



Credit

Student Success and Support Program Plan

2015-16

District: Compton Community College District
College: El Camino College Compton Educational Center

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

College Name: El Camino College Compton Center

District Name: Compton Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Shateo Griffin Date: _____

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: _____

Name: Dr. Phillip Humphreys Date: _____

Signature of the Chief Instructional Officer: _____

Name: Barbara Perez Date: _____

Signature of College Academic Senate President: _____

Name: Paul Flor Date: _____

Signature of College President: _____

Name: Dr. Keith Curry Date: _____

Contact information for person preparing the plan:

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Name: Elizabeth Martinez Title: Director of Enrollment Services

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SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

El Camino College Compton Center began the process to update the 2015-2016 SSSP plan by working collaboratively with four of the central campus initiatives on campus, Student Success and Support Program (SSSP), the Student Equity Program (SEP), Basic Skills Initiative (BSI) and AB 86- Adult Education Consortium. A “Building Bridges” retreat was hosted by Student Equity Program (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and AB 86 as a platform for 2015-2016 academic year collaborative planning. This collaborative brought together representatives from various college programs including, Student Services, Academic Affairs, Career and Technical Education, Library Services, the Vice President, Provost/CEO along with representatives from El Camino College in Torrance, CA., to promote and share innovative ideas related to SSSP, SEP, BSI and AB 86 initiatives. During the “Building Bridges” retreat we reviewed our current SSSP and SEP plans for the 2014-2015 academic year. The status of those plans were shared and the development of additional ideas, activities and programming took place. This guided the 2015-2016 SSSP plan which was then assigned to the SSSP Core group for continued planning and coordination. The Compton Center’s SSSP Core, consists of the Dean of Student Services, Director of Enrollment Services, Counseling faculty and SSSP staff. It was formed to specifically carry out the goals that were set by the initial planning retreat that included the major initiatives on campus. This committee meets on a bi-weekly basis to discuss SSSP campus plans and initiatives at the Compton Center.

In addition, the Compton Center also participates in the Student Success Advisory Committee (SSAC) at El Camino College Torrance Campus, that consists of instructional and student services representatives, to include Vice Presidents, Basic Skills Coordinators, Student Equity Program director, faculty and a student representative. This committee was formed to act as an advisory body to plan and oversee the implementation of the Student Success and Support Program (SSSP) initiatives. This committee meets monthly to establish a well-integrated SSSP Plan.

b. What factors were considered in making adjustments and/or changes for 2015-16?

In reviewing the 2014-2015 SSSP Plan, the Compton Center addressed the feedback that was given by the chancellor's office to improve the 2015-2016 plan. In addition, the feedback received from the "Building Bridges" retreat assisted in the partnership with SEP, BSI and AB 86 to identify current plans and programs that were working well and needed to be expanded. This process not only assisted in identifying gaps that the Compton Center needed to address to adequately serve our student needs, but also to facilitate planning in order to avoid duplication of services.

c. In multi-college districts, describe how services are coordinated among the colleges.

Compton Community College District is a single college district and the Compton Center is a Center of El Camino College.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The El Camino College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The El Camino College mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive the planning processes and are responsive to each other (See Fig. A). The master plan integrates with other College-wide plans focused on student success including the Basic Skills Initiative, Student Equity, Adult Education (Assembly Bill 86) and Student Success & Support Program Plans (See Fig. B). These components join to guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success.



Fig. A

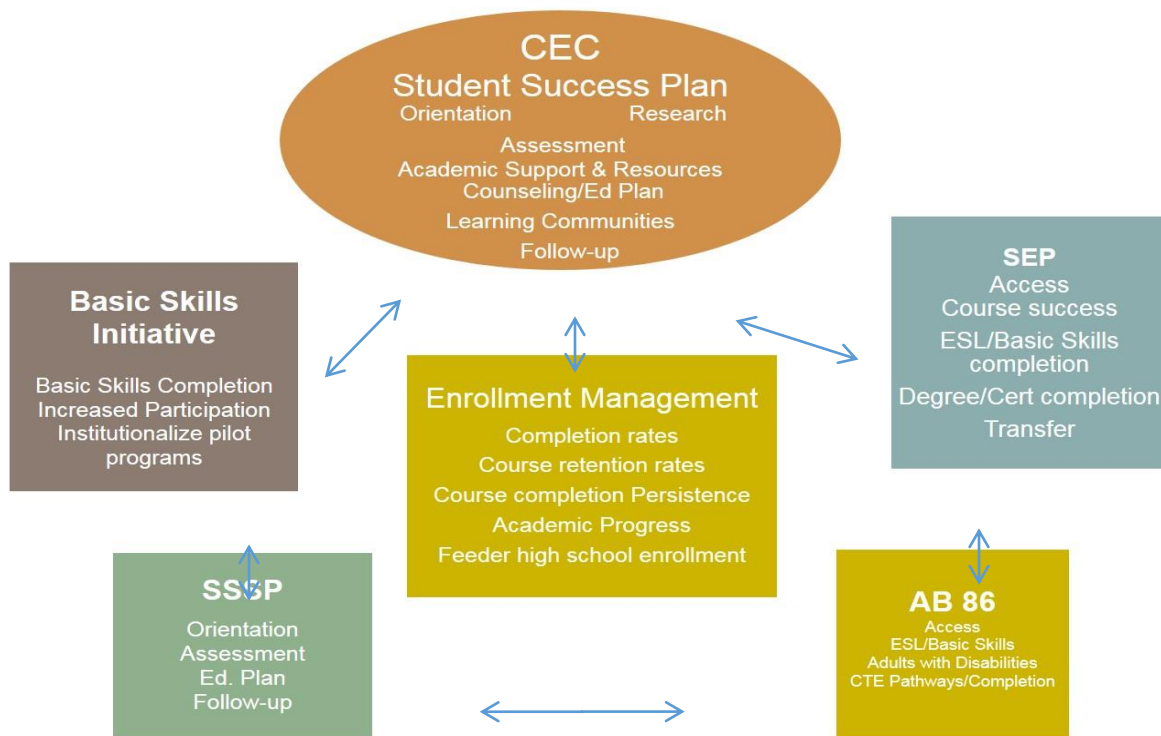


Fig B

2. Describe the college’s student profile.

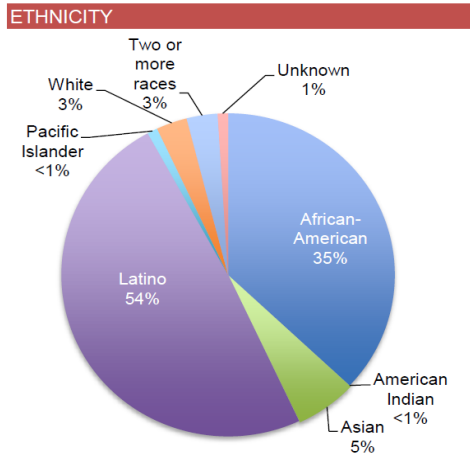
In Fall 2014, the Compton Center served 7,701 students, 63% of which were female. The Compton Center is considered a Hispanic-serving Institution, with Latinos representing the largest ethnic group on campus (54%). Thirty-five percent of students were African-American, 3% were White, and 5% were Asian. The majority of students were between the ages of 18 to 24 (55%). Thirty-seven percent were first-time students in Fall 2014. Full-time students represent about 26% of the college enrollment.

El Camino College-Compton Center
Facts and Figures - Fall 2014

Total Students: 7,701

AGE		
17 or younger	241	3.1%
18 to 19	1,296	16.7%
20 to 24	2,982	38.4%
25 to 29	1,228	15.8%
30 to 39	1,097	14.1%
40 to 49	550	7.1%
50 or older	362	4.8%

GENDER		
Female	4,880	63.4%
Male	2,820	36.6%



TOP CITIES		
Compton*	1,968	25.6%
Long Beach	1,126	14.6%
Los Angeles	836	10.9%
Lynwood*	546	7.1%
Carson	405	5.3%
Torrance	257	3.3%
Paramount*	225	2.9%
Gardena	221	2.9%
Bellflower	142	1.8%
South Gate	149	1.9%
Downey	89	1.2%

*Cities in the Compton Community College District

ENROLLMENT LEVEL		
Full-Time	1,966	25.8%
Part-Time	5,646	74.2%

UNIT LOAD		
Fewer than 6 units	2,737	35.9%
6 to 8.9 units	1,581	20.8%
9 to 11.9 units	1,328	17.4%
12 to 14.9 units	1,550	20.4%
15 units or more	416	5.5%

ENROLLMENT STATUS		
First-time Student	2,843	37.2%
Returning	268	3.5%
Continuing	4,378	57.2%
K-12 Special Admit	159	2.1%

CLASS TIMES		
Daytime Students	3,394	51.7%
Evening Students	1,411	21.5%
Comb Day/Eve Students	1,751	26.8%

EDUCATIONAL GOAL		
Intend to Transfer	2,434	47.9%
Degree/Certif. Only	587	11.6%
Retrain/Recertif.	296	5.8%
Basic Skills/GED	526	10.4%
Enrichment	129	2.5%
Undecided	1,101	21.8%

2013-14 DEGREES & CERTIFICATES		
Associate of Arts	201	
Associate of Science	60	
Certificate	98	

TRANSFER DESTINATIONS		
UC Institutions	76	
Cal State Institutions	340	
Private Institutions	41	
Out of State	40	

- Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

The Compton Center partners with high school districts, adult school consortiums, workforce investment boards, and community-based organizations to reach out to prospective students. This leads to coordinated core services. No third parties conduct any of the core services on behalf of the Compton Center.

Through Enrollment Services, the Office of Outreach and School Relations the Center has built partnerships with various high schools to schedule and conduct orientations, assessments and educational plans on high school campuses. Partnerships are maintained through coordinated meetings on a semester basis to ensure that the Compton Center is meeting the needs of local high schools. Counselor Luncheons are scheduled during the Fall semester at feeder high schools to update high school contacts on the available Compton Center student support services as well as to confirm dates when core services will be delivered. In addition, with the collaboration of the Provost/CEO office, there is also an annual Principal's Breakfast, where updated policies and procedures, offsite courses and data on core services is shared and discussed with feeder high school principals.

The Compton Center is an active participant in the Compton Commitment Partnership. The Compton Commitment Partnership is a collaboration with Compton Unified School District, California State University Dominguez Hills (CSUDH) and El Camino College Compton Center. The goal of the partnership is to promote, develop and coordinate events and activities to better serve college and high school students by promoting a college going culture and creating a seamless transition from high school to college. Through the partnership, high school students who commit to attending the Compton Center and complete the core services are guaranteed early registration to the Compton Center. Students at the Compton Center are also guaranteed transfer acceptance to CSUDH upon the completion of 60 transferable semester credits, including full general education certification. The Compton Center is in initial conversations to implement a similar partnership with Lynwood Unified School District and CSUDH.

Through AB 86, the Compton Center, in collaboration with Compton Community College District, Compton Unified School District, El Camino College, Lynwood Unified School District and Paramount Unified School district, was able to create the Tri City Consortium. The Tri City Consortium partners with local adult schools to address college and career pathways for students with basic skills, ESL, adults with disabilities, short term career technical education and apprenticeship programs. The goal is to create a seamless transitions for adult learners seeking to meet their educational goals. The Compton Center is an active participant in the Tri City Consortium and works to provide core services at the partnership school districts to assist with transition from adult school to college.

El Camino College was awarded a two year grant from the California Community Colleges Chancellor's Office to develop statewide transfer agreements between selected Historically Black Colleges and Universities (HBCU) and the Chancellor's Office to facilitate the transfer of California community college students who wish to complete their baccalaureate degree at a HBCU, including the efficient transfer of CCC coursework. Transfer agreements will ensure the full acceptance of general education classes from community colleges.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Yes. Adjustments were made to the orientation process based on outcomes from the 2014-15 program plan.

The Compton Center provides orientation services to prospective students in three delivery methods: (1) online; (2) in-person orientations on-campus; and (3) in-person orientations off-campus. In-person orientations are usually conducted in groups. Various El Camino College Compton Center entities provide orientation services including but not limited to: Counseling; Outreach & School Relations; state categorical programs; and learning communities.

The Compton Center works with partners including high school districts, and adult school consortiums, and community-based organizations recruit prospective students. It aims to provide orientation services to all students prior to registration or during the first term of enrollment. New in-district students who participate in orientation, take the assessment tests in English and mathematics, have an education plan developed by an academic counselor by an established deadline, and are assigned priority registration.

During the 2013-2014 year the Compton Center contracted with Cynosure New Media, Inc. to provide a second option for students completing the orientation process. As a result of the contract with Cynosure New Media, Inc. we are now able to offer an online version of the orientation services to reach out to more students. Data indicates that there is an increase in students that complete the orientation as a result of the additional service offered.

Online orientation was increased to students on campus this fall through the implementation of campus-wide WIFI access. This allowed more student accessibility to the online orientation by providing this additional resource to students. Student feedback indicates that although the orientation is more accessible to students via the online version, improvements can be made to the material to keep the attention of the students and the uniformity of both the online version and the in-person orientation. As a result, we will continue to work on improving both the online and in-person orientations to provide changes as needed to serve our students in the best way possible.

During peak registration accommodations were made to offer orientation in two locations on campus. This gave students the option to either complete the orientation on-line or in-person allowing for more students to go through the orientation process faster.

In addition, Enrollment Services also provides orientation as an option offsite for feeder high schools and concurrent enrollment students via the Outreach department. Advisors

Counselors and Student Ambassadors are assigned to offsite locations to be able to facilitate New Student Orientations to new students. Program Technicians are used to assist the data tracking of students completing core steps off campus.

2. a. How many students were provided orientation services in 2014-15?

A total of 1,927 (**Cell 3+ Cell 6**) students participated in orientation fall 2014 and spring 2015. Of these students 1,276 (**Cell 1+ Cell 4**) were new students.

Students who were provided orientation services in Fall 2014

Enrollment Status	Participated in Orientation	Did Not Participate in Orientation	Grand Total
Returning or Continuing Student	278	3,589	3,867
New Student	611 ₁	1,088	1,699 ₂
Grand Total	889 ₃	4,677	5,566

Students who were provided orientation services in Spring 2015

Enrollment Status	Participated in Orientation	Did Not Participate in Orientation	Grand Total
Returning or Continuing Student	373	3,300	3,673
New Student	665 ₄	1,393	2,058 ₅
Grand Total	1,038 ₆	4,693	5,731

b. What percentage of the target population does this represent?

Our target population for orientation is all new students. Out of 3,757 (**Cell 2+ Cell 5**) total new students, 1,276 (**Cell 1+ Cell 4**) participated in orientation. This represents 34% (**1,276/3,757**) of the target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The Compton Center has begun in-reach earlier in the academic year to increase student participation in the core services. An in-reach method that worked well last year was to identify students who had submitted an application, but had not completed one or more of the core services. The identified students were phone banked, contacted via email and mailed post cards that informed the students that they were missing one of the three core services.

In addition, the Compton Center advertises the core services throughout the year and with a heavy emphasis offsite at our local high schools. Enrollment Services via the Outreach and School Relations staff work closely with the local high schools and with high school seniors to ensure students are aware and have a means to complete the core steps of enrollment. Because the internal deadline for new students to complete the core services for priority

registration is March 31st, there is a concentrated push in the month of March for new students to complete the core services onsite. As a result, the month of March is also known as “March Madness” and is one of the main concerted efforts in which the Compton Center works with local high schools to inform students of the requirements and increase access to orientations, assessments and educational planning services. During the months leading up to March 31, as well as after, the Compton Center provides orientations followed by abbreviated educational planning at our onsite locations. In order to more effectively meet the need for new students to participate in orientation, the college will continue to coordinate this practice and grow on a larger scale.

3. a. Are orientation services offered online?

Yes. The Compton Center provides online orientation services to prospective students.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The Compton Center has contracted with Cynosure New Media, Inc. to provide online orientation to prospective students. There is no annual subscription through Cynosure, However the Compton Center will be reviewing the online orientation for updates during the 2015-2016 year, additional costs will apply based on changes that are made.

Orientations are provided on and off-campus by the Compton Center Student Services Advisors and Counselors through in-person orientations.

The Compton Center employs the following personnel to support on and off-site orientations; three (3) full-time Student Services Advisors who provide orientation services to students on and off campus, orientations are usually conducted in groups. Two (2) full-time program technicians and one (1) part-time program technician assist with the data tracking of students completing core steps off campus.

We are expecting to hire additional Student Services Advisors, and additional adjunct counselors to scale up in this area.

Human Development courses provide an extended orientation that includes all of the components as outlined in Title 5. The Student Success Academic Division oversees the Human Development curriculum and assigns teaching faculty members. The department has been in growth mode, increasing course offerings. These courses integrate the content of the Orientation Title 5 Checklist which challenges students to demonstrate personal responsibility for their education, actively engage with support services and resources, and make informed educational and career choices.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Both the online and in person orientations cover the following topics as described in title 5. These include:

1. Academic expectations, and progress and probation standards
2. Maintaining registration priority
3. Prerequisite and/co-requisite challenge process
4. Maintaining Board of Governors Fee Waiver eligibility
5. Description of available programs, support services, financial aid assistance, campus facilities, and how each can be accessed
6. Academic calendar and important timelines
7. Registration and college fees
8. Available educational planning services

Additional information that the Compton Center deems pertinent for a comprehensive orientation are:

1. A description and the importance of SSSP core services
2. English and Math course sequences
3. College terminology
4. Transfer and degree requirements
5. How to read a class schedule and college catalog
6. How to navigate the student portal
7. Course load and recommendations for students who work
8. Financial aid eligibility
9. Student conduct and sexual harassment policies

The online orientation has interactive video clips. Live orientations include a PowerPoint presentation with helpful web links to on and off campus resources. Each of the items noted on the orientation checklist is referenced within each orientation delivery method by citing specific Compton Center's webpages, federal and state websites, Center-publications (catalog and class schedule), board policies, and administrative procedures. The current online orientation will be continuously reviewed for improvement, particularly to maintain currency and to gain the interest and attention of our students.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. The staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Coordinator	Coordinator of core services	SSSP
4.0	Student Services Advisor	Orientation Facilitator and general core services advising	SSSP
5.0	Student workers	Assist staff as needed	SSSP
3.0	Counselor	Orientation Facilitator and advising	SSSP
5.0	Adjunct Counselor	Orientation Facilitator and advising	SSSP
1.0	Program Technician	Input data from orientations	SSSP
8.0	Counselor	Orientation Facilitator and advising	Match
5.0	Adjunct Counselor	Orientation Facilitator and advising	Match

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Instructional	SSSP	\$1,000
4000	Non-Instructional	SSSP	\$1,000
4000	General Office Supplies	SSSP	\$2,000
4000	Promotional Supplies	SSSP	\$1,000
5000	Conferences	SSSP	\$2,500
5000	Printing/Postage/Advertising	SSSP	\$30,000
5000	Contract Services	SSSP	\$1,000
6000	New Equipment	SSSP	\$4,000
7000	Other Payments	SSSP	\$2,500

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

No. However, last year, the Compton Center provided a winter Math Academy to help students prepare for the mathematics assessment test in previous years the Center only offered a Summer Math Academy. In order to participate, students are required to be registered for a mathematics course for the subsequent term and must participate in a three week session taught by mathematics faculty. Students are then reassessed and are placed in higher mathematics courses, if applicable.

Due to the positive outcome of the program from last year's Winter Math Academy, we will repeat offering the Winter Academy in January 2016 before the spring 2016 semester begins.

2. a. How many students were provided assessment services in 2014-15?

A total of 1,574 (**Cell 3+ Cell 6**) students were provided assessment services in fall 2014 and spring 2015. Of these students 1,083 (**Cell 1+ Cell 4**) were new students.

Students who were provided assessment services in Fall 2014

Enrollment Status	Assessment Service Provided	No Assessment Service Provided	Grand Total
Returning or Continuing Student	206	3,661	3,867
New Student	488 ₁	1,211	1,699 ₂
Grand Total	694 ₃	4,872	5,566

Students who were provided assessment services in Spring 2015

Enrollment Status	Assessment Service Provided	No Assessment Service Provided	Grand Total
Returning or Continuing Student	285	3,388	3,673
New Student	595 ₄	1,463	2,058 ₅
Grand Total	880 ₆	4,851	5,731

b. What percentage of the target population does this represent?

Our target population for assessment is all new students. Out of 3,757 (**Cell 2+ Cell 5**) total new students, 1,083 (**Cell 1+ Cell 4**) were provided assessment services. This number represents 29% (**1,083/3,757**) of the target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The Compton Center Assessment/Testing Center administers approximately 4,000 assessment tests each year to prospective, new, continuing, returning, and transfer students on an annual basis. All students who plan to enroll in English, English as a Second Language (ESL), and mathematics courses are required to take the assessment tests. In addition, students who indicate an educational goal to earn an associate degree and/or transfer to four-year institutions are required to take the assessment tests. Assessment tests are proctored on-campus within the Assessment/Testing Center. The proctoring of assessment tests also takes place off-campus and at high school campuses that have access to computers that are compatible with the necessary assessment testing software. Compton Center works with partners including high school districts, adult school consortiums, and community-based organizations to recruit prospective students. The Compton Center aims to provide assessment testing to all students.

Through the Information Technology Services, Institutional Research and Planning Departments, the Compton Center has greatly improved tracking and data collection for students completing core services and to identify those who have not. One change that will be implemented this year is greater outreach via emails, texts and mailings. The goal is to capture students who have applied but have not yet completed the assessment, orientation and/or the abbreviated education plan.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

The Compton Center works with The College Board to provide ACCUPLACER, an online computer-based assessment tests in English, English as a Second Language (ESL), and mathematics. The platform that ACCUPLACER has been using since June 2009 is "ACCUPLACER i3, Version 8.3." The English assessment test is comprised of two sections: Reading Comprehension and Sentence Skills. Both sections are required to be completed by new in-district students who will be assigned priority registration. There are two different ESL tests. The Levels of English Proficiency (LOEP) test place students into credit ESL courses. The second ESL test is the Combined English Language Skills Assessment (CELSA) test. This test places students into non-credit ESL courses. The LOEP test is composed of three sections: (1) ESL Reading Skills; (2) a writing sample; and (3) an oral test. All three sections are required to be completed by students for priority registration purposes. The CELSA test does not have a written test. The mathematics assessment tests comprises of: (1) Arithmetic; (2) Elementary Algebra; and (3) College-Level Math.

The completion of at least one of these mathematics tests is required for new in-district students to be assigned priority registration. English and math testing is offered on a first-come, first-served drop-in basis and no appointment is necessary. The Assessment/testing Center will be taking a look at all of the ESL materials to insure proper translation for non-English speaking students.

All English and mathematics assessment tests are computerized. The ESL Reading Skills test is computerized, but the ESL written sample and oral tests are not. Both parts of the ESL test are completed in the Assessment Center, after the second part of the ESL test is completed, the test is then reviewed by a faculty member for placement into courses.

Students may take the assessment tests once they have applied for admission to the Compton Center and have been issued a student identification number. The computerized tests are offered online, in person and in a computer lab, either individually or as a group. The College Board requires ACCUPLACER Tests to be proctored; therefore, they cannot be taken by students at home. The additional non-computerized ESL components are generally administered in person and in a group setting, although they can also be administered individually, if necessary. All tests can also be administered with special accommodations.

In order to test, students must have a Compton Center student ID number and a valid picture ID. The ID can be school or government issued. Tests are not timed however, students are informed that the test will take approximately 2 hours. The Compton Center students arrive in the testing center only after completing the college's online application and new student orientation. Students must show a valid photo identification and sign in before testing. Students are then taken into the testing lab where they are given instructions for completing the test. They are given scratch paper and pencil. They are instructed to ask questions when necessary.

Once they are done testing, students come back to the front office where they are given their placement scores. They are given a brief explanation of their scores and placement. Then they are directed to the Administration building to set up an appointment for counseling.

Proctoring of assessment tests are also conducted through Enrollment Services off campus at off campus educational institutions in computer laboratories compatible with the assessment testing software. This is typically arranged through the Office of Outreach and School Relations.

The Assessment/Testing Center provides pre-test practice and resource information on its webpage and provides similar information via hard copy flyers found at various Student Services departments, offices, and programs. The "Test Preparation" section of the Assessment/Testing Center webpage features websites and free online applications for English and mathematics assessment test reviews. Students can assess their pre-test performance through the use of several test preparation sites, which include sample tests and answers. Students are notified of test preparation information via the Center's website and through live on and off campus orientations. In addition, students are provided a link to the testing webpage via a confirmation e-mail when they apply for admission to the Compton Center.

The Compton Center offers a Math Academy. The Math Academy is an intensive three-week mathematics refresher course. When students complete the Math Academy, they may retake the mathematics assessment. Over a 2 year period, an average of 53% of students who participated in the academy have placed one or more levels higher than their original placement.

The Compton Center also plans to provide a prep-assessment materials and services to students on and off campus. Currently, Enrollment Services via the Outreach Department is coordinating prep assessment workshops to be provided to high school students after the orientation has been completed offsite. Additional materials and staff will be needed to complete task and prepare new students for the assessment exam both offsite and on campus. As a result, the Outreach department is also coordinating transportation for high school seniors to take the assessment test on campus.

The opportunity for a campus visit increases students' levels of engagement and motivation. This will also increase the number of students that will complete this core step.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

The Compton Center works with College Board to provide ACCUPLACER online computer-based assessment tests in English, English as a Second Language (ESL), and mathematics. The platform that ACCUPLACER has been using since June 2009 is "ACCUPLACER i3, Version 8.3."

b. When were tests approved by the CCCCCO and what type of approval was granted? ACCUPLACER was given probationary approval on March 1, 2014 through March 1, 2016. The Office of Institutional Research and other appropriate constituencies will reapply for full approval by March 1, 2016.

Two other tests, the ESL Writing Sample and the California Chemistry Diagnostic Test (CCDT) were approved for local use by the Chancellor's Office. According to the List of Approved Assessment Instruments, the ESL Writing sample was given Probationary Approval from February 1, 2002 through July 1, 2017. The Chemistry Test was given Full Approval from July 1, 2012 through July 1, 2018.

c. When were disproportionate impact and consequential validity studies last completed?

Validation studies for the Compton Center were last completed Fall 2012 for English and Fall 2013 for Math.

5. a. What multiple measures are used?

Placement test scores are part of the multiple measures used in the overall assessment. Aside from the standardized assessment tests administered by the Assessment/Testing Center, the College utilizes Advanced Placement (AP), Early Assessment Program (EAP) results, previously completed college work, high school curriculum/transcripts, discipline-specific tests, grades, use of skills at work, and work-related training as part of the multiple-measures process. (per title 5, sections 55522 (c) and (e)).

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

When students meet with a counselor to develop an educational plan, counselors review the assessment test results and take into account all documented multiple measures as described above for appropriate placement.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes. The Compton Center uses multiple measures and does not rely solely on the assessment test for student placement.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

El Camino College Compton Center is a Center of El Camino College. The ACCUPLACER Test is used by both El Camino College Compton Center and El Camino College. Students may test and use the results at either location. Only ACCUPLACER assessment scores are accepted by colleges outside the district. Placements derived from tests from colleges outside the district are interpreted according to the College cut off scores and not those of the previous college.

7. How are the policies and practices are on re-takes and recency made available to students?

The Compton Center's policies and practices are made available on the College's assessment website:

<http://www.compton.edu/student-services/support-services/assessment-center/>

They are also listed on the testing information handout that is available in the Counseling Department, Welcome Center and the Assessment/Testing Center. Students are also advised of the re-take policy when they receive their assessment test results in person and in their first counseling appointment when the educational plan is developed. Students are also made aware of the policies and practices when going through the New Student Orientation.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.5	Program Technician	Assessment test administer in addition to receive, interpret, and input non-ECC assessments, and general core services	SSSP
5.0	Student workers	Assist staff as needed	SSSP
3.0	Counselor	Administer test	SSSP
3.0	Student Services Advisor	Administer test	SSSP

5.0	Adjunct Counselor	Administer Test	SSSP
8.0	Counselor	Administer test	Match
5.0	Adjunct Counselor	Administer Test	Match
.15	ESL Faculty	Conduct ESL written and oral assessment	Match

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Instructional	SSSP	\$1,000
4000	Non-Instructional	SSSP	\$1,000
4000	General Office Supplies	SSSP	\$2,000
4000	Promotional Supplies	SSSP	\$1,000
5000	Conferences	SSSP	\$1,500
5000	Printing/Postage/Advertising	SSSP	\$6,000
5000	License	SSSP	\$5,000
5000	Contract Services	SSSP	\$1,000
6000	New Equipment	SSSP	\$1,000

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

The Compton Center's educational planning system has been identified as an area that needs improvement; however, the counselors at the Compton Center continue to use the online education software provided on the MyECC web portal to complete online education plans. With the increased demand for educational planning and counseling services, the Center has made the following adjustments:

- Because of the limitations of the current online education program, the Center, in collaboration with El Camino College, is participating as a pilot college in the Chancellor's Office Educational Planning Initiative (EPI). As a participant of this pilot, the college will obtain a new educational planning system that includes a degree audit system and an early alert program.
- The Compton Center has identified a need to implement virtual or online counseling for students and will be actively participating in the implementation of the Online Education Initiative (OEI) Canvas in collaboration with El Camino College. OEI is a collaborative effort among California Community Colleges to increase access to quality online courses and support services for online students.

- The Compton Center has increased the number (5) of adjunct counselors to complete educational plans in the high schools, and specialized programs on campus and within the general counseling office.
 - Education Planning Workshops are being conducted in the Human Development classes. These workshops are designed to increase students' awareness of the purpose, content and value of making an appointment with a counselor to complete an education plan.
 - A committee which includes Counseling faculty and the Student Success Coordinator was developed to implement the "What's Your Plan" campaign. Its purpose is to implement and improve strategies to increase the awareness of completing an abbreviated educational plan and most importantly a comprehensive educational plan.
 - Two (2) full-time Counselors were hired to provide academic counseling, education planning workshops and probation follow-up services to students. An additional counselor is planned to be hired during the 2015-2016 year.
 - A committee has been formed to implement a counselor intervention program through the Basic Skills Initiative (BSI) in Basic Writing and Math classes. This will ensure that enrolled students complete an educational plan. One or two general counselors will be assigned to math and basic writing courses to regularly visit classrooms and explain the educational planning process as well as other student success topics. During these visits, students will sign up for counseling appointments with counselors. Counselors and instructors will follow up with students to encourage students to obtain an ed. plan. After the abbreviated education plan is completed, students are referred to the appropriate student support services. Some examples of these services include the undecided majors workshops, university transfer tours, how to maintain priority registration, maintaining satisfactory academic progress, staying on course, transfer and career fairs. Through these services, students become aware of options and opportunities that relate to their career and educational goals. This awareness helps in developing the comprehensive educational plan.
 - Established three goals (recommendations) for the Counseling department that are linked to the El Camino College strategic initiatives 2015-2020, the department's budget and the SSSP core services. These recommendations are required for program review; and represent the goals of the department and are used to guide its planning and budgeting.
2. a. How many students were provided counseling, advising and education planning services in 2014-15?

A total of 3,989 (**586 +1,144 +899 +1,360**) students received counseling, advising and educational planning services during the 2014-2015 academic year.

586 students received *counseling services* during fall 2014 and 1,144 during spring 2015 for a total of 1,730.

899 (Cell 1+ Cell 2+ Cell 3) students received either an *abbreviate or comprehensive educational plan* in fall 2014 and 1,360 (Cell 4+ Cell 5+ Cell 6) students in spring 2015 for a total of 2,259 students

Students who completed an Ed Plan in Fall 2014

Enrollment Status	Abb. & Com. Ed Plan	Abbreviated Ed Plan	Comprehensive Ed Plan	No Ed Plan During Term	Grand Total
Returning or Continuing Student	6	136	372	3,353	3,867
New Student	17	104	264	1,314	1,699
Grand Total	23 ₁	240 ₂	636 ₃	4,667	5,566

Students who completed an Ed Plan in Spring 2015

Enrollment Status	Abb. & Com. Ed Plan	Abbreviated Ed Plan	Comprehensive Ed Plan	No Ed Plan During Term	Grand Total
Returning or Continuing Student	38	174	584	1,494	3,673
New Student	31	230	303	2,877	2,058
Grand Total	69 ₄	404 ₅	887 ₆	4,371	5,731

b. What percentage of the target population does this represent?

This represents 26.7% ($586+899/5,566$) of the College's fall 2014 target population (**All Students that received the services**) and 43.7% ($1,144 + 1,360 / 5,731$) of the spring 2015 target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

It is the goal of the Counseling department to make students aware of the counseling services provided, and the importance of completing a comprehensive educational plan. To increase the percentage of the targeted population receiving counseling, advising and education planning services the following steps have been implemented:

- July 2015, a Student Equity/SSSP retreat was conducted to review the Student Success Act of 2012, and to find ways to implement its core services and to evaluate the relationship between student equity and student services.
- Strengthening Partnerships to Support Student Success was the theme of the Center's Fall Flex Day for staff, faculty and administrators.
- The requirement for an educational plan has been integrated into Human Development courses as a Student Learning Outcome (SLO). The College has increased the number of offerings of the Human Development 10, Strategies for Success, course which includes the education planning services in its curriculum.
- A plan to re-implement the Basic Skills Counselor Intervention (BSCI) Program which will integrate counseling services in the class room in Spring 2016.

- Student Success Counselors to conduct student success workshops related to making educational planning services in the classrooms
 - As mentioned above a large marketing campaign “What’s your Plan?” will begin this November (to coincide with Spring 2016 course registration) during Fall 2015 to increase the knowledge of student’s need to complete an abbreviated and especially a comprehensive educational plan. This campaign will include workshops and presentations and, through multi-media advertising, the Compton Center will use banners, mass and personalized emails, mailings, social media and phone banking. We will also utilize contract services to partner up with local business for community partnerships and exposure.
 - New students to the college will participate in group educational plans to develop abbreviated education plans and will be grouped according to their English and Math placement.
 - Student Success Workshops such as “Understanding the Education Plan”, “Staying On-Course : An early Alert”, are presented in the classrooms which empower students to become active, responsible learners and provide them with strategies for creating a great life, both academic and personal These workshops are also designed to increase academic success and retention in the classroom.
 - El Camino College is participating in an Educational Plan Initiative (EPI) program and three counselors from the Compton Center were selected to participate. This pilot program will develop a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their goals, and an Education Planning and Degree Audit System to provide transcript, articulation, and curriculum inventory elements to colleges and help college counselors reach more students.
 - Developed and conducted educational planning workshops during New Student Welcome Day. New Student Welcome Day provides information on student’s services and resources available for new and prospective students; to promote student success at the Compton Center. This event included workshops and presentations and through multi-media advertising we will use banners, mass and personalized emails, mailings and social media.
3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

The service delivery methods of counseling, advising and other education planning services are as follows:

In Person

- **Athletic Counseling:** provides counseling services to student athletes.
- **CalWORKs Counseling:** provides education planning services to single or two-parent families (students) who are receiving Temporary Assistance for Needy Families (TANF), and those in transition off welfare, to achieve long-term self-sufficiency through coordinated student services.
- **Career Counseling:** provide education planning services and strategies to help students with their job search. This also help them to identify work related values and interests, as well as assess their unique skills and guide them through decision-making to set realistic career goals.
- **Express/Drop-in Counseling:** provides counseling services limited to more than ten minutes, such as quick questions, pre-requisite clearance and referral to other programs and services.
- **EOPS/CARE Counseling:** provides education planning services to students who are challenged by language, social, economic, and educational disadvantages.
- **First Year Experience Counseling (FYE):** Provides academic counseling and education planning services to students in their first year of college within learning communities.
- **General Academic Counseling:** Assists student in choosing a major that will lead to his/her successful transfer or developing a skill and ultimately a satisfying career and lifestyle.
- **Honors Transfer Counseling:** provides academic counseling and education planning services to students taking honors courses which are academically enriched to stimulate students intellectually, encourage independent critical thinking, and promote close interaction between students and faculty.
- **Mathematics, Engineering, Science Achievement Counseling:** provides academic counseling and education planning services to students who are majoring in math or science so they excel academically and transfer to four-year institutions.
- **Outreach Counseling:** provides education planning services which includes abbreviated education plans to high school students that have completed the college's application and taken the assessment test.
- **Probation Counseling:** provides academic counseling and education planning services that is designed to help students overcome the barriers that are preventing their academic success.
- **Special Resources Counseling (DSPS):** provides education counseling, disability support services and learning disability assessments to students with disabilities in the Special Resource Center.
- **Transfer Counseling:** Provides transfer and related counseling activities necessary to assist students with transfer options and decisions.
- **Veteran Counseling:** Assists eligible dependents in planning educational programs and maintaining compliance with Veterans Administration regulations.

- **Career and Technical Education:** Provides academic and Career counseling to students with Career majors. CTE courses are occupationally specific and technical in nature.

Groups and/or Workshops

- **Career workshops:** conducts workshops that encourage and inspire students to achieve career and life goals by exploring their values, interests, personality traits, aptitudes and skills.
- **Early Alert Workshops:** provides students with strategies that will help them to avoid being placed on probation.
- **Educational planning workshops:** A review of certificate, graduation, General Education (transfer, associate degree), Associate Degree Transfer (AA/AS-T) and lower division major preparation requirements. Assists students to better understand the development of their education plan which will include their academic, career, transfer, graduation and personal goals.
- **New Student Orientations** assists students to become familiar with the college and its resources.
- **Student Enhancement Workshops**-students learn probation policies, solutions to common problems, and meet with a counselor to develop an educational plan. If a student is on Academic/Progress probation level 2, they will also complete a Probation Contract.
- **Transfer Workshops**-provides transfer activities to help a student through the process of transferring to a university.

FTE Generating Courses

In collaboration with the Human Development Faculty and the Counseling Department, education planning services are included in the curriculum of Human Development Courses. Making an appointment with a counselor and completing an education plan is a graded requirement for Human Development, 8, 10, 20 and 115. Students in these courses not only obtain education plans but also are given in class activities that help them to understand the core components of educational planning.

Students are required to utilize tools and resources such as the College Catalog, curriculum guide sheets, and web based resources including www.assist.org and Career Coach (<https://compton.emsicareercoach.com/>) to develop a semester-by-semester guide to achieve their educational, personal and career goals.

To insure that students receive an education plan which includes their declared course of study, career and personal goals, certificate, transfer and/ or graduation requirements, Human Development Courses (8, 10, 20, and 115) have included education planning in their Student Learning Outcomes (SLO) and they are as follows:

Human Development 8

- SLO #1 Educational Planning Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.
- SLO #2 Qualities of Successful Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals.

Human Development 10

- SLO #1 Active Learning & Achieving Goals Students will utilize active learning and critical thinking to analyze personal qualities, skills and strategies necessary for success in college and demonstrate how to apply these to achieve academic goals.

Human Development 20

- SLO #1 Identifying Transfer Options Students will be able to identify and apply information and resources for selecting appropriate transfer institutions.
- SLO #2 Educational & Transfer Planning Students will identify educational and career goals and create a plan for eligible transfer to an appropriate institution.

Human Development 115

- SLO #1 Career Research & Planning Students will apply active learning to research and evaluate educational and career options and develop a comprehensive career plan that incorporates consideration of life stages.

Although requiring an educational plan is not stated in the SLO for Human Development 5, instructors have included making an appointment with a counselor to complete and education plan a part of the career plan.

The following programs offer students a dedicated section of Human Development Courses which are in most cases required to participate in the program:

- Extended Opportunity Programs and Services: Human Development 8 or 10
- First Year Experience: Human Development 10 and 20
- Special Resource Center:

b. Is drop-in counseling available or are appointments required?

The Compton Center offers both appointments and drop-in counseling services:

Appointments

Counseling education planning services are made available to students Monday through Thursday from 8 a.m. to 6:30 p.m. and Friday from 8 a.m. to 12:00 p.m. through scheduled appointments made in-person at the Counseling Office in the Administration Building or by telephone. It is the goal of the Center to provide students access to online appointment services through the MyECC student web portal.

Appointments are for 30 minutes for the general student population. EOPS/CARE, CalWorks and Financial Aid counseling appointments are for one (1) hour. Veteran students are given an hour counseling appointment as well to complete an online education plan and to obtain a written Veteran Education Plan to be submitted to the Veteran Center at El Camino College for verification of educational benefits.

Students can schedule an hour long appointment with a counselor to plan their comprehensive education plan and to discuss appropriate services such as tutoring, and financial aid. Students will be directed to the appropriate personnel in the Transfer and Career Center, Veterans' Center, Student Resources Center, EOPS/CARE, Child Development Center, etc., who would assist the students in meeting their goals.

Drop-In

Drop-in counseling services are available Monday through Thursday from 8 a.m. to 6:30 p.m. and 8 a.m. to 12:00 p.m. on Friday to complete an online abbreviated education plan. Appointments may be given the same day if openings are available except during peak registration periods.

Express counseling is also available for quick questions that require brief answers, pre-requisite clearances and referrals to other programs and services. Education plans are not completed during an express counseling session and students are referred to make an appointment.

During peak periods which are usually the first two weeks of a semester or session, appointments are not available and the average wait time for drop-in counseling is between 40- 60 minutes. During non-peak periods students may drop-in or make a same day appointment (if available) and the wait time is approximately 10-15 minutes. The average wait time for students with appointments is 5-10 minutes.

c. What is the average wait time for an appointment and drop-in counseling?

During peak periods which are usually the first two weeks of a semester or session appointments are not available and the average wait time for drop-in counseling is between 40- 60 minutes. During non-peak periods students may drop-in or make a same day appointment (if available) and the wait time is approximately 10-15 minutes. The average wait time for students with appointments is 5-10 minutes.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

In accordance with the steps to priority registration which are to participate in orientation, complete assessment process and develop an education plan, academic counselors provide online abbreviated education plans to:

- New first time students after the new student orientation and the assessment process.
- Perspective high school students (during the spring semester and on location) after the new student orientation and assessment process. A paper abbreviated education plan is completed by the counselor; however, upon return to the campus it is placed online using the MyECC web portal which allows the student to review it.
- Students with CTE certificate programs of only two (2) terms.
- Students who have short term education goals that can be completed by taking 1-4 courses.

Students meet with a counselor who has prepared for their appointment and will:

- Review all pertinent course placement criteria (i.e. Math/English placement scores, IB, EAP,
- AP scores, previous college coursework, etc.)
- Discuss educational goals
- Discuss interests for major and careers
- Discuss possible school and career choices
- Refer to career counseling
- Discuss external commitments, financial aid, etc.
- Develop a 1-2 semester education plan based upon a student's discipline that will typically include:
 - a. Math
 - b. English
 - c. Human Development and/or Academic Strategies courses
 - d. Other general education, elective or major courses

Counseling assistance is provided to the student who wishes to obtain an abbreviated student education plan. This plan consists of two semesters of coursework, the students name, student number, education goal and major. In the comment section of the plan is the name of the counselor that completed the plan and any additional comments the counselor feels is needed to further guide the student.

Using the assessment scores, multiple measures, as well as other colleges' transcripts, counselors can indicate on the plan the Basic English and Math courses as well as general education requirements for graduation, certificates or transfers.

In the Fall 2015 the Compton Center began group educational planning sessions as a pilot. The group educational planning sessions piloted program was evaluated, changes will be implemented to correct the process and format. Beginning in Spring 2016, students will have the opportunity to meet with counselors in group educational planning sessions. During these sessions (4-5) students and a counselor will develop an abbreviated educational plan. Students will be grouped according to their English and Math placement. This will reduce the wait time

to see a counselor and allow more students to complete their counseling appointment during peak periods.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

The comprehensive education plan is a two- or- more semester plan that indicates the student's life goal, career objective or major, and estimates a completion date. The plan includes all English and math courses students must complete based on their assessment scores, and all general education requirements needed to fulfill the associate degree, all courses needed to obtain a certificate, and/or all the major transfer requirement courses and general education university requirements needed to proceed to the university level.

Students meet with a counselor who will:

- Review all pertinent course placement criteria, if not previously reviewed (i.e. Math/English placement scores, IB, EAP, AP scores, previous college coursework, etc.)
- Discuss educational goals
- Discuss and research interests for major and/ or career
- Discuss and research possible transfer options (articulated and non-articulated transfer institutions)
- Refer to career counseling
- Discuss commitments outside of school, financial aid, etc.
- Refer to counselors that are assigned to specific majors
- Develop two or more semester education plan to include courses needed towards completion of educational goal. Counselors identify factors when strategically selecting and planning courses.

Courses will include:

- continuation of English and math courses based on abbreviated ed plan
- Human Development courses and/or Academic Strategies courses based on need
- Other general education courses
- Major courses
- Elective and support courses based on need
- Instructions: completing a TAG or TAP agreement, completing an AA - T or AS - T Verification form, filing for a degree or certificate, and applying to transfer or to a specific academic program.

A comprehensive educational plan campaign will be initiated in Fall 2015 to coincide with peak registration for courses for Spring 2016. Students will be exposed to flyers, posters, mailers, and emails referencing the "What's your plan?" campaign, stressing the importance of completing a comprehensive educational plan and the benefits for the

students. Students with over 14 units will be specifically targeted with phone banking to book an appointment with a counselor to complete a comprehensive educational plan.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

The technology tools are as follows:

- Academic counselors utilize the online campus portal (MyECC) to create online education plans as well as paper-based education plans. Paper based education plans are completed only during group counseling session’s off-campus and on campus only when the MyECC portal services are not functioning. The paper based education plans are inputted into the portal immediately upon arrival on the campus or when the system is available for use.
- Academic counselors use Datatel/Colleague, the College’s software that enables academic counselors to clear college prerequisites, download transcripts, view student schedules, and review assessment test scores.
- Academic counselors also utilize the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), a computerized student-transfer system established by the University of California to provide counselors with articulation agreements between community colleges and the University of California and California State University systems. ASSIST provides academic counselors with the latest reports of how course credits earned at one community college or university can be applied at another transfer institution.
- Academic counselors utilize “College Source,” an online database of over 79,063 digital college catalogs, profiles, and resources. This gives academic counselors the ability to review older courses taken by a community college student and provides an accurate evaluation of transcripts.
- Academic counselors utilize “Eureka” an online database of national and international career and educational information. The website helps students learn about how their personality, skills, and interests match the job market.
- Academic counselors utilize “SARS” to schedule counseling appointments, workshops, and other counseling/advisement functions for students. Students are able to access SARS via the student portal available through Datatel/Colleague.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	Counselor	provides comprehensive counseling services to community college students	SSSP

		from diverse backgrounds regarding degree and vocational education program planning, university transfer planning, education, career decision, goal clarification and personal life management,	
8.0	Counselor	provides comprehensive counseling services to community college students from diverse backgrounds regarding degree and vocational education program planning, university transfer planning, education, career decision, goal clarification and personal life management,	Match
5.0	Adjunct Counselor	provides comprehensive counseling services to community college students from diverse backgrounds regarding degree and vocational education program planning, university transfer planning, education, career decision, goal clarification and personal life management,	SSSP
5.0	Adjunct Counselor	provides comprehensive counseling services to community college students from diverse backgrounds regarding degree and vocational education program planning, university transfer planning, education, career decision, goal clarification and personal life management,	Match

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Instructional	SSSP	\$2,000
4000	Non-Instructional	SSSP	\$1,000
4000	General Office Supplies	SSSP	\$2,000
4000	Promotional Supplies	SSSP	\$3,000
5000	Conferences	SSSP	\$4,500
5000	Printing/Postage/Advertising	SSSP	\$33,532
5000	Contract Services	SSSP	\$4,000
6000	New Equipment	SSSP	\$0
5000	Printing/Postage/Advertising	Match	\$4,305

E. Follow-Up for At-Risk Students
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1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Yes adjustments have been made to follow-up services based on the outcomes from the 2014-2015 plan. It is the goal of the Compton Center to increase its focus on follow-up services for at-risk populations during the 2015-2016 academic year. The Center is participating with El Camino College to implement an Early Alert Initiative this year to help students, especially those who are identified as being at risk. The Starfish Early Alert Program was offered through participation as a pilot college of the Chancellor’s Office Educational Planning Initiative (EPI). Starfish is a cloud based, Early Alert software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. Two (2) student success counselors were hired to participate in the implementation of this program. An additional counselor is planned to be hired.

2. a. How many students were provided follow-up services in 2014-15?

At-risk Students:

Students who are on academic, progress probation, and/or dismissal; students enrolled in basic skills courses defined as two or more levels below college level; and/or newly enrolled students who have not identified an educational goal or a course of study.

Service	Fall 2014	Spring 2015
	Unduplicated, At-Risk Students N=1,325	Unduplicated, At-Risk Students N=1,069
Counseling Services	114	189
Probation Service	58	80
Other Services	311	378
Unduplicated Count of Follow-Up Services Received	334	304

Probation Students:

Students enrolled in term on academic, progress probation, and/or dismissal

Service	Fall 2014	Spring 2015
	Probation Students N=966	Probation Students N=791
Counseling Services	76	122
Probation Service	62	93
Other Services	200	245
Unduplicated Count of Follow-Up Services Received	242	220

Basic Skills Students:

Students enrolled in a basic skills course(s) defined as two or more levels below college level

Service	Fall 2014	Spring 2015
	Basic Skills N=603	Basic Skills N=452
Counseling Services	61	90
Probation Service	15	16
Other Services	180	214
Unduplicated Count of Follow-Up Services Received	178	171

Undecided Students:

Newly enrolled students who have not identified an educational goal or a course of study

Service	Fall 2014	Spring 2015
	New, Undecided Students N=167	New, Undecided Students N=115
Counseling Services	10	19
Probation Service	0	0
Other Services	48	31
Unduplicated Count of Follow-Up Services Received	56	36

b. What percentage of the target population does this represent?

Our target population for follow-up services is all at-risk students. Out of 2,394 total at-risk students, 638 were provided follow-up services. This number represents 27% of the target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

A probation committee has been formed that consists of three (3) counselors and the Student Success Coordinator. Our goal is to provide additional intervention services beyond the original Student Enhancement Workshops. This will be a collaborative effort between Student Success and Support Program (SSSP) and the Student Equity Program (SEP) that will take a holistic approach to intervention by incorporating case management style services. Student Services Advisors will be assigned a caseload to provide ongoing follow-up to students and provide referrals on and off campus as necessary.

The new Early Alert system will be piloted at the Compton Center. Once an instructor identifies a student, staff will follow up with students and begin the case management services. There will be various workshops such as time-management, procrastination,

career, financial aid literacy, etc. offered. It will include computer and study stations for students to work. The Compton Center will expand these services to include students who are at-risk of falling into probation (students with GPA of 2.0 -2.4 and those with a low pace of unit completion).

3. a. What types of follow-up services are available to at-risk students?

According to Title 5 Section 55525 at-risk students are students who are on academic probation, progress probation, and/or dismissal; students enrolled in basic skills courses defined as two or more levels below college level; and/or newly enrolled students who have not identified an educational goal or a course of study.

Follow-up Services for Students on Academic/Progress and/or Dismissal Status

- Students on academic and/or progress probation level 1 will be scheduled to attend the Student Enhancement Workshop. In addition to helping students understand what probation is and the steps to transition back into good standing, the Student Enhancement Workshop (SEW) helps them to identify challenges they face and strategies on how to overcome them. These strategies are reviewed and students are reminded of on and off-campus resources including, but not limited to, state categorical programs, tutoring, supplemental instruction, etc. Upon completion of this workshop, students meet with an academic counselor to review or update their educational plan, discuss needed resources, and develop strategies to improve their success in the classroom.
- Students on academic and/or progress probation level 2 must attend the Student Enhancement Workshop and meet with a counselor to complete a comprehensive education plan in order to release the hold placed on their course registration. The students and the counselor create an action plan for success and develop some conditions in order to continue. Some of the conditions maybe for example, adjusting their current enrollment, participate in reading or writing workshops conducted in the Library-Student Success Center. This action plan assists in the development of the terms for readmission outlined in a contract that the student signs. Student Services Advisors contact the students after two weeks into the semester to inform them of the support services available and make an appointment for the student to see the Student Success Counselors for any follow-up. These steps are mandatory in order to release the hold placed on their course registration.

Follow-up Services for Students Placed in Basic Skills Courses

A committee has been formed to plan on the implementation of the Basic Skills Initiative (BSI) counselor intervention program in basic writing and mathematics courses. The goal of this intervention will be to provide each student enrolled in basic skills courses with a comprehensive education plan and information regarding academic and student support services on campus. An academic counselor will be assigned to a course section and will regularly visit the classroom to explain the educational planning process as well as other student success topics.

During these visits, students sign up for counseling appointments with the academic counselor. The counselor and instructor discuss student progress, follow up with students in the assigned classes and schedule appointment for students to complete a comprehensive education plan. When appropriate, basic skills students will be scheduled to enroll in Academic Strategies or Human Development classes that will complement their basic skills courses.

The Student Success Center offers Supplemental Instruction (SI) with many of the basic skills English and mathematics classes. SI is a series of weekly review sessions for students. SI has been proven to help increase student understanding of course material and raise grades. Attendance at SI sessions is not mandatory, but highly encouraged by instructors. SI offers the opportunity for students to compare notes, discuss important concepts, take practice tests, and increase strategies for test-taking, studying, and learning.

The Compton Center offers a free Math Academy to reduce math requirements by one or more semesters which will allow students to advance quicker to college level math. The Math Academy is an intensive three-week mathematics refresher course offered during the summer and winter breaks. A counselor is assigned to this academy to provide educational planning services to students which include an education plan.

Follow-up Services for Students without a Course of Study or Educational/Career Goal

Entering students may indicate that they are undeclared or undecided on their admission application; however, there is currently no mechanism for students to update their course of study on their own without the intervention of an academic counselor or without having to visit the Admissions and Records Office. The Center in collaboration with El Camino College will investigate the possibility of allowing students to change their course of study during each course registration period. The Counseling Department working with the Admissions and Records Office will also explore ways in which academic counselors may initiate changes to the course of study on behalf of and upon the request of students.

Students who indicate during a counseling session that they are undeclared or undecided are advised to visit the transfer/Career Center to meet with a transfer/career counselor who will assist them in making informed educational and career choices. Services available through the Transfer/Career Center include career assessments, online resources, one-on-one counseling, workshops, and career/major fairs.

Transfer/Career Center services are advertised to students via the online Transfer/Career Center webpage, social media, signage, flyers and informational tables. During Transfer/career Center workshops, academic counselors utilize online career assessments that help students match their personalities, interests and skills with compatible majors and careers.

In Spring 2016 the Compton Center plans to implement a Career Awareness Month, which includes a series of seminars and workshops culminating in a Career Fair, featuring Career

Center resources, access to instructional faculty, Fortune 500 companies, and community representatives.

New Students that have stated that they are undeclared and undecided about their major but are seeking an associate degree, certificate, or transfer will be advised to enroll in a career planning Human Development course that is indicated on their education plan. The choices are as follows:

- Human Development 5: Career and Life Planning (one unit, CSU transferrable) requires students to create a plan with the following components: strengths and weaknesses; college majors and career plans; examine learning styles and personality types; and an assessment of how these relate to student success in college and careers. Students then identify and utilize career research tools, and resources to make informed career-related decisions.
- Human Development 115: Career Development Across the Lifespan (three units, CSU transferrable), students develop a comprehensive career plan that incorporates consideration of life stages, articulates interests, personality, skills and work values; integrates them with educational planning and career decision-making in diverse work environments; and employs strategies for establishing effective and supportive relationships for sound decision-making regarding career and life planning.

b. How and when are students notified of these services?

Students who are on academic and/or progress probation levels 1 and 2 are sent an electronic notification via the MyECC student portal in Datatel/Colleague. They are also mailed a follow-up letter via U.S. postal service from the Counseling Department and Admissions and Records, and notified by phone during the Spring semester that advises them to attend a Student Enhancement Workshop. Multi-media services are used to make students aware of the workshops.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Counseling (Individual) Sessions: Upon completion of the Student Enhancement workshop, students meet with an academic counselor to review their educational plan, discuss needed resources, and create an action plan for success. This action plan assists in the development of the terms for readmission outlined in a contract that the student signs. Topics covered during the session include what to do to keep their priority registration, how to maintain good academic standing, and how to stay on course. Students are also referred to student services advisors who follow up with probationary students and monitor their academic progress each term.

Students on probation are advised to enroll in relevant Human Development and/or Academic Strategies courses. Students enrolled in Human Development courses show significant improvement in the personal qualities associated with success such as: applying educational planning tools and resources to create an education plan; effectively setting academic, career,

and personal goals; learning about and accessing campus resources; and applying strategies for overcoming challenges and obstacles. Some resource for at risk students are as follows:

- The Tessie Cleveland Community Services Corporation which offers physical and psychological health services.
- Academic Strategies courses all focused on topics that support at-risk students such as Thinking Skills for College Classes, Test Taking Strategies, and Listening and Notetaking Strategies.
- The Math & Science Center provides free group tutoring on a drop-in basis by trained peer tutors and adjunct faculty tutors. The Math & Science Center sponsors programs to further assist math students. The Math Workshop Series is a series of one-hour workshops presented by math faculty and tutors covering topics ranging from basic math to college algebra.
- In addition, the Reading Success Center offers assistance with reading assignments for any course. Students are able to meet individually with a reading teacher associate and obtain assistance with reading strategies in addition to attending various reading success workshops.
- The Reading and Writing Center provides free tutoring on a drop-in basis. Teacher Associates are available to provide reading assistance in areas such as how to better process information from a text, how to take notes and organize information from a text, how to understand main ideas and supporting details, and how to identify context clues.

Student Enhancement (Group) Workshop:

Students are scheduled to attend a Student Enhancement Workshop (a power point presentation) which includes valuable information that, if applied, will assist the student in changing their probationary status and in completing their educational goals. Topics are as follows:

- What is academic probation, progress, dismissal and what can be done to be removed
- How to review your academic record
- How to calculate a GPA
- Identifying Challenges
- Steps to reduce procrastination
- Time Management and Time Planning
- Understanding Learning Styles
- Setting Clear Educational Goals
- Strategies for Note Taking

Technology Tools:

- MyECC Online educational plan program tool
- Power Point Presentation to be used during the Student Enhancement Workshop
- SARS student portal & Datatel for student Notification
- Datatel/Colleague
- Tablets/Laptops

Technology Implemented Fall 2016

- Starfish Early Alert Software
- Online Educational Planning Software

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

The Compton Center requires students who participate in athletic teams, state categorical programs, federal grant sponsored programs and select on campus programs (FYE, CalWorks, EOPS/CARE), to submit to their assigned counselors hard copy progress reports each term that are completed by instructional faculty members. Students who are at risk of failing a class or need additional academic assistance (as indicated by the instructor) are scheduled an appointment to see a counselor assigned to the program and are provided counseling and referral services. While the current practice of requiring progress reports is helpful, the Compton Center recognizes the need to expand the practice that could be addressed by adopting a case management model of academic counseling.

This year the Compton Center will implement an Early Alert Initiative to help students, especially those who are defined as being at risk. The Starfish Early Alert Program was offered through participation as a pilot college of the Chancellor’s Office Educational Planning Initiative (EPI). Starfish is a cloud based, Early Alert software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. Compton Center employees, including administrators, instructional faculty, counseling faculty members, and classified employees as well as students have been meeting the last years to discuss implementation of the Early Alert Initiative.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	Counselors	provides comprehensive counseling in regards to academic progress, degree and vocational education program planning, university transfer planning, education, career decision, goal clarification	SSSP
4.0	Student Services Advisors	Advising	SSSP
5.0	Student workers	Assist staff as needed	SSSP
5.0	Adjunct Counselor	provides comprehensive counseling in regards to academic progress, degree and vocational education program	SSSP

		planning, university transfer planning, education, career decision, goal clarification	
8.0	Counselors	provides comprehensive counseling in regards to academic progress, degree and vocational education program planning, university transfer planning, education, career decision, goal clarification	Match
5.0	Adjunct Counselor	provides comprehensive counseling in regards to academic progress, degree and vocational education program planning, university transfer planning, education, career decision, goal clarification	Match

- Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Instructional	SSSP	\$1,000
4000	Promotional Supplies	SSSP	\$3,000
5000	Printing/Postage/Advertising	SSSP	\$14,500
5000	Contract Services	SSSP	\$2,000
5000	Other Payments	SSSP	\$1,250
5000	Printing/Postage/Advertising	Match	\$2,100

F. Other SSSP/Match Expenditures

- Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

The El Camino College Office of Institutional Research and Planning will provide the following types of services that directly relate to the provision and evaluation of SSSP services:

- The development of a set of student achievement measures to be reviewed and discussed annually and tracked over time. The set of measures will include baselines, institution-set standards, external benchmarks (where available), annual status reports, and aspirational goals.

Preliminary student achievement measures related to SSSP include:

1. Student Readiness Rate (percentage of the target population that has completed assessment, orientation and educational planning)
 2. Successful course completion and goal completion rates (degree, certificate, transfer)
 3. Compton Center milestone achievement rates
 4. Completion counts (degrees, certificates, transfers).
- b. Annual reports of assessment test results.
 - c. Validation studies for instruments used for student placement into English, English as a Second Language (ESL), and mathematics courses; research to support placement by multiple measures; and evaluation of course prerequisites.
 - d. Longitudinal tracking and comparative outcomes studies of target populations to help determine efficacy of program, interventions and college services.
 - e. Additional SSSP program evaluation support through student survey creation and analysis, and focus group research.
 - f. Updates of English, ESL and mathematics sequence progression studies every two years.
 - g. Other research needs that develop during the course of implementation of the SSSP Plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Research Analysts	Match	\$57,800
2000	Research Analyst (50%)	SSSP	\$30,000

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Dean of Student Services	Match	\$54,408
2000	Clerical Secretarial	Match	\$132,517
2000	Director of Admissions and Records	Match	\$100,151
2000	Director of Enrollment Services	Match	\$109,839
2000	Admissions and Records staff	Match	\$240,439
3000	Employee Benefits	Match	\$327,384
4000	Supplies and Materials	Match	\$6,000
5000	Other Operating Expenses & Services	Match	\$9,505

SECTION III. POLICIES**A. Exemption Policy**

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

All students, exempt or not, have the opportunity to participate in the core services. The college has adopted the following criteria as exemptions:

Orientation:

The El Camino College Compton Center has chosen to exempt students from participating in orientation if they have the following:

- Has earned an associate degree or higher from a regionally accredited college or university.

Assessment Testing:

The El Camino College Compton Center has chosen to exempt students from having to take the assessment tests if the student:

- Has completed assessment testing at another regionally accredited college and university that utilizes ACCUPLACER for assessment testing. Official ACCUPLACER test results must be provided by The College Board, the entity that administers ACCUPLACER;
- Has enrolled at the Center solely to take a course that is legally mandated for employment as defined in Title 5 section 55000 or necessary in response to a significant change in industry or licensure standards;
- Has completed English or mathematics coursework at another regionally accredited college or university that articulates with Compton Center courses;
- Is a Disabled Student Programs and Services (DSPS) eligible student who has taken an assessment through the Special Resource Center (SRC);
- Has completed the Smarter Balanced test for Common Core;
- Has passed the Advance Placement (AP) English Language and Composition with a score of 3, 4, or 5; and has passed AP Calculus AB and/or AP Statistics with a score of 4 or 5 and/or AP Calculus BC with a score of 3, 4, or 5; or
- Has passed the Early Assessment Program (EAP) test with a result of "College Ready" for both English and Mathematics.

Abbreviated Education Plan

The El Camino College Compton Center has chosen to exempt students from having an abbreviated education plan developed if the student:

- Has earned an associate degree or higher from a regionally accredited college or university;
- Has already developed a comprehensive education plan with a College academic counselor;
- Is concurrently enrolled as a high school student; or
- Has declared an educational goal of personal enrichment and is enrolled in less than six (6) units but is not granted enrollment priority.

Comprehensive Education Plan:

The Compton Center has chosen to exempt students from having a comprehensive education plan developed if the student:

- Has earned an associate degree or higher from a regionally accredited college or university;
- Is concurrently enrolled as a high school student; or
- Has declared an educational goal of personal enrichment and is enrolled in less than six (6) units.

2. What percentage of your student population is exempt (list by category)?

Orientation

2.5% of the College student population is exempt

Fall 2014 Orientation Target Population

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	3,734	133	3,867
New Student	1,694	5	1,699
Grand Total	5,428	138	5,566

Spring 2015 Orientation Target Population

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	3,532	141	3,673
New Student	2,056	2	2,058
Grand Total	5,588	143	5,731

Assessment Testing:

2.5% of the College student population is exempt

Fall 2014 Assessment Services

Enrollment Status	Directed to Service	Exempt	Grand Total
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Returning or Continuing Student	3,734	133	3,867
New Student	1,694	5	1,699
Grand Total	5,428	138	5,566

Spring 2015 Assessment Services

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	3,530	143	3,673
New Student	2,055	3	2,058
Grand Total	5,585	146	5,731

Education Plan

2.5% of the College population is exempt

Fall 2014 Ed Plan

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	3,734	133	3,867
New Student	1,694	5	1,699
Grand Total	5,428	138	5,566

Spring 2015 Ed Plan

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	3,532	141	3,673
New Student	2,056	2	2,058
Grand Total	5,588	143	5,731

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

The Compton Center requires students who have earned 100 or more units to appeal to regain their enrollment priority for the subsequent term. Students are required to meet with an academic counselor to review their academic record and to have an education plan developed that includes no more than two terms for educational goal attainment. Students may not submit an appeal without first meeting with an academic counselor. Academic counselors will indicate their recommendation on the appeal form for the appeal committee to take into consideration. Students enrolled in high unit majors may be considered if their program may be completed in no more than two terms. Students who have already obtained an associate degree or higher are not able to submit an appeal for enrollment priority. Students are directed to file an Enrollment Priority Appeal Form directly with the Admissions & Records Office by an established deadline each term. Third

party documentation is required to be submitted with appeals.

Students may not appeal final decisions made by the appeal committee regarding enrollment priority. Students whose appeals are successful will need to resubmit an appeal for the following term. Foster youth are exempt from this requirement. Students who have been dismissed from the Center are required to participate in a Student Enhancement Program (SEP) Workshop hosted by the Counseling Division.

Students who are dismissed from El Camino College are required to participate in a Student Enhancement Program (SEP) workshop hosted by the Counseling & Student Services Division.

The appeals Policies described above are listed on the College's board of policies webpage http://www.elcamino.edu/student-services/fao/main_getpaid.asp

Students who do not maintain satisfactory academic progress for two consecutive terms due to their cumulative grade point average (GPA) and/or cumulative attempted unit completion rate will be placed on Financial Aid disqualification. Students may appeal their Financial Aid disqualification by completing the satisfactory academic progress appeal petition available on the Compton Center website, in the Financial Aid Office, or as an email attachment to the Financial Aid Disqualification notification. Students may appeal their Financial Aid Disqualification according to the Compton Center Satisfactory Academic Progress (SAP) Policy if they were unable to maintain satisfactory academic progress for the following acceptable reasons:

- Illness or accident of the student or immediate family member (documentation required)
- Death of an immediate family member (documentation required)
- Newly diagnosed disability or complications with an existing disability which contributed to poor academic performance (supporting documentation required by the College's Special Resource Center)
- U.S. military services orders (documentation required)
- Additional time needed to complete an educational goal beyond and associate degree or higher (documentation required)
- Exceeded 150% maximum timeframe allowed due to changes of major or transfer credits that do not apply to student's declared educational program (documentation required)

SAP Appeal Forms must be accompanied with a current, counselor approved Comprehensive Education. Supporting documentation must be included with the satisfactory academic progress appeal petition and must prove that the incident (if applicable) occurred during the term(s) in which students did not make satisfactory academic progress.

Policy posted on the college website

http://www.elcamino.edu/student-services/fao/main_getpaid.asp

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

The Compton Center adheres to the El Camino College's prerequisite procedure was approved by the Board of Trustees on June 17, 2013. It is posted on the ECC board policies webpage and on the College Curriculum Committee webpage as part of the curriculum handbook. The procedure abides by Title 5 section 5503 and its primary motivation is to seek a balance between facilitating student success and access.

The College's prerequisite and corequisite procedure was approved by the Board of Trustees on June 17, 2013. It is posted on the College board policies webpage (<http://www.elcamino.edu/administration/board/policies.asp>) and on the College Curriculum Committee webpage (<http://www.elcamino.edu/academics/ccs/handbook.asp>) as part of the curriculum handbook. The procedure abides by Title 5 Section 5503 and its primary objective is to seek a balance between facilitating student success and access.

Prerequisites/corequisites are established and reviewed through the curriculum process and fall under the purview of the College Curriculum Committee.

Prerequisites/corequisites are reviewed during the six-year course review cycle except for vocational courses, which are reviewed every two years.

Prerequisites/corequisites are generally established if a student is highly unlikely to be successful in a course without the knowledge or skills taught in the prerequisite course. Determinations for prerequisites are made by discipline faculty who take into consideration detailed course syllabi, outlines of record, tests, related instructional materials, course formats, the type and number of examinations and grading criteria. In addition, discipline faculty use their expertise to identify the body of knowledge and/or skills necessary upon entry to a course and to match those to the prerequisite course. For transferable courses, the course outline of record must specify that at least three University of California (UC) or California State University (CSU) campuses offer an equivalent course that requires an equivalent prerequisite.

Prerequisites/corequisites may be established in sequential courses within and across discipline if the skills, concepts and information taught in the first course are presupposed in the second course. The college uses content review to demonstrate that a prerequisite course in communication or computational skills is necessary for a course. Finally, the College

Curriculum Committee has established guidelines for the creation of other prerequisites for health and safety and for residency and readiness.

If a student does not meet prerequisite/corequisite but is able to provide satisfactory evidence, s/he may seek entrance into the course by filing a challenge. If there is room in the course and the student files a challenge, the district has five (5) days to reach a decision regarding the challenge. If a decision is not reached after five (5) days, the student may enroll in the course. If there is not space in the course and a student's challenge is upheld, the student may enroll the following semester. The grounds for filing a challenge are determined by Title 5 Section 55003 (p and q).

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Professional development for instructional faculty will equip faculty to support the implementation of core services (orientation, assessment, and educational planning) with initiatives to 1) increase awareness, 2) build connections, and 3) monitor progress.

A. Before the end of spring 2015, instructional faculty will be asked to include on their syllabi a notation affirming the Compton Center's commitment to student success, informing them of changes generated by SB-1456 and directing them to student support services.

1. New state regulations may affect your eligibility for financial aid, your registration priority, and your ability to repeat classes. Schedule an appointment to see a counselor for an up-to-date educational plan by visiting:
<http://www.elcamino.edu/studentservices/co/appointments.asp>

B. The theme for the Fall 2015 Faculty Flex Day was SSSP plans and integrating student services and SSSP requirements into the classroom. The professional development department team intends to provide follow up professional development opportunities throughout the year. In addition, the Compton Center will provide continuous updates on SSSP implementation, progress and effectiveness of SSSP activities.

C. At the start of the fall 2015 semester, faculty will be given a comprehensive listing of academic and student support resources on campus in print and on the Center's website and asked to encourage students to demonstrate personal responsibility for their education by utilizing campus resources. Examples include providing credit for a current education plan, integrating campus resources in active learning assignments, incorporating guest speakers from student support services, disseminating information

in class, and personally referring students in need of intervention.

- D. The Compton Center will utilize innovative avenues for making information about academic and support services available to the Center's community, including electronic alerts via email, Twitter and Facebook, as well as the development of a "student support app" for use on electronic devices.
- E. Each semester, a campus-wide faculty development event will be designed, focused on increasing awareness of resources, building connections, and monitoring student progress. Examples include Spring Flex Professional Development Day, resource fairs to alert faculty to campus resources, workshops on strategies for incorporating resources and referrals into classroom teaching, and a knowledge exchange for effectively monitoring student progress.
- F. All new faculty must complete the New Faculty Learning Academy, a semester long series of workshops which incorporate strategies for active learning, student learning styles, utilizing campus resources and monitoring student progress.
- G. The Compton Center would like to ensure that SSSP plans and activities are derived from the best practices and data driven decisions. To accomplish this, the college will support student success related conferences that provide best practices, insight on how to better support the core services and follow up to at risk students.
- H. A two day retreat was held off site that included faculty, staff and administrators that worked together to support the Compton Center Student Success Plan which links the Basic Skills Initiative, Student Success and Support Program, Student Equity Plan and integrated it into the college's Student Success Plan which supports the Strategic Master Plan.

The outcomes of the retreat are as follows:

- Learned what other institutions were doing in relation to student success
- Learned what other institutions were doing in relation to student success
- Reviewed Compton Educational Center Student Success Initiatives and Plans
- Developed Strategies and linked BSI, SSSP, SEP goals and objectives to ensure all plans were aligned with the Student Success Plan and met the needs of all campus stakeholders
- Maximized usage of available funding without duplicating services
- Synthesized activities submitted in all plans
- Identified strategies on how different areas can work collaboratively and not in silos

I. In addition, this year the Compton Center will pilot various technological tools to assist with SSSP implementation that include an online educational planning system, early alert software, a new degree audit system and an online counseling platform. Each of these will require extensive training and updating to the campus community.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Student Success Advisory Committee

Carmela Aguilar, Counselor and ESL Professor

Richette Bell, Director of Admissions and Records

Patricia Bonacic, Director, CaiWORKs, TANF, SRC

Shateo Griffin, Student Services and Support Program Coordinator

Vanessa Haynes, Counselor and Professor of Sociology

Albert Jimenez, Instructional Specialist

Barbara Perez, Vice President of Academic Affairs

Estina Pratt, Librarian, Academic Senate Vice-President

Chelvi Subramaniam, Dean of Student Success, Student Success Committee Co-Chair

Jose Villalobos, Professor of Mathematical Sciences, Senator, and Certificated Union President

Phillip Humphreys, Dean of Student Services

Elizabeth Martinez, Director of Enrollment Services

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Carmela Aguilar

Title: Counselor and ESL Professor

Stakeholder Group: Faculty

Name: Richette Bell

Title: Director, Admission and Records

Stakeholder Group: Administration

Name: Patricia Bonacic

Title: Director, CalWORKs, TANF, SRC

Stakeholder Group: Administration

Name: Shateo Griffin

Title: Student Services and Support Program
Coordinator

Stakeholder Group: Staff

Name: Vanessa Haynes

Title: Counselor and Professor of Sociology

Stakeholder Group: Faculty

Name: Albert Jimenez

Title: Instructional Specialist

Stakeholder Group: Faculty

Name: Barbara Perez

Title: Vice President of Academic Affairs

Stakeholder Group: Administration

Name: Estina Pratt

Title: Librarian, Academic Senate Vice-President

Stakeholder Group: Faculty

Name: Chelvi Subramaniam

Title: Dean of Student Success, Student Success

Committee Co-Chair

Stakeholder Group: Administration

Name: Jose Villalobos
Senator, and Certificated Union President

Title: Professor of Mathematical Sciences,

Stakeholder Group: Faculty

Name: Phillip Humphreys

Title: Dean of Student Services

Stakeholder Group: Administration

Name: Elizabeth Martinez

Title: Director of Enrollment Services

Stakeholder Group: Administration

Name: Oluwatosin Williams

Title: SSSP Program Technician

Stakeholder Group: Staff