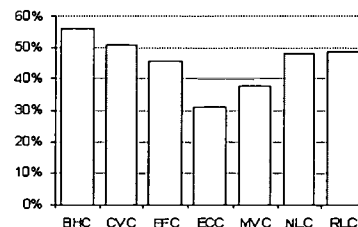
Note: THECB Standards= 30% for full-time Students, and 15% for part-time students.

Indicator 3.4: Number of Academic Degrees Awarded

Graduation Award (Graduation Summary)	Associate of Applied Science (Technical)		Certificate (Technical)		Associate of Arts & Sciences (Academic)	
Date of Degree	Number	Percent	Number	Percent	Number	Percent
June 96-May 97	404	75.7%	83	15.5%	47	8.8%
June 97-May 98	376	72.0%	105	20.1%	41	7.9%
June 98-May 99	352	66.4%	115	21.7%	63	11.9%

Technical and Academic Degrees Awarded

☐ AAS-Tech ☐ Certificate-Tech ☐ AAAS-Academic

There was an increase in both the absolute number of academic degrees and the percent of the total degrees that were academic in Academic Year 1998-99. The number of Technical Certificates has also been increasing, while the number of Technical Associates degrees has been decreasing for the past few years.

Indicator 3.5: Number of Students Who Transfer

In September, 1999, the Texas Higher Education Coordinating Board published a study on the Web that tracked a First-Time in College Freshmen cohort who entered Community Colleges in Fall, 1994 through the end of the Spring, 1998. The table below shows the total number of entering freshmen for each of the Dallas County Community College campuses, as well as the State-wide averages.

Table 1: First time in college freshmen, summer/fall 1994 cohort through spring 1998.
Note: Percentages are based on first-time full-time freshmen who have attended the college at least two semesters

DCCCD College	# First time in college	# 15hrs 2 semesters (Cohort)	# still enrolled in CC in 1998	% enrolled in CC in 1998	Cohort minus # enrolled	Transferred to Sr. Institution	Transfer Rate	Transferred or still enrolled %
Brookhaven	1,218	774	274	35.4%	500	130	26.0%	52.2%
Cedar Valley	648	327	93	28.4%	234	40	17.1%	40.7%
Eastfield	1,628	968	317	32.7%	651	176	27.0%	50.9%
El Centro	**735**	**376**	**125**	**33.2%**	**251**	**26**	**10.4%**	**40.2%**
Mountain View	1,389	805	257	31.9%	548	138	25.2%	49.1%
North Lake	889	501	163	32.5%	338	81	24.0%	48.7%
Richland	2,048	1,392	474	34.1%	918	289	31.5%	54.8%
Statewide Totals	**86,131**	**58,177**	**17,977**	**30.9%**	**40,200**	**10,480**	**26.1%**	**48.9%**

After four years of study, about a third of El Centro College students, who started out as full-time students, are still enrolled in our college. Throughout the District, and across the State of Texas, this percentage is pretty consistent. El Centro College has the lowest transfer rate in the District, and is

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considerably lower than the statewide average. It is tempting to blame this result on the fact that we have so many technical programs, except for the fact that our technical students are actually transferring to senior institutions at a higher rate than are the academic students (14.4% technical; 9.0% academic). The information that is missing from the Coordinating Board study, however, is the number and percentage of students who **graduated** from each institution. Without this element, we cannot determine the percentage of our students who are **successful completers**. Also, the THECB data does not include students who transferred to private institutions. The database contains only information on State funded institutions of higher education.

In December 1998, the District Office of Research did a study to look at how many of our students are transferring to *private* institutions. They mailed letters to 32 private Texas institutions, requesting social security numbers of DCCCD students who transferred to those institutions in Fall 1997. Ten institutions responded eight of who provided the requested data. The following table shows the number of students from each of the DCCCD colleges who transferred into those institutions, and the percent of total DCCCD students who came from each of the colleges.

Table 2. Transfer Students from DCCCD Colleges into Texas Private Four-Year Institutions

	SMU		Dallas Baptist		Baylor		Our Lady of the Lake		Paul Quinn		Percent of Total*
Fall 1997	N	%	N	%	N	%	N	%	N	%	%
BHC	30	24%	10	20%	7	19%	9	43%	--	0%	22%
CVC	5	4%	3	6%	2	6%	--	0%	4	40%	6%
EFC	15	12%	11	22%	7	19%	2	9.5%	4	40%	16%
ECC	9	7%	3	6%	1	3%	1	5%	1	10%	6%
MVC	10	8%	19	37%	2	6%	3	14%	1	10%	16%
NLC	9	7%	4	8%	6	17%	2	9.5%	--	0%	9%
RLC	48	38%	1	2%	11	31%	4	19%	--	0%	25%
University Total	126	100%	51	100%	36	100%	21	100%	10	100%	257 / 100%

As can be seen in the above table, very few of our students transferred to these institutions in Fall 1997. The largest number of ECC transfer students went to SMU. Overall, ECC tied with CVC for the least number of transfers to private Texas institutions. Only 6% of the DCCCD transfers to these institutions came from each of these two colleges. Not surprisingly, the largest percentage of transferring students came from RLC (25%) and BHC (22%).

Indicator 3.6: Success of students after transfer

Available data suggests that El Centro College students are academically successful after transfer to 4-year universities. The table below compares ECC student performance after transfer to DCCCD averages, other community college transfers, all transfers, and native university students (those who have never transferred). Grade Point Averages for ECC students tend to be comparable to the other student groups. All of the data listed were reported by the transfer institutions listed. Therefore, data definitions, data elements, and time periods may differ.

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Student Grade Point Averages (GPA) at 4-Year Universities

Transfer Institution	Year	El Centro College	DCCCD	All 2 Year Colleges	All Transfers	Native Students	All Students
University of North Texas	98-99	2.82	N/A	2.79	2.80	2.76	2.78
University of North Texas	97-98	2.74	2.76	2.78	2.79	2.76	2.78
University of North Texas	96-97	2.70	N/A	2.78	2.78	2.74	2.77
Texas A&M-Commerce	97-98	2.42	N/A	N/A	2.89	N/A	N/A
Texas A&M-Commerce	96-97	3.04	2.98	N/A	2.90	N/A	N/A
Southwest Texas State University	98-99	2.73	N/A	2.44	N/A	N/A	N/A
Southwest Texas State University	97-98	2.44	N/A	2.46	N/A	N/A	N/A
University of Texas at Tyler	98-99	2.80	N/A	N/A	2.91	N/A	2.91

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Goal 4: Infuse cultural competency throughout the organization

El Centro College has recently completed a thorough review of its Mission and Purpose, and has affirmed a set of "Core Values" which guide us in all we do. One of these core values is "Diversity":

We value DIVERSITY
Therefore we:
☞ Welcome diverse perspectives and viewpoints both in and out of the classroom.
☞ Incorporate appreciation and respect of all people into all aspects of the College.
☞ Encourage an inclusive, collegial environment.

Since this is a core value for El Centro College, it is infused throughout our organization. The following indicators are a few of the ways that we can measure our continued success in achieving this goal.

Indicator 4.1: List of programs to enhance cultural competency offered by SPAR, the International Office, and student organizations

SPAR Programs:

- African American History Month (7 events)
- Women's Emphasis (2 events)
- International Week (3 events)
- Hispanic Heritage Month (2 events)
- Los Posados

OLAS (Organization of Latin American Students)

- Conversation with Mrs. Adelfa Callejo, a well known and highly respected civil rights attorney, Nov. 17, 1999

International Office

- A Long Way from Home: Learn how international students are managing the shock of transition, November 17, 1999

- Field trips to local attractions. (Numerous field trips to area attractions for international students as well as other interested students, staff, and faculty).

Adult Resource Center

- Women's History Month Presentation: Favorite women achievers and leaders, March 29, 2000

Indicator 4.2: List of courses related to cultural competence
Between summer 1999 and spring 2000, the following credit courses were offered as part of the academic curriculum at El Centro College:

- Cultural Anthropology
- Educational Personnel: Multicultural
- Bilingual Education
- Techniques for Teaching English to Non-native Speakers
- Children with Special Needs
- Heritage Studies Program; African-American Literature
- African-American History
- Hispanic American Literature

- Heritage Mexico
- Introduction to Mediation
- Family and Divorce Mediation ("all set in our culturally diverse environment")
- Marriage and Family Advanced Mediation ("all set in our culturally diverse environment")
- Negotiation Skills
- Intermediate and Advanced Humanities

Also, the following Distance Education opportunities were available to our students:

- Cultural Anthropology
- Family and the Community
- Civil Rights

The following Continuing Education courses were offered in 1999-2000 in Spanish:

- Introducción a Computadoras en Español
- Mecanografia
- Introducción a Windows en Español
- Introducción a Internet en Español
- Word en Español
- Excel en Español
- Protección de Comida Cerificado de Manager
- Tu Empreza
- GED en Español
- Inglés Esencial

The following Command Spanish Courses were also offered:

- Survival Spanish for School Administrators
- Survival Spanish for Nursing
- Doing Business in Latin America
- Survival Spanish for Business Professionals
- Office Spanish for Secretaries and Receptionists

And the following course was offered to prepare students to pass the oral and written naturalization exam required for US citizenship:

- Citizenship

Indicator 4.3: Number/percent of programs listing "Working with Different Cultures" or "Working with Diversity" in the program SCANS grid

Technical programs at El Centro College have all incorporated the SCANS Basic and Workplace skills into their syllabi. The workplace skill "Working with diversity" has been included in most of the programs. At the time of writing, information had not been collected from two of the programs, so these are not included in the calculation of the percentage of programs incorporating this skill.

Number of Programs Listing the "Diversity" SCANS Skill*	Number of Programs Not Listing the Diversity SCANS Skill	Number of Programs with SCANS Not Currently Available	Total Number of Programs	Percent of Technical Programs Listing the Diversity SCANS Skill
22	3	2	27	88%

*The Diversity SCANS skill is listed in the Health Occupations Core Curriculum, so it is counted for all health occupations utilizing the core.

Indicator 4.4: Extent to which the student body reflects Dallas County adult population

Fall 1999 Combined Credit and Noncredit Student Populations, and estimated adult population of Dallas County

Ethnicity	El Centro College	DCCCD	Estimated Dallas County Population
White	32%	48%	60%
African American	32%	18%	18%
Hispanic	31%	21%	18%
Other	5%	10%	4%

DCCCD
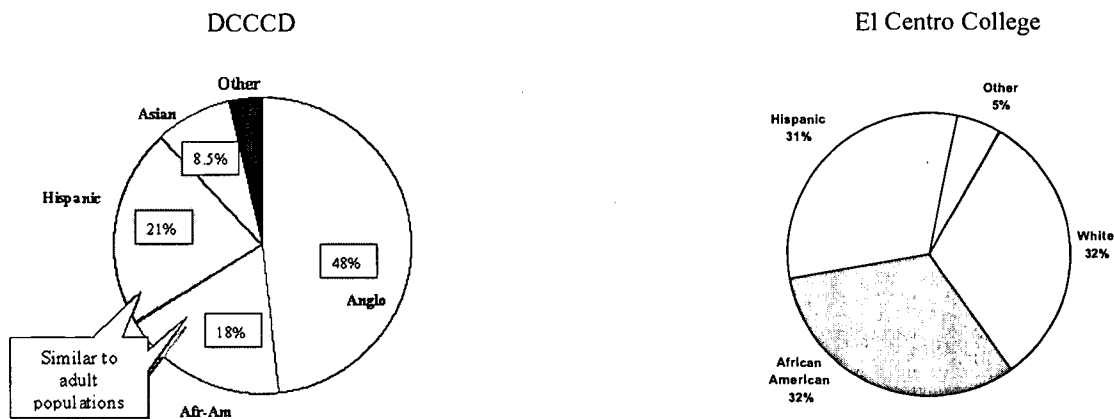
El Centro College

Across the District, the combined credit and non-credit fall 1999 student body reflects Hispanic and African-American populations, is lower than Anglo and higher than Asian populations. El Centro College's combined student body is more diverse than either the District or the estimated population for Dallas County. The African American population is the largest among credit students, while the Hispanic population in the largest group of noncredit students.

Indicator 4.5: Extent to which the faculty reflects the student population

Unlike the student population, the faculty at El Centro College is not as diverse as the Dallas County adult population. There are more White faculty members, and less Hispanic faculty members than the estimated Dallas County adult population.

ECC Faculty by Ethnicity, Fall 1999
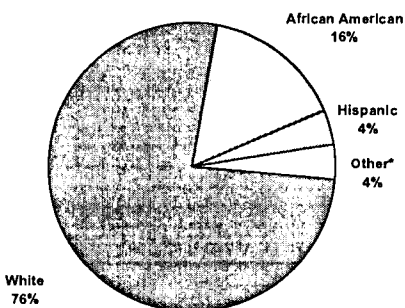
El Centro College matches the demographics of the overall District, except that ECC has slightly fewer White faculty members and a slightly greater percentage of African American faculty than the District average. The District has made the diversification of the faculty a major initiative for the coming years.

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As a means toward these ends, the DCCCD has instituted a "Visiting Scholar" program, which is designed to increase the number of minority faculty and administrators in the District. At El Centro College, the initiative has been focused upon hiring new full-time faculty members. Each campus has been allotted three positions, which are full-time contracts for two years. At the end of the two years, the faculty will be eligible to apply for permanent positions at the college. Two of the positions are already filled, and a third one is likely by the end of this year. There will be three new positions available to each campus again next year. This initiative will allow all of the DCCCD colleges to begin to increase the ethnic diversity within the faculty.

Faculty ethnicity across the District, Fall 1999

Faculty Ethnicity	BHC	CVC	EFC	ECC	MVC	NLC	RLC	DISTRICT
White	85%	74%	78%	77%	77%	81%	83%	80%
African American	6%	17%	10%	16%	14%	9%	7%	10%
Hispanic	5%	4%	7%	4%	7%	5%	5%	5%
Other	4%	5%	5%	4%	3%	6%	5%	5%

Faculty by Ethnicity, Fall 1999
Includes Full- and Part-time Faculty
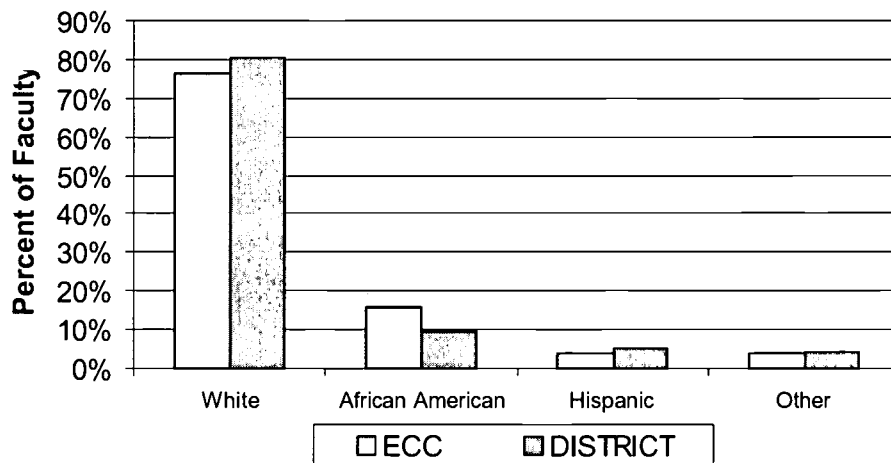
Goal 5: Support technology acquisition and faculty/staff training

Indicator 5.1 Number of training sessions offered in Colleague, Word, Internet Technology, ADAM, and other technologies:

Training Sessions Offered at El Centro College, Fall 1999 and Spring 2000

Name of Training Session	Number of Sessions Offered	Number of ECC registrants
Colleague Basics	7	104
Colleague (Advanced Topics)	8	59
Word 97 (Intro and Advanced)	8	12
Excel	3	11
Windows 95	8	2
Access*	2	0
PowerPoint	4	28
GroupWise 5.5	7	114
Blackboard/e-Campus	2	25
Adam Training	Numerous	Unknown

* These sessions in Access were cancelled due to equipment problems. Some of the other sessions were cancelled for low enrollment. Several individualized training sessions were offered by Instructional Assistants in the computer labs to faculty and staff of ECC.

Indicator 5.2 Status on technology acquisition plan using technology fees and District funds

A. Status of acquisition using technology fees (1999-2000):

Instructional Technology Proposal Forms were distributed via email and hard copy to all Divisions within the College. The Instructional Technology Committee received proposals, prioritized requests and budgeted for the equipment. $142,594 in Technology fees was used to cover most of the expenses, and an additional $39,790 of institutional funds was redistributed in order to cover the remainder of the approved requests.

B. Status of DCCCD Software Standards Implementation

A District Task Force made up of Information Processing officials from each campus in the District, the District Service Center, the District Office and LCET were charged to bring the District up to the new minimum standards (Windows 95 and MS Office 97 suite). Workstations that needed it were to be upgraded to accommodate the demands of this software. $103,655 was spent on this initiative in 1999-2000, in addition to the $6,150 spent on upgrade components and software in 1998-99.

C. Recent Technology Grants

Telecommunications Infrastructure Board–Non-competitive Grants $104,936
Adam Software Grant $19,970
Acers – Educart $5,000

Goal 6: Develop an ongoing process for institutional effectiveness

Indicator 6.1: List of institutional effectiveness activities and initiatives

A. List of Planning Committees and Activities:

Committee	Major Objectives	Timeline
College Planning Council/ Deans and Directors	College Operational Plans	Each Year
College Planning Council	-Strategic Plan -Review Mission; Begin Mission Revision	-Began 1998; in process -Spring 1999
Indicator Committee	Define College Level Indicators of Goal Achievement	Spring 1999
Mission Committee	Complete Revision of Mission; Write Accompanying Documents: Purpose, Vision, Core Values	Summer 1999 through Spring 2000
Marketing Committee -Promotion/Recruitment -Inquiry Follow-up -Service Excellence -Retention -Curriculum Delivery -Marketing Research	-Marketing Plan -Ongoing Projects (by Subcommittees and Departments)	1997-Present Some of the subcommittees are currently active, while others are dormant.
Enrollment Management Committee	Recruitment and Retention Planning	1999-2000
Subcommittee for Instructional Renewal and Resources (Formerly: Program/Discipline Review Committee)	Review all programs and disciplines with regard to program mix and indicators	Each Year
College Curriculum Committee	Review all curriculum changes and new programs	Each Semester
Instructional Technology Committee	-Allocating Resources for Technology -Writing the El Centro Technology Plan	-Each Year -1999-2000
District IT Committee	Write District Technology Plan	1998-2000
District Core Evaluation Committee	Design a model for the evaluation of the new Core Curriculum, and a process for modifying the Core	Fall 1999 to Spring 2000
Site Visit Preparation Team	Preparation for the THECB Site Visit	Spring 1999 to Spring 2000

Note: District Committees are listed only when El Centro College employees are members of such committees.

Indicator 6.2: List of activities and reports produced by (or with assistance from) the Office of Institutional Effectiveness & Research since 1999

<u>Reports:</u>
Annual Indicator Report
Fact Book
Electronic Fact Book
Site Visit Review Notebooks

<u>Planning Documents:</u> (in conjunction with committees)
Mission, Purpose, Vision, and Core Values
Strategic Plan (Draft)
College Operational Plan
Core Curriculum Evaluation Process
Perkins Local Plan

<u>Surveys:</u> (College-wide and with individual departments)
Noel-Levitz Student Satisfaction Inventory
Advisory Council Survey
Computer Center Lab Survey
Speech 1301 Student Survey

<u>Grant Support:</u>
ADAM Software Grant
Title III
Trio
Rising Stars
HCOP

<u>Ad Hoc Reports:</u> (Departments making requests in AY 1999-2000)

Accounting Office	Health Occupations Admissions
Admissions/Registrar	Human Resources
Advising/Counseling	Interior Design
Arts & Sciences Division	International Office
CICS	Medical Lab Technology
College Vice President's Office	Office Technology
Continuing/Workforce Education	Paralegal
Criminal Justice	President's Office
Developmental Math	Public Information/Marketing
Developmental Reading	Professional Support Staff Association
Developmental Writing	(PSSA)
English as a Second Language	Resource Development
Enrollment Management/Dean of	Speech
Students	Trio
Facilities Services	Vice President for Administration
Financial Aid	Vocational Nursing

Goal 7: Develop and enhance workforce development initiatives

Indicator 7.1: Student satisfaction with education and technical training
Comparison of El Centro College to the District Averages
Summary of Technical Education, Graduate Follow-up Survey

Technical occupational program graduates and completers were mailed a survey by the District Research Office one-year after graduating to determine their satisfaction with the training and education received while a DCCCD student.   Approximately 33% of the surveys mailed to deliverable addresses were completed and returned by the former students.

Primary Educational Goal
Students were asked about their primary education goal while attending a DCCCD college. The following is a breakdown of 382 District responses (**120 ECC Reponses**):

(District, **ECC**)
1. Earn a two year degree (51.8%, **48.3%**)
2. Prepare for transfer to four year college (15.2%, **14.2%**)
3. Improve skills in current job and/or get better job (13.1%, **14.2%**)
4. Achieve skills needed to seek employment (11.3%, **11.7%**)
5. Earn a certificate from a technical program (7.6%, **10.8%**)
6. Other reasons – unspecified (1%, **0.8%**)

Most students enrolled in a technical education program were working towards an associate degree rather than certification. Approximately ¼ of technical education students sought to improve or acquire job skills while 15% were preparing to transfer to a four-year college.
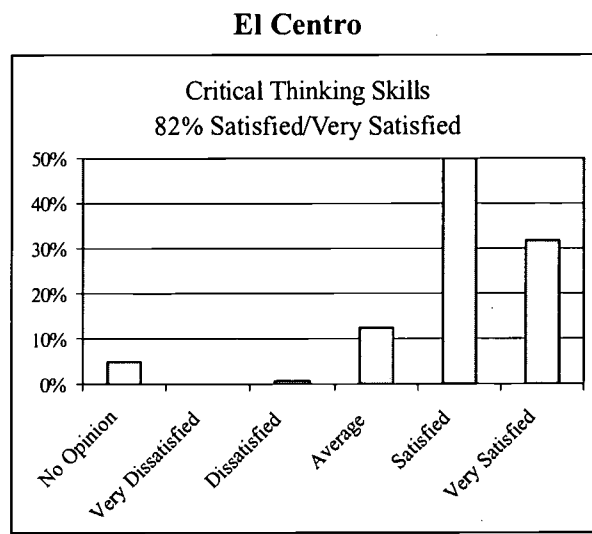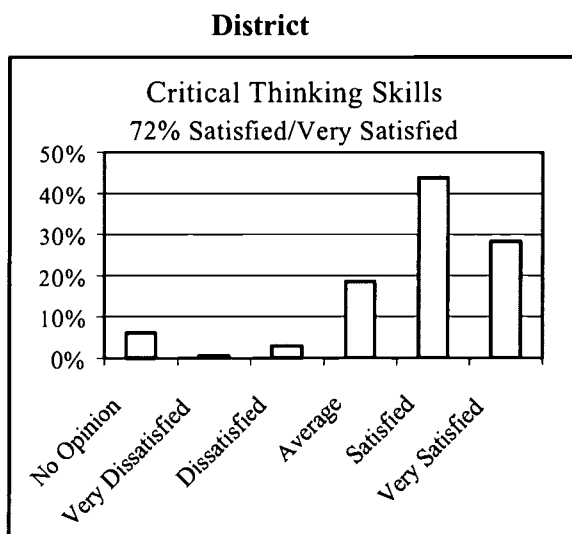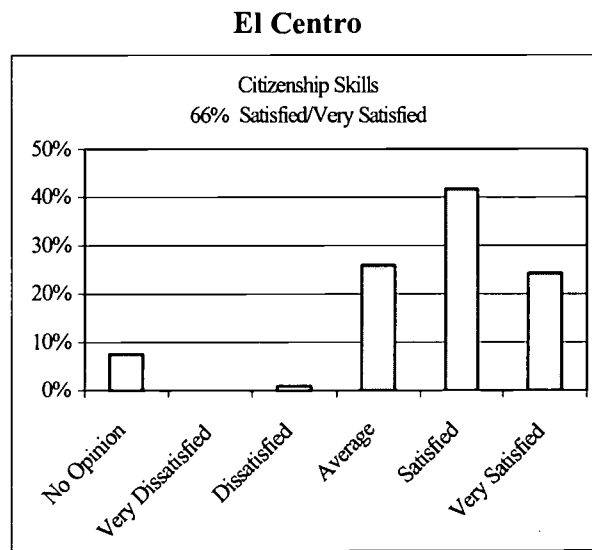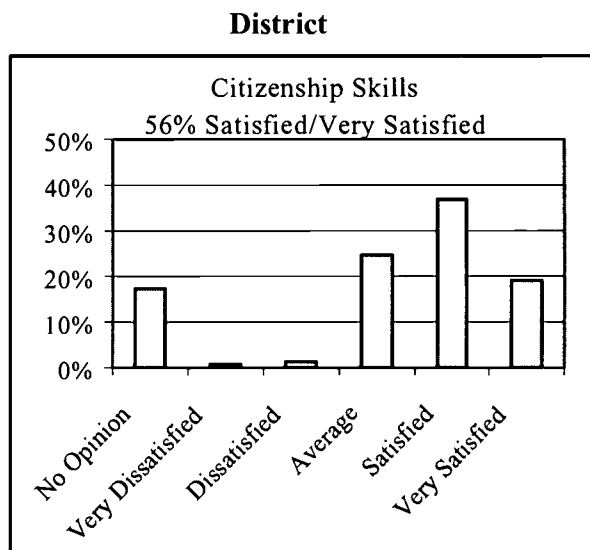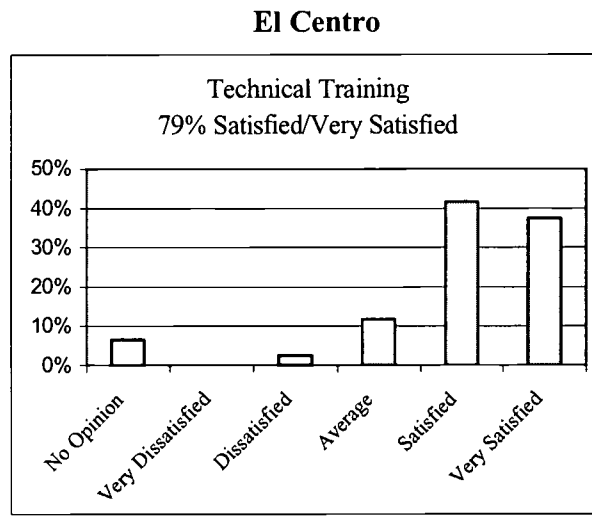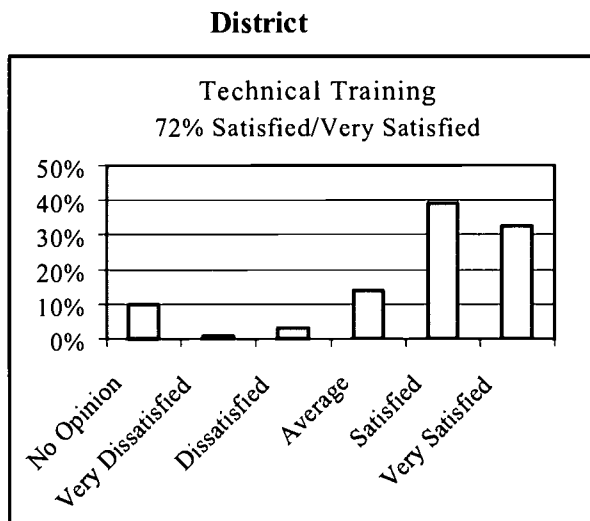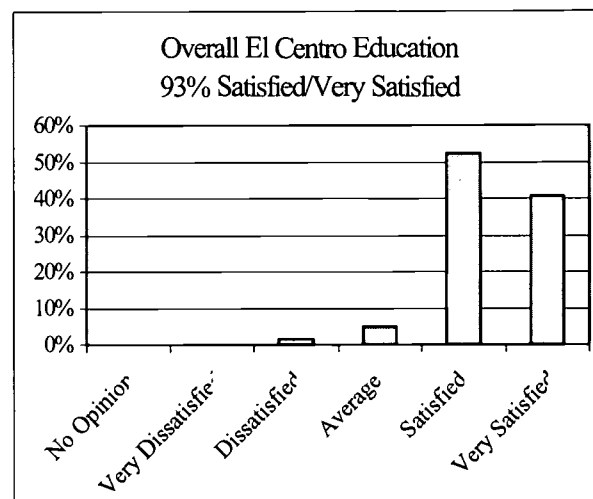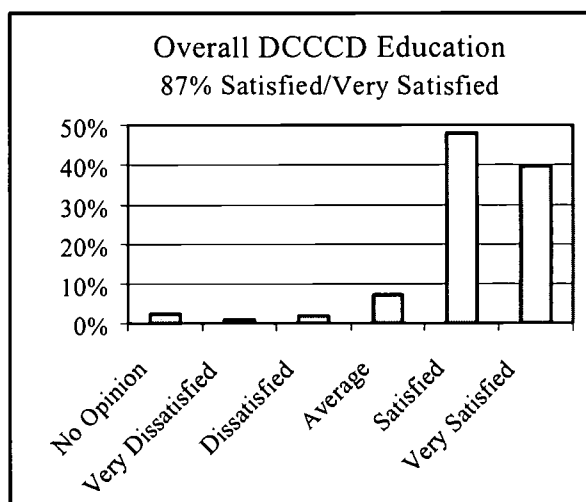
Satisfaction
Graduates appeared to be overwhelmingly satisfied with their goal progress, technical training, skills acquired for citizenship and critical thinking, as well as their overall education. In all categories, more graduates were satisfied than not.

District   **El Centro**
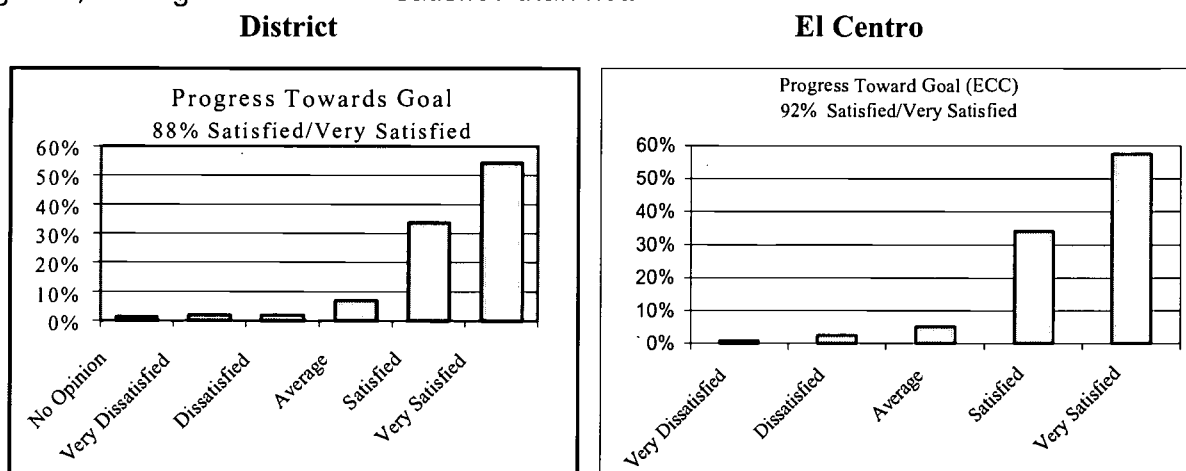
The highest satisfaction ratings were given for "progress toward goal", indicating a high degree of perceived program effectiveness (with respect to helping students achieve their ultimate goals).

The following charts illustrate satisfaction levels based on percentages of the total District sample (n=382), compared to the El Centro sample (n=120).

District

Technical Training
72% Satisfied/Very Satisfied

El Centro

Technical Training
79% Satisfied/Very Satisfied

District

Citizenship Skills
56% Satisfied/Very Satisfied

El Centro

Citizenship Skills
66% Satisfied/Very Satisfied

District

Critical Thinking Skills
72% Satisfied/Very Satisfied

El Centro

Critical Thinking Skills
82% Satisfied/Very Satisfied

Overall DCCCD Education	Overall El Centro Education
87% Satisfied/Very Satisfied	93% Satisfied/Very Satisfied

Comments
An analysis of respondent comments provides further insight into graduates' satisfaction with technical education programs at DCCCD. Over half of the respondents (185) included written comments on their surveys. Most comments reflect positively upon the program and outcomes.

General comments are relatively broad, global comments about DCCCD and its schools. Most general comments were generally positive (e.g., "I enjoyed my studies ...") or neutral (e.g., I am still a DCCCD student..."). Relatively few were generally negative (e.g., "... I would not recommend ...").

	District	El Centro
Neutral comments	9.8%	10.0%
Positive general comments	10.3%	13.3%
Negative general comments	1.6%	1.7%

Indicator 7.2: Number/percent employed in jobs related to field of study
(Following are a continuation of results from the graduate survey, above):

Employment Status
Graduates from technical education programs did not have trouble securing a job. Approximately 90% of the students are employed. The following is a breakdown of employment status:

	District	El Centro
• Employed full-time (35+ hours per week)	79.8%	79.2%
• Employed part-time	9.4%	9.2%
• Unemployed/seeking employment	5.2%	5.8%
• Not employed (not seeking employment)	5.5%	5.8%

Relevance of Technical Training to Job
Most graduates found jobs relevant to their field of study (68.5% District, **79.2% El Centro**). Of those who's jobs are not relevant, many retained the job they had while attending school, or simply have not been able to locate a related job. The following summarizes the data:

District
Job Related to Training   68.5%
Job Not Related to Training 31.5% ⟶

Maintained old job	33.9%
Found better paying job	14.6%
Did not seek related job	10.7%
Can't find related job	20.4%
Not fully qualified	13.6%
Other	6.8%

El Centro
Job Related to Training   79.2%
Job Not Related to Training 20.8% ⟶

Maintained old job	24.0%
Found better paying job	24.0%
Did not seek related job	4.0%
Can't find related job	12.0%
Not fully qualified	0.0%
Other	8.0%

Occupational outcome comments reflect graduates' feelings about their education as it relates to the job world. Did their training result in workplace opportunities (job openings, promotions), or did the education experience leave them lacking in the workplace? Most comments regarding occupational outcomes were very positive (e.g., "I increased my salary by 2!"), while relatively few were negative (e.g., "I did not get enough of the Networking Program to be a successful Network Administrator...").

	District	El Centro
Positive occupational outcome	8.2%	11.7%
Negative occupational outcome	2.7%	3.3%

Conclusion
The results of this survey are highly encouraging. Graduates and completers of the technical occupational programs expressed overwhelming satisfaction with their education and subsequent results. Most were able to find meaningful employment in their respective fields of study, while more than half of the unemployed were not seeking employment at the time. Graduates and completers who chose to comment on their experiences in the technical occupational programs expressed a high degree of satisfaction with their education and occupational outcomes. They also expressed a generally positive attitude about the education process itself (particularly with respect to the overall environment and quality of instruction); however, additional attention should be directed toward those student comments regarding facilities, support services, program and administrative issues.

Indicator 7.3: Employer satisfaction with job performance of DCCCD completers

Comparison of El Centro College to the District Averages
Summary of 1999 Employer Follow-up Survey

A central measure of institutional effectiveness is how well individuals who receive a DCCCD education perform in the work place. Are students meeting or exceeding employer expectations? In what areas are our students best prepared and in what areas are they least prepared? Answers to such questions provide an excellent basis for educational improvement.

The District Office of Research mailed a survey to employers who registered with the DCCCD Job Bank to recruit from DCCCD colleges. The purpose of this survey was to address the following questions:

What kinds of businesses are hiring DCCCD students?
Are these businesses satisfied with student performance?
Does a community college degree/certificate increase advancement opportunities?

The following summary of major findings compares El Centro College to the District averages for these questions.

Employer Follow-up Survey Tabulations
District (n=102) and El Centro College (n=20)

Employers were given the opportunity to make assessments about the performance of DCCCD students, based on a fixed set of attributes and were encouraged to list any other skills/requisites which they felt were important for their specific business. Employers were also asked (yes or no) if they felt students were adequately prepared for the business world. Furthermore, they were asked if they believed a 2-year degree or certificate increases the employee's chance for advancement in the company.

Importance/Performance Ratings

Attribute	Avg. Importance	Rank (Import)	Avg. Performance	Rank (Perform)
Attendance/dependability	4.85	1	4.18	1
Ability to work with others	4.85	1	4.12	2
Listening	4.85	1	3.75	9
Verbal communication	4.75	4	3.94	3
Initiative	4.60	5	3.937	4
Reading	4.55	6	3.81	8
Ability to work independently	4.50	7	3.82	7
Resourcefulness	4.35	8	3.933	5
Problem solving	4.35	8	3.65	11
Writing	4.30	10	3.933	5
Leadership	4.16	11	3.63	13
Computer/technical	3.90	12	3.75	9
Mathematical	3.79	13	3.64	12

Agreement is fair (r = .67). Students clearly are performing best in the areas which employers find important; however, their performance in listening is low, given its relative importance to employers.

Other Skills/Competencies Listed by Employers
Necessary skills (other than those listed above) cited by employers included:
- Time management, organizational skills, stress management.
- More industry trades.
- Empathy (taking care of patients).
- Spanish knowledge, customer service.
- Public speaking in terms of dealing with the public on a day to day basis.

Are Students Successfully Prepared for the Workplace?

Response	ECC %	District %
Yes	100	90
No	0	10

Does a 2-yr Degree or Certificate Increase Chance for Advancement?

Response	ECC %	District %
Definitely yes	50	41
Probably yes	50	35
Uncertain	0	13
Probably not	0	9
Definitely not	0	1

Lines of Business*

Business	ECC	District
Other	6	41
Government	4	6
Food service	4	5
Medical/health care services	2	10
Banking/financial services	1	6
Insurance	1	2
Education/learning	1	4
Computer/networking	1	7
Retailing	0	6
Telecommunications	0	4
Manufacturing	0	5
Real estate services	0	2
Wholesaling	0	1
Legal services	0	2

*These are absolute numbers, not percentages.

"Other" lines of business were very diverse including: printing, social services (child care teachers), industrial, staffing, telephone answering service, consulting organization, hospitality.

Companies Recruiting from El Centro College
- Dallas County
- Parkland Health & Hospital System
- Children's Medical Center of Dallas
- Bank One
- City of Dallas
- CTG (Computer Task Group)
- Remedy Staffing
- Medical Connections, Inc.
- Affiliated Computer Services
- Starbucks
- Fireman's Fund Insurance Co.
- YWCA of Metro Dallas
- Head Start of Greater Dallas, Inc.
- Hotel Crescent Court
- Café Express

Indicator 7.4: Number of degrees/certificates awarded and licensure/certification exams passed

A. Degrees and Certificates:

After a peak in 1994-95, the number of degrees awarded declined until 1998-99, which was up slightly (3.4%) from the previous year. This was due to an increase in about an equal number of Associates Degrees (10) and Certificates (8) being awarded that year.

El Centro College Degrees and Certificates Awarded
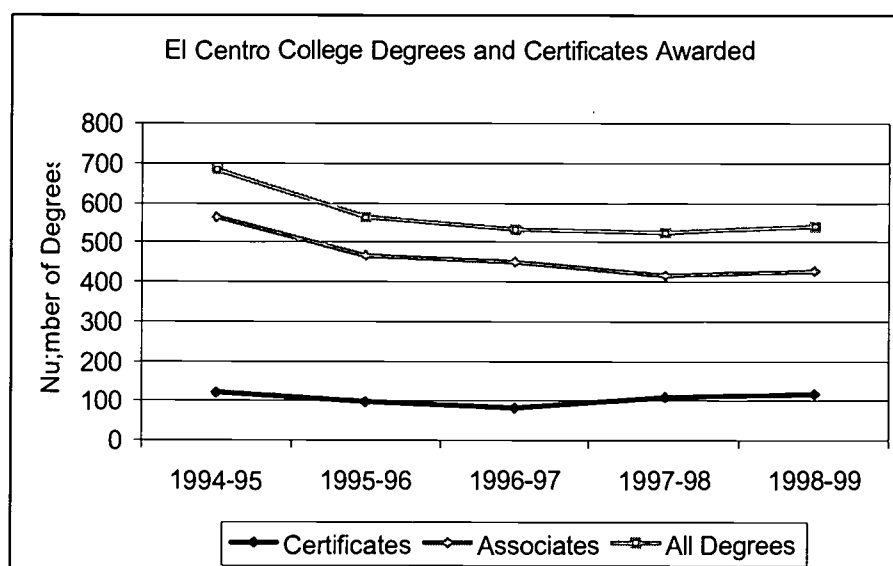
B. Licensure Pass Rates

The following data are from the THECB 1999 Statewide Licensure Report. El Centro College has three licensure exams reported. They are Nurse-Registered, Nurse- LVN, and Nurse Aide.

Program	1996			1997			1998		
	Tested	Passed	%	Tested	Passed	%	Tested	Passed	%
Nurse, Registered	192	188	98%	178	173	97%	195	185	95%
State	**3,310**	**2,983**	**90%**	**3,006**	**2,682**	**89%**	**2,764**	**2,475**	**90%**
Nurse, LVN	37	36	97%	35	33	94%	35	31	89%
State	**3,165**	**2,963**	**94%**	**2,666**	**2,419**	**91%**	**2,736**	**2,463**	**90%**
Nurse Aide	0	N/A	N/A	24	23	96%	7	7	100%
State	**4,633**	**4,324**	**93%**	**4,865**	**4,492**	**92%**	**3,791**	**3,545**	**94%**

A consistently higher percentage of El Centro College Nursing students passed the licensure exams than the state average. The only exception was in 1998, when the LVN students scored one percentage point below the average. With this one exception, over 90% of all exam takers from ECC pass the licensure exams.

Indicator 7.5: Continuing education contact hours and headcount in reimbursable and non-reimbursable course type and number of repeat students (District indicators 9- 11)

The District refers to continuing education courses related to career development and job skills as *workforce training*. Non-reimbursed courses such as creative/performing arts, leisure, and youth programs are referred to as *personal interest*. Across the District, the majority of continuing education course contact hours are in *workforce training*. While *personal interest* contact hours have remained flat over the past five years, contact hours in *workforce training* courses has increased by 55% between 1994-95 and 1998-99.

DCCCD
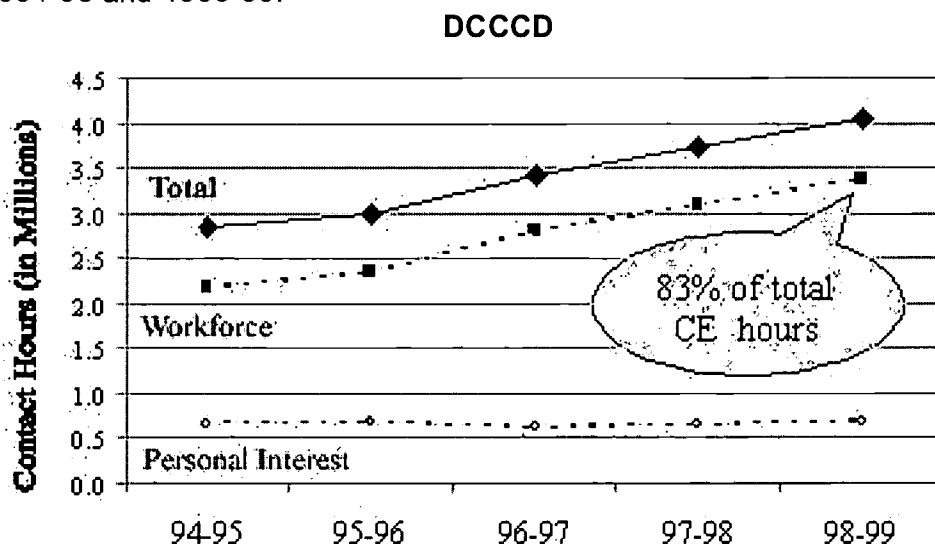
El Centro College has increased the overall number of contact hours by 37% over the past five years. With almost 800,000 contact hours, ECC was second only to Richland College in total number of continuing education contact hours in 1998-99. Unduplicated headcount increased by 3.5% from 9,550 in 1998-99 to 9,880 in 1999-2000. According to the District Office of Research, about 40% of fall1999 continuing education students in the District are repeat customers, who have been enrolled in continuing education courses previously within the past three years.

Indicator 7.6: Contract training: Number of firms entering into contracts, number of persons trained, number of contract training hours generated, and number of dollars generated from contracts (District indicator 21-25)

Contract training occurs in response to business needs and generally does not follow an academic year, so it is hard to make comparisons of data from year to year. The type of training requested is as diverse as the needs of the businesses served, and include topics such as English as a second language, computer skills, occupational Spanish, police officer training and fire protection. The following annualized* table was designed by the District Office of Research to show a comparison between campuses within the DCCCD in contract training for 1998-99.
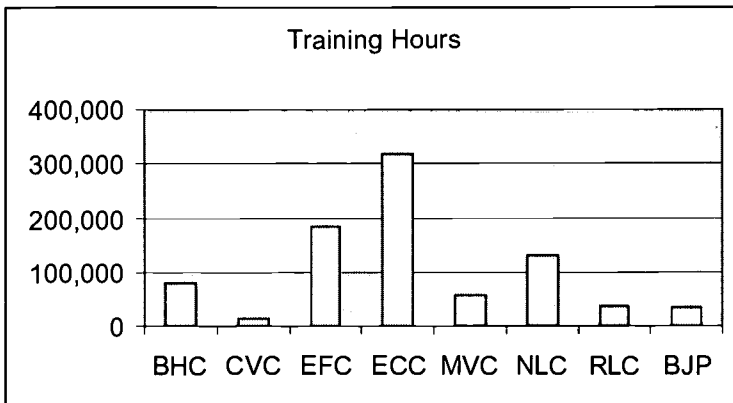
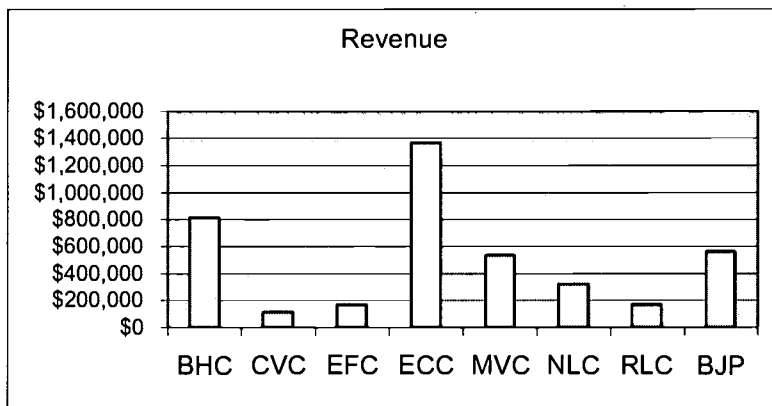| Location	# Companies	People Trained	Training Hours	Revenue
BHC	84	7,810	80,427	$ 813,924
CVC	7	4,071	14,079	$ 116,645
EFC	17	3,185	183,454	$ 171,810
ECC	9	6,174	316,875	$1,370,714
MVC	13	1,925	57,082	$ 533,915
NLC	14	2,588	129,750	$ 320,181
RLC	20	1,388	37,857	$ 168,729
BJP	125	1,429	35,431	$ 563,152

Data source: Self-reported by DCCCD location.

*Annualized- Grants were treated as though the training occurred equally throughout the length of the grant. Revenue and people trained were then counted in the corresponding academic year.
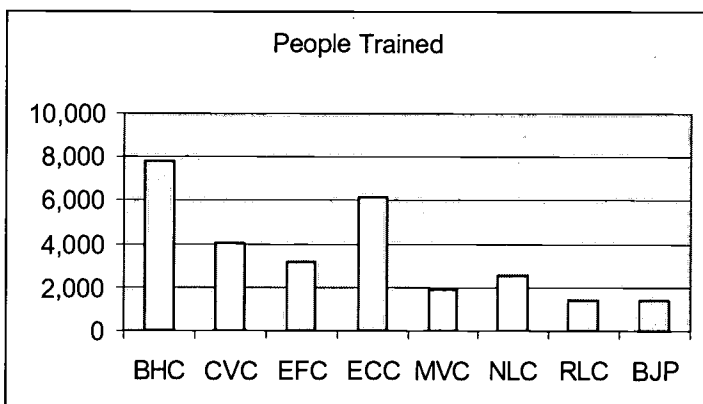
Although El Centro College had a small number of individual contracts, we served the second largest number of people through contract training last year in the District.

Training Hours

Training Hours (bar chart)

Y-axis: 0, 100,000, 200,000, 300,000, 400,000

X-axis categories: BHC, CVC, EFC, ECC, MVC, NLC, RLC, BJP

El Centro College contracts produced the largest number of training hours, and earned the largest amount of revenue of any of the contracts in the District.

Revenue (bar chart)

Y-axis: $0, $200,000, $400,000, $600,000, $800,000, $1,000,000, $1,200,000, $1,400,000, $1,600,000

X-axis categories: BHC, CVC, EFC, ECC, MVC, NLC, RLC, BJP

Contract training is strong at El Centro College. The number of people trained, the number of training hours, and revenue have all increased between 1997-98 and 1998-99.

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Goal 8: Implement the college's marketing plan

Indicator 8.1: Follow through actions taken related to the college marketing action plans

In April 1997, in consultation with Marketing Consultant Sandra Golden, El Centro College developed a marketing plan that covered all the major areas of college life as they relate to student recruitment and retention. Subcommittees were formed in the following areas:

- Promotion/Recruitment
- Service Excellence
- Curriculum Delivery
- Inquiry Follow-up
- Retention
- Marketing Research

Each of the subcommittees developed priorities and action plans, and then began implementation of these plans. The following is a report of the progress that was made on these action plans.

Subcommittee	Priorities (From 1997-99 Plans)	Actions Taken
Promotion/ Recruitment	1. Identify a central office for incoming calls for speakers, visits, and marketing material.	1. Marketing and Communications Office is responsible for all marketing materials. Specific persons have been identified to make all room reservations for internal and external requests.
	2. Develop a calendar of recruitment	2. Dean of Students, Fela Alfaro, is responsible for the calendar of recruitment, and for pulling together the teams needed to attend these events.
	3. Identify a full-time recruiting team that includes students (budget/resources)	3. An Enrollment Management Committee has been set up, where key recruiting individuals (i.e., admissions, accounting, testing, counseling, etc.) have been identified. A full-time recruiter position was added to the budget effective March 2000.
	4. Continue to "play up" DART	4. "DART Free to El Centro" continues to be a prominent theme in recruitment materials, including course schedules.
	5. Penetrate downtown and uptown housing communities	5. The curriculum delivery committee adopted this initiative the following year. See subsequent plans for follow through.
	6. Develop an environmental scanning of downtown/ uptown housing communities	6. Same as #5, above.
	7. Strategic planning must identify direction we're taking. (Identify the basic resources/foundation for marketing efforts).	7. Additional funds have been appropriated for Marketing, as well as for the new Enrollment Management Committee.
	8. Increased Media coverage and advertisement.	8. Media coverage was expanded dramatically to include local news coverage of El Centro events and happenings. Advertisements increased to include ads in movie theatres, radio announcements, and print media ads.
	9. Increase awareness and enrollment in divisions' priority programs. (Target Marketing)	9. Ads, brochures, and Web Site highlighted "Hot Programs"
Inquiry Follow-Up	1. Design a system for follow-up to Inquiry (including tracking).	1. An interim solution is currently in effect. Each semester a list of students who either a)Applied but have not registered, and/or b)Registered the previous semester, but not the current semester, are generated. In lieu of other registration duties, a bank of employees is assigned to call these students and invite them to register.

Inquiry Follow-Up, Continued	2. Design a new information intake form	2. Not yet implemented.
	3. Assign an employee to the inquiry follow-up function.	3. Not done due to budgetary limitations. See interim solution above.
	4. Hire student employees to do telephone follow-up (trained by staff above).	4. Not done. (Dependent upon #3)
	5. Develop an evening and weekend call-back system.	5. On hold.
	6. Disseminate information inquiries to specific offices.	6. Marketing and Communications Office has implemented a method to route inquiries to appropriate Divisions.
	7. Mail out refrigerator magnets with important numbers.	7. Completed.
	8. Identify phone-bank room (e.g., C Building mezzanine).	8. On hold.
Services	1. Offer Summer and Fall sessions of the Noel Levitz, "Advanced Connections" workshop.	1. We have offered sessions to all full-time employees, and a shortened version was provided for adjunct faculty at the adjunct faculty meeting day.
	2. Compile data from survey (Results will guide future sessions).	2. The Office of Institutional Effectiveness and Research compiled the survey results.
	3. Plan orientation for part-time employees. This training will include "Service Excellence Training" and telephone training.	3. Training was provided for all employees in some work areas, at the request of the work area manager.
	4. Develop on on-going Advanced Connection Training Program for new hires and current employees.	4. Advanced Connections training was added to the orientation for all newly hired employees.
	5. Identify features/options on telephone system to obtain full utilization of existing telephone system. Initiate training/re-training on features/options.	5. Email was used to disseminate information about how to use the telephone. Telephone training sessions were offered in Summer and Fall, aimed at front desk employees, but available to all full-time and part-time employees.
	6. Determine feasibility of a central contact person for telephone calls.	6. Every service workshop group identified this as an issue for the campus, but budgetary limitations have caused this to be put on hold.
	7. Skit and handouts to remind employees about service behaviors.	7. Decision was made to forego the skit. Handouts were designed and disseminated. The handouts were "How to: quick reference guides" of who to contact to access assistance within the college for various types of telephone inquiries.
Retention	1. Design a system of early intervention for high-risk students.	1. Developed a new Drop Form that requires a signature from faculty as well as documenting reasons for dropping, so that faculty has a chance to intervene. The Enrollment Management Committee is continuing to look at how to capture this information in a database.
	2. Seek emergency funding possibilities for students needing financial aid to stay in school.	2. Not done.
	3. Explore additional alternatives to the parking problem at ECC. Review non-returning student survey. Initiate a parking subsidy.	3. DART Free to El Centro College was initiated. Parking is still an issue, but there is no budget or institutional support for this initiative at this time.
	4. Review advanced courses offering transfer (one time per year).	4. The Retention committee determined that this is not an area under their jurisdiction.

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| Retention, Continued	5. Continue advisor training	5. The Faculty Advisor Mentor Program (FA/Mily) was developed, and is still going strong. This initiative provides for budgeted extra service contracts and release time for four faculty members to engage in advising, registration, and mentoring activities with an assigned case load.
	6. Have faculty to encourage Fall registration.	6. Faculty encourage registration in a number of ways, including the telemarketing campaign, where faculty members receive registration credit for telephoning students who have not yet registered. Marketing and Communications have also increased the promotion of early registration through a number of activities.
	7. Include developmental studies students in retention efforts (including early registration).	7. Developmental students cannot take part in early registration promotions, because they must receive grades in their courses before they are allowed to register for the next semester. (TASP laws regulate this). Marketing and Communications redesigned some promotional activities to allow later participation by Developmental students.
	8. Develop a paper based resource guide for the faculty to use as a quick easy tool for advising students of college resources.	8. The guide was developed, but changes in organizational structure have delayed the final printing of the document. The print date is projected for Fall 2000.
		9. The retention committee was restructured to report to the new Enrollment Management Committee. One of the projects under construction is a guide for new students, which will describe all offices at ECC and the resources to be found there. The guide will include information about when students should use such services to assist them in progression toward their educational goals.
		10. A new plan has been developed by the Retention Committee, which includes research and adoption of "best practices", which will occur over the next few years.
Curriculum Delivery	Non-Traditional Courses: 1. Identify present non-traditional offerings, target offerings for new format, and implement at least ten new non-traditional offerings for Spring 99. Identify procedures for non-traditional scheduling. 2. Focus groups for students to discuss flexible offering formats. 3. Focus group of downtown business and services leaders. 4. Interdisciplinary and Discipline Awards: Set up five examples of specific awards, support publicity to students, establish procedures, and identify a coordinator. Organize Fall and Spring awards.	1. Compiled a comprehensive list of all programs/ discipline/support areas that exist at ECC, and ways to highlight present programs and instructional support services. Developed a manual outlining scheduling issues and processes. Courses offered in new formats appeared in the Spring 1999 schedule. 2. The committee decided to use a survey format to gather this information. The survey was designed and administered between Spring 1998 and Fall 1999. The results were then shared with the College Vice President's Council for use in decision making. 3. Focus groups were held in April 1999. Results were shared with CVP. 4. Completed by Fall of 1999. There were Fall 1999 and Spring 2000 presentations of these awards.

Curriculum Delivery, Continued	5. Support the integration of Technology into the Curriculum.	5. The sub-committee developed, administered, and analyzed a computer training needs assessment, in conjunction with the Office of Institutional Effectiveness and Research.
	6. Complete a grid listing contact hours for credit and CEU's for all tech/occ courses in order to facilitate simultaneous teaching in credit/non-credit arenas.	6. Project is on hold.
	7. Assist Tech/Occ faculty with WECM Curriculum Conversion process.	7. All conversions complete as of Fall 1999.
Research	1. Rincon Survey of Hispanic Consumers	1. Submitted El Centro College specific questions for inclusion in this telephone survey of Hispanic households. Completed report was shared with the President's Cabinet, the Marketing Committee, and the Marketing and Communications department.
	2. Non-Returning Student Survey	2. Designed and distributed this mail-out survey two separate times to students not returning to El Centro College. Results were shared widely through Nine Stories, committee meetings, and as part of the College Annual Indicators Report.
	3. Survey of Downtown Condominium Occupants.	3. Committee designed a combination survey/ brochure to let downtown occupants know about ECC and give us feedback on programs/services that would draw them to our campus. The survey was not administered, because the Curriculum Delivery Committee decided to do focus groups with this group, instead.
	4. Focus Group or Survey of Students about the Student Center.	4. This project was put on hold, until the budget was approved by the District to build the space that would house the Center. Students are given opportunities to discuss their with the President and other administrators through a series of informal "Chat and Chew" events.
	5. Noel-Levitz Student Survey	5. Institution specific questions were written. A stratified random sample of classes was drawn, and the survey was administered in Spring 1999. This is the second administration of this survey at ECC, so analysis consisted of comparison of results to the National norms, and to results from the previous survey.
	6. Develop a Data Management System/ Research Plan	6. This committee developed a draft of a system. This function was later merged into the College Plan Indicator Committee charges.
	7. Assessment of Assessment	7. An "Assessment Inventory" was developed and administered to all Program and Discipline Coordinators. Low response rates in some areas have made analysis of results difficult.
	8. Offer workshops on Outcome Measures, Survey Writing, Data Analysis, Excel, Access, etc.	8. Karen Laljiani and Mary Cooper-Wallace offered a number of workshops at ECC on Classroom Assessment and Research. Workshop was later offered at the League for Innovation. Excel and Access are offered through Human Resources. Survey workshops have not been offered, but OIER continues to assist departments with design and analysis of surveys.

Research, Continued	9. Prospective Student Survey	9. Designed, administered, analyzed and disseminated results of Prospective Student Survey. Administered at various events on the ECC campus and other Downtown Dallas events.

# Goal 9: Develop an ongoing process for enrollment management

Indicator 9.1: Comparisons of Non-Returning Student Surveys

In an effort to understand the factors that lead to attrition from El Centro College, the Marketing Research Committee developed a survey for non-returning students. The first survey was mailed out in fall 1997 to students who had been enrolled in spring 1997, had not graduated, but did not return in fall 1997. In spring 1999, after the "DART Free to El Centro" campaign began, the survey was administered a second time. The second sample consisted of students who had been enrolled at ECC in fall 1998, but who did not return in spring 1999. The following is a comparison of the results from these two administrations of the survey.
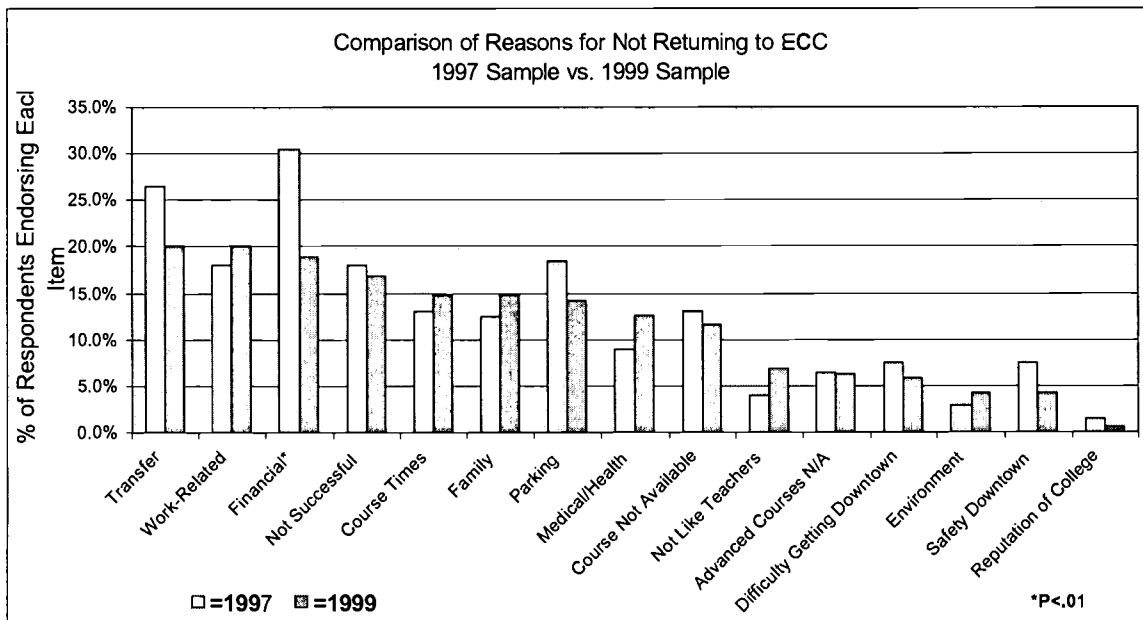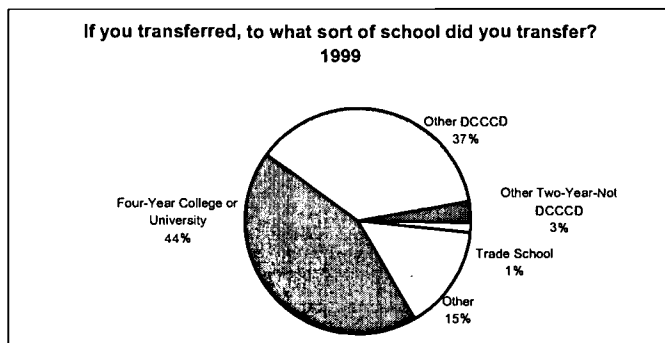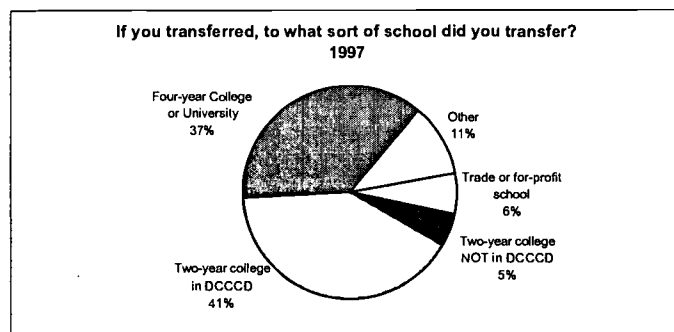

A z-test of the difference between proportions was run to see if any of the changes were statistically significant. While there are many slight changes from 1997 to 1999, the only statistically significant difference is between the proportions of respondents not returning to ECC for financial reasons. In 1997, 30.5% of the respondents cited financial reasons for not returning to ECC. In 1999, less than 20% of the non-returning students endorsed this item ($z = -2.64$; $p< .01$), causing this item to fall from the highest to the third highest reason given for not returning.

Transferring to a different institution is now the most cited reason for not returning to ECC, with 1/5 of the respondents endorsing this item (down from 1/4 of the students in 1997). While not statistically significant, there was a trend for parking to be less often cited (- 4.3%), as well as the "difficulty getting downtown" (- 1.7%). "Concern for safety downtown" was also slightly down (-3.3%) from 1997. Three items, which are still small, but may be or concern, are the increased number of respondents who cited "did not like my teachers" (+ 2.8%); "college environment" (+ 1.2%); and "course not offered at the time I wanted" (+ 1.7% from 1997).

Did you take advantage of the free DART pass program?

(blank) 9%

No 56%

Yes 35%
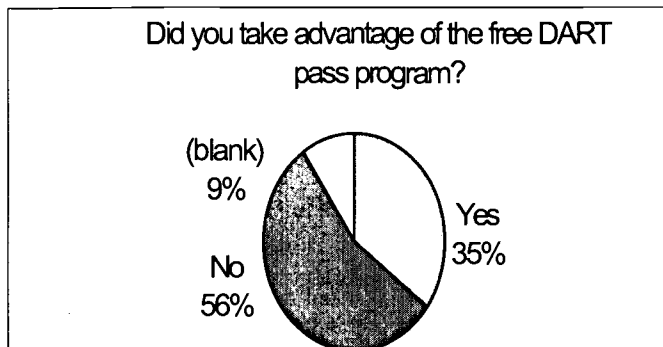
Over one third (35%) of the 1999 respondents admitted to having used the free DART pass program while they were attending ECC. Since this option was not available for the earlier cohort, it may explain why parking, difficulty getting downtown, and possibly the overall safety downtown were less likely to be cited as reasons not to return to El Centro College in 1999.

In 1997, our biggest competitor was other campuses in the Dallas County Community College District. Of the respondents who left El Centro College in order to transfer, 41% left to attend another DCCCD College, compared to only 37% who transferred to a four-year college or university.

If you transferred, to what sort of school did you transfer?
1997

Four-year College or University 37%

Other 11%

Trade or for-profit school 6%

Two-year college NOT in DCCCD 5%

Two-year college in DCCCD 41%

If you transferred, to what sort of school did you transfer?
1999

Other DCCCD 37%

Other Two-Year-Not DCCCD 3%

Trade School 1%

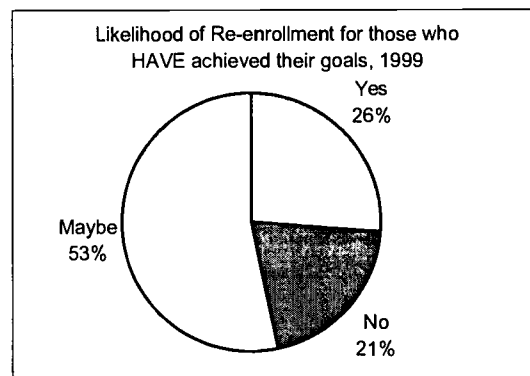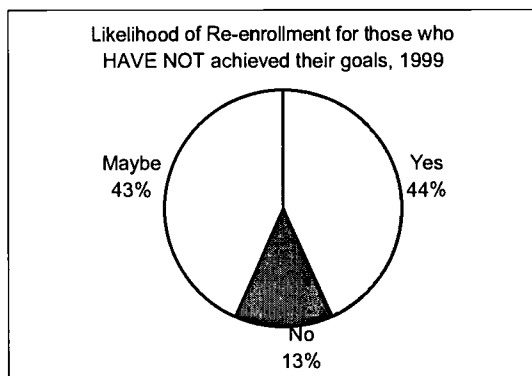Four-Year College or University 44%

Other 15%

In 1999, we appear to have turned that trend around. Forty-four percent (44%) of those who left ECC to transfer to another institution are now transferring to four-year institutions, while only 37% left ECC to attend another DCCCD College. Not losing our students to other DCCCD campuses may account for the 6.5% decrease in the number of students who cite "transfer" as a reason for not returning to ECC.

It is one of our goals to prepare students to transfer to four-year institutions, so this is clearly an improvement for this indicator. One of the tasks for the coming year is to set targets for transfer rates, so that more specific progress can be measured.

Reasons for not returning to El Centro also varied depending upon the type of institution that a student transferred to. While the majority of both, students who transferred to four-year institutions and those who transferred to other DCCCD campuses, cited the transfer as the *reason* for not returning to El Centro, there are differences between these two groups in terms of the *other reasons* for not returning. Those who transferred to four-year institutions were more likely to select "advanced courses not available" (p< .05), whereas those who transferred to a DCCCD campus were more likely to select "course I wanted was not available" (p< .01). DCCCD transfer students were somewhat more likely to cite "parking" as a reason (p< .10), and only DCCCD transfers cited "difficulty getting downtown", "safety downtown", "medical/health", and "family" reasons.

Reasons for not returning X Type of institution to which students transferred, 1999
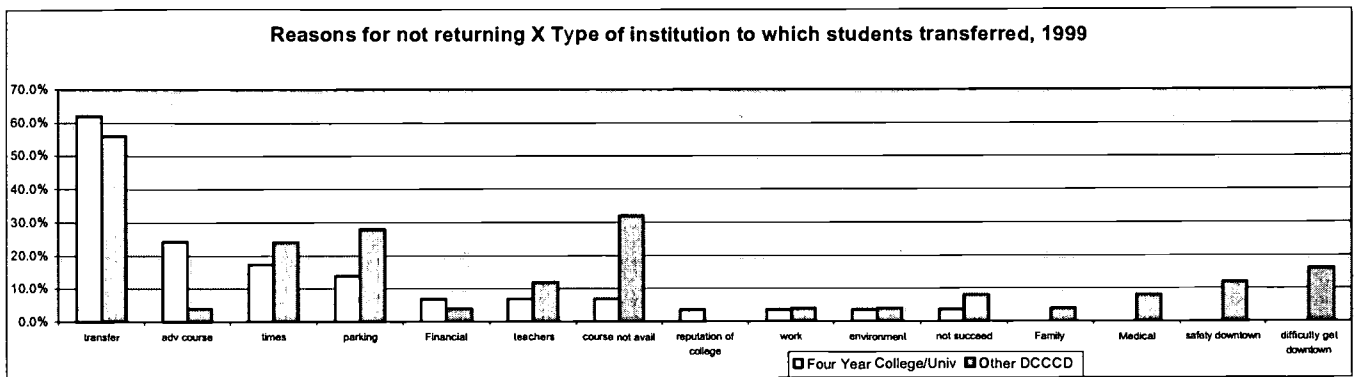
A higher percentage (41%) of 1999 respondents report having achieved their main goal at El Centro College than in 1997 (35%). A lower percentage of the 1999 non-returning students said that they might re-enroll (Yes, 36%; Maybe, 44%) compared to the 1997 cohort (Yes, 43%; Maybe, 40%). These two figures are related, however, because people who achieved their main goal while at ECC are less likely to be sure that they will enroll again later.

Likelihood of Re-enrollment for those who HAVE NOT achieved their goals, 1999

Maybe 43% — Yes 44% — No 13%

Likelihood of Re-enrollment for those who HAVE achieved their goals, 1999

Yes 26% — Maybe 53% — No 21%

Indicator 9.2: Enrollment Management Committee activities/meetings

The Enrollment Management Committee has been meeting regularly during the 1999-2000 school year, in order to organize events and activities related to recruitment, retention, and registration. Organizational and procedural issues are discussed and acted upon in order to ease the burden on students, and encourage them to work toward their educational goals here at El Centro College.

Four of the major initiatives at El Centro College related to recruitment and retention are the Rising Star program, retention of "at risk" students through the Trio program, the Enrollment Management Committee, and recruitment activities at high schools and area businesses.

A. Rising Stars: Rising Star scholarships provide a full 2-year college education to graduating high school seniors who qualify for financial assistance and have at least a "B" average or graduate in the top 40% from participating high schools in the South Dallas area. The scholarship is funded and administered by the Dallas County Community College District Foundation. Generous donations have been made to the Foundation by local and national businesses and other sources to support this initiative.

Access: 137 first time college students enrolled at ECC through the Rising Star Program in Fall 1999. 120 of these students (87.6%) required at least one developmental studies course their first semester. Four of the students enrolled in ESOL courses. Only 15 of the students were able to enroll in college level courses without requiring any ESOL, HDEV, or Developmental courses. Based upon these findings, new HDEV 1370 sections were designed specifically for Rising Star students. All Rising Star students will be required to take these HDEV 1370 sections their first semester at ECC beginning in Fall 2000.

Ethnicity of Rising Star Students

	El Centro	DCCCD
Caucasian	2%	12%
African-American	66%	44%
Hispanic	32%	41%
Asian/Pacific Islander	1%	1%
Other	0%	2%

Of the high schools that are in our service area, and feed directly into El Centro College, 4 out of 6 are predominantly African-American, and two are predominantly Hispanic. One of our predominantly Hispanic service area high schools, North Dallas High School, is not among the schools designated for Rising Star funds in these initial years. In order to serve these students, El Centro College made available institutional scholarships comparable to Rising Star. Six of these scholarships were awarded. One went to an African-American student and five to Hispanic students. At least six additional students will receive this scholarship in 2000-2001.

Retention: 73% of fall 1999 El Centro College Rising Star students returned in Spring 2000. 84% of Rising Star students were in good academic standing (GPA $\geq$ 2.0). Some of the non-returning students transferred to other institutions, and at least one of these transfers was to a four-year institution (Texas Southern University). Due to pregnancy/delivery three students were unable to return for the spring semester.

Trio Program: Trio is a federal grant program designed to increase the retention, transfer, and graduation rates of first generation low income students, and students with disabilities as well as to affect the institutional climate for these groups of students. This is done through direct services such as tutoring, advising, workshops, field trips and cultural activities.

Access: The population of Trio students is more ethnically diverse than the overall college student population.
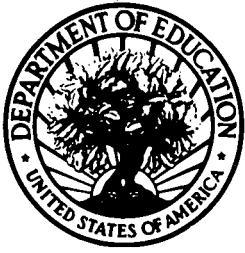
Ethnicity of Trio and overall El Centro College Students

	Trio Students	ECC Students
Caucasian	18%	31%
African-American	49%	41%
Hispanic	29%	21%

4% of Trio students reported more than one ethnicity.

Retention: 64% of TRIO program participants persisted from fall 1998 to fall 1999. 91% of TRIO students in 1998-99 ended the year in good academic standing (GPA $\geq$ 2.0). 60-61% of TRIO retained 100% of their credit hours in 1998-99.

Enrollment Management Committee: Enrollment Management Committee hosted a recent StarLink teleconference on Retention. Over 30 faculty, staff, and administrators from El Centro College attended this event. As part of the Enrollment Management Committee, the Retention subcommittee surveyed faculty to see what they do individually to help retain students. Focus groups were held in Divisions to ascertain more global retention practices by discipline. They are conducting research on "Best Practices" for retention around the country. Student surveys and focus groups are programmed for fall 2000.

High School Recruitment: Each counselor has a designated High School in our service area. They meet with the senior counselors, attend college nights, schedule and make arrangements for MAPS testing for placement purposes, and sometimes make presentations at PTA meetings, career days and senior assemblies. Additionally, this spring we provided extra service contracts for five advisors to work intensively with designated High Schools in our service area. These advisors have focussed heavily upon the senior class, not just recruiting for Rising Star, but emphasizing other financial resources to help fund their education. We also participate in many community wide recruitment and education activities (e.g., Harambee festival, Cinco de Mayo events, community health fairs, Taste of Dallas, and at area churches).