



Student Success and Support Program Plan (Credit Students)

2014-15

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

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and
Mail report 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 Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated 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 and 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, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments


Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.


SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE


College Name: El Camino College Compton Center


District Name: Compton Community College District

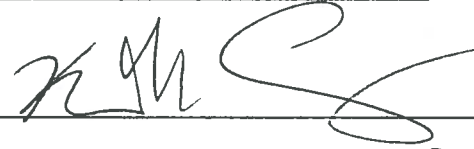
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: 
Name: Shateo Griffin Date: 10/15/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Dr. Phillip Humphreys Date: 10/15/14

Signature of the Chief Instructional Officer:  (Chelvi Subramaniam signing on behalf of Barbara Perez)
Name: Barbara Perez Date: 10.15.14

Signature of College Academic Senate President: 
Name: Paul Flor Date: 10-15-14

Signature of College President: 
Name: Dr. Keith Curry Date: 10-15-2014

Contact information for person preparing the plan:
Name: Dr. Chelvi Subramaniam Title: Dean of Student Success
Email: csubramaniam@elcamino.edu Phone: 310-900-1600 ext. 2235

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

- 1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**

The El Camino College Compton Center serves approximately 1,982 first-time students enrolled in high schools, adult schools, charter schools, continuation schools and the communities at large.

The El Camino College Compton Center provides orientation services to prospective students in three delivery methods: (1) online; (2) live orientations on-campus; and (3) live orientations off-campus. Live orientations are usually conducted in groups. Various College entities provide orientation services including but not limited to: Counseling; Outreach & School Relations; state categorical programs; and learning communities programs (e.g., First Year Experience). In addition, select Human Development courses provide extended orientation to enrolled students. The El Camino College Compton Center works with partners including high school districts, adult school consortiums, workforce investment boards, and community-based organizations to outreach to prospective students. The El Camino College Compton Center aims to provide orientation services to all students prior to registration or during the first term of enrollment. New students, who participate in orientation take the assessment tests in English or English as a Second Language (ESL) and mathematics, and have an education plan developed by an academic counselor by an established deadline, are assigned priority registration.

The El Camino College Compton Center affords in-depth and academically rigorous orientation services through academic courses in Human Development which provide opportunities to obtain the necessary skills, knowledge and self-awareness to achieve success in college. Approximately 44 sections enrolling more than 1,320 students will be offered in 2014-2015. Human Development curriculum addresses educational planning and career readiness; as a result, courses are integrated into programs such as First Year Experience and Extended Opportunity Programs & Services (EOP&S). Incoming degree and transfer students are advised

to enroll in relevant Human Development courses. With an emphasis on active learning, critical thinking and student responsibility, Human Development students show significant improvement in the qualities associated with success (e.g., personal responsibility, self-motivation, self-esteem, and lifelong learning) and consistently achieve the student learning outcomes by applying educational planning tools and resources to create an effective educational plan; effectively setting academic, career and personal goals; knowing about and applying for campus resources; and applying strategies for overcoming challenges and obstacles.

El Camino College Compton Center Definitions for Registration Summer/Fall 2014

1. "New" in-district students (regardless of mandated or district designated group) complete the core services of orientation, assessment testing, and education plan (abbreviated or comprehensive) for priority registration purposes. Students who belong to mandated groups will be assigned Registration Tier 1. Students who belong to a district designated group will be assigned to Registration Tier 3. Students who do not belong to a mandated group or district designated group will be assigned to Registration Tier 4.
2. "New" out-of-district students (regardless of mandated or district designated group) will need to complete the core services of orientation, assessment testing, and education plan (abbreviated or comprehensive) for priority registration purposes. Students who belong to mandated groups will be assigned Registration Tier 1. Students who belong to a district designated group will be assigned to Registration Tier 3. Students who do not belong to a mandated group or district designated group will be assigned to Registration Tier 6.
3. "New" in-district and out-of-district students (regardless of mandated or district designated group) that do not meet the core services requirement will be assigned to Registration Tier 7.
4. "Continuing" students (both mandated and district designated group) do not need to complete the core services of orientation, assessment testing, and education plan (abbreviated or comprehensive) for priority registration. Students who belong to mandated groups will be assigned Registration Tier 1. Students who belong to a district designated group will be assigned to Registration Tier 3. Students who do not belong to a mandated group or district designated group will be assigned to Registration Tier 5.
5. "Returning" students (both mandated or district designated group) do not need to meet the core services requirement for priority registration. Students who belong to mandated groups will be assigned Registration Tier 1. Students who belong to a district designated group will be assigned to Registration Tier 3. Students who do not belong to a mandated group or district designated group will be assigned to Registration Tier 7.

Reference- Admissions & Records Office: <http://www.elcamino.edu/admissions/registration.asp>
The El Camino College Compton Center provides orientation services to prospective students in three delivery methods: (1) online; (2) live orientations on-campus; and (3) live orientations off-

campus. Live 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 El Camino College Compton Center works with partners including high school districts, and adult school consortiums, and community-based organizations to outreach to 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, and have an education plan developed by an academic counselor by an established deadline are assigned priority registration.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Two (2) full-time classified Student Services Advisor provide orientation services on and off campus.

One (1) full-time classified Coordinator of Student Success Services and Programs schedules and provides orientation services on and off campus.

Eleven (11) full-time counselors provide orientation services on and off campus.

Nine (9) part-time counseling provide orientation services on and off campus.

One (1) full-time Dean of Student Services ensures compliance to orientation.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

El Camino College Compton Center has contracted with Cynosure New Media, Inc. to provide online orientation to prospective students. The online orientation is maintained by the Student Services Division. The El Camino College Compton Center pays an annual subscription fee for this service. Live orientations are provided on and off-campus by the El Camino College Compton Center personnel.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

(1) Academic expectations and progress and probation standards pursuant to section 55031;

(2) Maintaining registration priority pursuant to section 58108;

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;

- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621**
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;**
- (6) Academic calendar and important timelines.**
- (7) Registration and college fees.**
- (8) Available education planning services**

El Camino College Compton Center has developed and implemented online and live orientations that incorporate information to comply with Title 5 Section 55521. The online orientation has information on each of the eight items noted above. The 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 Center webpages, federal and state websites, Center publications, board policies, or administrative procedures.

Human Development courses have an academically rigorous curriculum. These courses integrate the content of the Orientation 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. For example students are required and apply the resources, tools and procedures to establish career goals and create an educational plan; identify resources and apply strategies for cultivating an effective support network; develop the personal qualities necessary for college success to achieve academic goals; and develop a plan for resolving difficulties and overcoming obstacles.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

El Camino College Compton Center continues to work with educational and community-based partners to reach as many prospective students to help introduce them to the matriculation steps and to provide outreach programming which includes orientation. The El Camino College Compton Center has identified the on-campus entities that provide live orientations and is working with each entity to ensure compliance with Title 5 Section 55521. Students who view and complete the online orientation will automatically receive credit. Students who participate in a live orientation either on or off-campus will need to have their information entered The El Camino College Compton Center's campus-wide software program. Enrollments in relevant Human Development courses will be tracked.

An increase in the number of students completing orientation and receiving educational plans is expected to yield increased demand for Human Development courses. In addition, the First Year Experience program has requested an increase in the number of learning communities incorporating Human Development courses. As a result, course offerings need to be expanded to meet increased demand. However, there seems to be difficulty in getting students to commit

early to taking advantage of priority registration. Essentially, priority registration and its benefits will need to be emphasized during orientations.

- 6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.**

Refer to the SSSP Budget Plan referencing all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

ii. Assessment and Placement

- 1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).**

The El Camino College 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 at secondary educational institutions that have computer laboratories with computers that are compatible with the necessary assessment testing software. The El Camino College Compton Center works with partners including high school districts, adult school consortiums, workforce investment boards, and community-based organizations to outreach to prospective students. The El Camino College Compton Center aims to provide assessment testing to all students prior to registration. New in-district students, who do participate in orientation, take the assessment tests in English, ESL, and mathematics, and have an education plan developed by an academic counselor by an established deadline, are assigned priority registration. The El Camino College Compton Center also provides a Summer Math Academy aimed at first-time students to help them prepare for the mathematics assessment test. Students are required to have registered for a mathematics course for the subsequent term and must participate in a three week session taught by mathematics faculty members. Students are then reassessed and are placed in higher mathematics courses, if applicable.

Additional plans are in the works to offer a Math Academy in January 2015 before spring semester 2015 begins. The El Camino College Compton Center is also exploring the opportunity of offering a "weekend refresher" also known as a "Math Boot Camp" for students who wish to

prepare for the assessment tests especially as it relates to mathematics. The targeted audience would be high school seniors and the emphasis would be on addressing mathematics anxieties.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

One (1) full-time Program Technician to provide assessment services on campus.

Two (2) full-time Classified Student Services Advisors provide assessment services on and off campus.

One (1) full-time Coordinator of Student Success Services and Program oversees the entire assessment process.

One (1) full-time Research Analyst to assist the Assessment/Testing Center with research services for its annual program plan, program review, the creation and processing of customer service surveys, and in making informed decisions based on metrics.

One (1) full-time Dean of Student Services ensures compliance of assessment processes and procedures.

Working in conjunction with the Assessment/Testing Office, the Office of Outreach & School Relations proctors assessment testing off-campus. The Office of Outreach & School Relations employs the following:

One (1) Director to coordinate off-site assessment process.

Three (3) part-time classified Student Services professionals who proctor assessment testing to prospective students.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The El Camino College Compton Center works with The 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." 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 to be assigned priority registration. The ESL 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 mathematics assessment tests are: (1) Arithmetic; (2) Elementary Algebra; and (3) College-Level Math. The completion of at least one of these mathematics tests will need to be completed for new in-district students to be assigned priority registration.

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. Students may take the assessment tests once they have applied for admission to the Center and 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 done 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.

Aside from the standardized assessment tests administered by the Assessment/Testing Center, the Center utilizes Advanced Placement (AP), Early Assessment Program (EAP), previously completed college work, and high school curriculum as part of the multiple-measures process. Additionally, to make up for the limited content in Geometry and Trigonometry included on the ACCUPLACER exam, the Mathematical Science Division does offer a Geometry Challenge Exam and a Trigonometry Challenge Exam. These Challenge Exams are generally taken by students that place at the Trigonometry or Pre-Calculus level, and do not have documentation of passing Geometry or Trigonometry in high school. Dean or designee administers the challenge exams. The Center's academic counselors and academic deans are assigned with the responsibility for determining equivalency for prerequisites or co-requisites purposes. Official transcripts must be mailed from high school, college or university to the Admission & records Office.

The El Camino College Catalog 2014-2015 includes detailed information on assessment testing on pages 15 and 16. The catalog includes information on assessment procedures, English placement test, ESL test, mathematics placement test, chemistry placement test, mathematics competency test, Ability-To-Benefit (ATB) test, and waiver exams for contemporary health and math competency.

- 4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**

The ACCUPLACER Test is used by both El Camino College and the El Camino College Compton Center campuses. Students may test and use the results at either campus. In addition, only ACCUPLACER assessment scores are accepted from colleges outside the district. Placements derived from tests from colleges outside the district are according to established flowcharts and not those of previous colleges.

The El Camino College Compton Center accepts Early Assessment Program (EAP) results of "College Ready" to exempt students from the College's assessment tests in English and Mathematics. Academic counselors and academic deans are assigned to determine equivalency for prerequisites or co-requisites as outlined in the College Catalog.

The El Camino College Compton Center also accepts student assessment scores and placement results from other regionally accredited colleges and universities that utilize ACCUPLACER for assessment testing. Official ACCUPLACER test results must be provided by student which they may request from their previous schools where they tested.

5. Describe college or district policies and practices on:

- a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**
- b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?**
- c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

The El Camino College Compton Center Assessment/Testing Center provides pre-test practice and resource information on its webpage and provides similar information via hard copy fliers found at various Student Services departments, offices, and programs. The "Test Preparation" section of the Assessment/Testing Center webpage features websites and online applications for English and mathematics assessment placement test reviews. The webpage also features low-cost assessment placement test reviews. Students can derive an idea of their pre-test performance through the use of several of the test preparation sites, which include sample tests plus answers. Students are notified of test preparation information via the online and live on- and off-campus orientations and information sessions administered by Outreach & School Relations personnel at secondary educational institutions. In addition, students are provided a link to the testing webpage via a confirmation email when they apply for admission to the institution.

English courses at El Camino College Compton Center are separated into two sequences (reading and writing). English assessment tests may be re-taken unless students have enrolled into one or both of the sequences. At that point, they must complete the courses sequence(s). Mathematics

assessment tests may not be re-taken once the student has enrolled into the main math sequence of courses. One or more parts of the ESL Assessment may be repeated upon the recommendation of the ESL faculty or counselor. However, courses may not be skipped by repeating the test. Students may take the English or Math tests a second time with no special permission. However, for the third and final time, assessment testing requires the approval of the appropriate academic deans or their designated contact person. There is no waiting period recommended by the test publisher or prerequisites between retesting. However, students are always encouraged to study before-hand and take advantage of the free online assessment placement test reviews.

Assessment placement tests scores, high school grades, and other criteria used to determine equivalency for prerequisites and co-requisites do not have an expiration date at the El Camino College Compton Center.

Students may retake the math placement test if they participate in a Summer or Winter Math Academy. A summer or winter math academy is an intensive three-week/2 week math refresher. Students enrolled in Math 12 (Arithmetic) who earn an A or B at the end of the semester are also allowed to retake the placement test.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

The El Camino College Compton Center accepts Early Assessment Program (EAP) results of "College Ready" to exempt students from the College's assessment tests in English and mathematics. Academic counselors and academic deans are assigned to determine equivalency for prerequisites or co-requisites as outlined in the College Catalog.

The El Camino College Compton Center also accepts student assessment scores and placement results from other regionally accredited colleges and universities that utilize ACCUPLACER for assessment testing. Official ACCUPLACER test results must be provided by the student which they may request from their previous school where they tested.

Exemption Criteria for Priority Registration Purposes

Assessment Testing:

- Associate degree or higher
- Early Assessment Program (EAP)- Level of "College ready"
 - o English
 - o Mathematics
- Advanced Placement- Score of 3 or higher
 - o Calculus AB
 - o Calculus BC
 - o English Composition

- o English Literature
- o Statistics

- ACCUPLACER assessment tests taken at another college or university
- English or mathematics coursework taken at another regionally accredited college or university that articulates with El Camino College courses
- Disabled Student Programs and Services (DSPS) eligible student who has taken an assessment through the Special Resource Center (SRC)
- Smarter Balanced test for Common Core

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

The El Camino College Compton Center's Assessment/Testing Center is charged with providing assessment testing services to prospective, new, continuing, returning, and transfer students. The new state mandates outlined in the Student Success Act of 2012 (SB 1456) have resulted in an increase in students requesting to take assessment tests and the proctoring of off-campus assessment tests have doubled during the past academic year.

In order to be able to provide the level of service that has come to be expected by students on and off-campus, the Assessment/Testing Center requires \$10,000 in additional funding per fiscal year to pay for part-time non-certificated staff who are assigned to work in the Assessment Center and proctor assessment tests.

The Office of Outreach & School Relations has been the primary agent responsible for coordinating and proctoring off-campus assessment testing to prospective students at secondary educational institutions. Outreach & School Relations is currently operating with one (1) fulltime administrator, one (1) full-time Student Success and Services Coordinator, and one (1) full-time Student Services Advisor. In order to meet the new state mandates as outlined in SB 1456, the El Camino College Compton Center will need to invest in hiring a second full-time Student Services Advisor. The total cost of salary and benefits for the position is approximately \$42,000 per fiscal year. Yearly testing costs for ACCUPLACER range from \$5, 270 to \$6,000 (2013/2014).

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The target student audience is El Camino College Compton Center's student population. In fall 2013, there were 7756 students and they were comprised of the following:

Target population	
First-Time Students	1,993 (25.7%)
Returning Students	1,047 (13.5%)
Continuing Students	4,521 (58.3%)
K-12 Students	194 (2.5%)

Age Group	
20-24	2,978 (38.4%)
25-29	1,233 (15.9%)
30-39	1,093 (14.1%)
40-49	551 (7.1%)
50+	372 (4.8%)

Ethnicity / Race	
Latino	3,800 (49%)
African - American	1,163 (15%)
Asian	1,163 (15%)
White	283 (3%)
Two or more Races	310 (4%)

Gender	
Female	4,972 (64.1%)
Male	2,784 (35.9%)

We estimate that approximately 4,600 (60%) students will participate in counseling, advising, and/or other education planning services. Our ultimate goal is to serve all new incoming students with counseling and educational planning services. Students who are placed on academic and/or progress probation levels one and two will be contacted by the Admissions and Records Office and the Counseling Department. These students will be required to meet with an academic counselor prior to registration and they must have attended a Student Enhancement Program (SEP) Workshop within the year.

Students who are enrolled in basic skills courses are to meet with academic counselors who work in conjunction with the Humanities and Math division.

At risk students will be identified through the Early Alert Program and required to meet with an academic counselor.

The El Camino College Compton Center current counselor to student ratio is 1:418 but it continues to strive to meet the state recommended ratio of 1:300.

The services of counseling are listed below. Counseling faculty assist students through these services that include but are not limited to:

Academic Counseling – Academic counseling for new students, career and transfer.

Articulation - Provide students with assistance in transferability of courses, course evaluation, TAP articulations, and TAG review.

Athletics Counseling -- Committed to the welfare of student athletes by providing the skills needed to balance academics and athletics. Two general counselors have been designated to serve our student athletes covering Academic, Career, and Personal counseling.

Basic Skills Counseling Intervention -- In collaboration with English and Math Instructors, the BSCI Program integrates students services within the participating basic skills classroom. Counselors provide biweekly student success related classroom presentations, individual Counseling appointments, educational planning, follow up and track student progress in the class.

CalWORKs/GAIN Counseling – Provides social, economic and educationally disadvantaged students with support services. Child care assistance, educational and career counseling, employment retention skills, and job development.

Career Counseling/Advising - Provides comprehensive career counseling, major specific workshops, assessments, resources, seminars, career tours and career fairs.

Career Technical Education Pathways – Provides services for technical education and women in nontraditional careers linking employers with students seeking high skill and high wage jobs.

Extended Opportunity Programs and Services (EOP&S) Counseling/Advising – Provides social, economic and educationally disadvantaged students with support services, including peer mentoring, and tutoring.

Express Counseling – provides students with answers to quick questions, prerequisite Clearances and referrals.

Financial Aid Counseling/Advising - Financial aid programs are offered and funded by government and private sources, including grants, work-study, and scholarships; workshops and advising are available.

First Year Experience (FYE) Counseling/Advising - Assists first year students with support services, develops student and peer relationships thru linked courses, counseling and early

registration.

Honors Transfer Program (HTP) Counseling - Designed to better prepare the highly motivated student to transfer successfully.

Outreach Counseling - Assists incoming local high school students and community members with the application, assessment and educational planning.

Probationary Services Counseling/Student Enhancement Program SEP/Advising- SEP helps at-risk students to return to good academic standing.

Special Resource Center (SRC) Counseling -SRC's primary goal is to provide the accommodations necessary to help students achieve their educational and vocational goals with promoting self-advocacy and independent learning.

Student Success & Support/Counseling/Advising - Helps students to define and achieve their academic goals.

Transfer Counseling/Advising – Provides activities and services to help students transfer successfully to the four-year college or university of their choice.

Veterans Counseling – Provides veterans with assistance in obtaining educational benefits paid by the Veterans Administration through educational planning and career exploration.

Virtual Counseling – Provide online counseling services.

Students are also referred by instructors, counselors, the Special Resource Center, and the Assessment Center to enroll in an Academic Strategies courses. Academic Strategies courses are available for students who need to strengthen their basic skills. Students referred by counselors, instructors, and advisors also visit the Career Center and/or enroll in Human Development 5 (Career Planning course), Human Development 8 (Orientation to College Educational Planning and Guidance course), Human Development 10 (Strategies for Success in College course), or Human Development 115 (Career Development Across the Lifespan). These classes are offered during the fall and spring semesters. Transfer Awareness Month is offered during the fall semester. Career Awareness Month is offered during the spring semester.

I. School partnerships:

- **Career Advancement Academy (CAA):** The program delivers training in the areas of basic skills, work preparation, and EWD/CTE to undereducated, underemployed youth and young adults (18 - 30 year olds) who have dropped out of school or lack basic skills need to obtain a certificate or degree in a typical college program.
- **Historically Black Colleges and University Grant (HBCU):** Developing statewide transfer

agreements between selected HBCU institutions and the California Community Colleges (CCC) Chancellor's Office that 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, to expand outreach efforts and increased articulation agreements with HBCHs.

- Cross Enrollment at CSU Dominguez Hills: El Camino College Compton Center students who are eligible may cross-enroll at CSU Dominguez Hills without formal admission and without payment of State University tuition, in a maximum of one baccalaureate-level course per semester on a space available basis. Such enrollment would be at the discretion of the appropriate campus authorities on each of the campuses.
- High School Concurrent Enrollment: El Camino College Compton Center admits qualified 11-12 grade students who have the ability to benefit by enrolling concurrently in college classes while still in high school; and will grant college credit for completed coursework. Students should consult their school counselor and/or school district policy on enrolling in college classes to earn high school credits or dual credit.
- ECC CSUDH Pathways to Success Enrollment Partnership: The Pathways to Success Enrollment Partnership program makes transfer from El Camino to CSUDH seamless and simple, and allows for early recognition of the transfer process which leads to improved access and student success.

ii. Workforce agency partnerships:

- Community Career Development Inc. We work with them on several projects which may include training at-risk youth and contract education.
- Industrial Fasteners Institute (IFI): El Camino Compton Center partner with IFI in preparing students for employment in the aerospace fastener industry. El Camino College Compton Center has the only community college based aerospace fastener manufacturing training center in the United States.
- Career Technical Education (CTE): Prepares students for employment or for future education in a career major or concentration. There are 11 occupational programs offered at CEC with courses which are occupationally specific and technical in nature.

iii. Grant partnerships:

Title V Graduation Initiative: The ECC Graduation Initiative Project is designed to increase student readiness for the pursuit of the associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. This is funded through a U.S. Department of Education Title V grant.

iv. College / University Partners:

- Honors Transfer Program (HTP): Transfer Alliance Program (TAP) - UCLA: Students in the Honors Transfer Program at El Camino who are applying to a major in UC LA's College of Letters and Sciences are automatically a part of the UCLA TAP. Students will receive transfer counseling and guidance to become a competitive applicant, as well as Priority Admission Consideration upon completion of the Honors Transfer Program and the requirements of the TAP.
- Transfer Alliance Project (TAP) - UC Berkeley: The Transfer Alliance Project (TAP) provides disadvantaged California community college students with information and support services that will facilitate their transfer to the University of California at Berkeley. Students will receive specific support services that will enhance their transfer to the University of California at Berkeley.
- Transfer Admissions Priority Consideration (TAP) - Howard University: Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing and for scholarships for students with a 3.30 and higher GPA.
- Transfer Admissions Priority Consideration (TAP) - Spelman College: Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing.
- Community College Partnership Programs - UCLA: The Community College Partnership Program with UCLA provides El Camino students with: Peer Mentoring; "Bruin Buddy Day"; and an Opportunity to participate in summer residential and non-Residential programs for transfer students at the UCLA campus.
- Transfer Admission Guarantee (TAG) for UC Davis, UC San Diego, UC Santa Cruz, UC Irvine, UC Santa Barbara, UC Riverside, UC Merced (for all ECC students): TAG is a contract between a student and a specific university. The Career/Transfer Center maintains an up-to-date list of campuses which offer TAG agreements. Since requirements vary among different campuses, it is important that you attend a TAG workshop and meet with a transfer counselor before the end of September.
- H.S Outreach: Assists high school students with application, assessment and educational planning and answers questions about the Career & Technical Education Program and all other student success programs.

Students have an opportunity to hear a counseling representative speak in one of their classes in September, October, and November. Students also participate in Transfer Awareness Month in November and Career Awareness Month in April. We will initiate a campaign to encourage students with 15 units or less to get a comprehensive educational plan.

Students have access to Express Counseling on a daily basis during normal business hours. This type of counseling gives students an introduction to counseling services and answers to quick questions as well as clearing of course prerequisites that will help them to register for their classes. Via their MyECC account, students also have an opportunity to make an appointment

with a counselor before they register for their upcoming semester.

The Career Center provides options and opportunities for students to make informed decisions about their educational and career path. The Career Awareness Month will include collaboration between counseling and instructional faculty to deliver major and career specific seminars and workshops culminating in the Career Fair. The Career Fair is a half day event that includes collaboration with instructional faculty, Fortune 500 companies, and the community. In addition, the Career Fair provides career opportunities for students to make informed career decisions.

The Transfer Center provides transfer opportunities for students to make informed decisions about their transfer goals. They also help students develop over 270 TAG agreements and 70 TAP agreements, and they provide a half day transfer fair that includes representatives from UC, CSU, private colleges, and HBCUs.

Pre-Registration Counseling Services	
<p>Counseling</p> <ul style="list-style-type: none"> • Assessment Interpretation • Career Exploration • Initial Outreach Counseling • K-12 Concurrent Enrollment Forms • March Madness (SB 1456 New Student Orientation) • Phone Inquiries/Email Inquiries • Drop-in/Express counseling • Evaluation of transcripts • Evaluation of EAP, AP and IB test scores • Level and pre-requisite clearances • Bilingual Counseling (ASL, Chinese, Japanese, Spanish, Vietnamese) • English as a Second Language (ESL) • Counseling in classroom and Testing Center • Referrals to other student services • Student Support Transfer and Retention 	<p>Outreach</p> <ul style="list-style-type: none"> • Church Site Visits • Counseling High School Outreach • High School Classroom Visits • High School Senior Days • Individual Development of Education plans • Outreach Classes • Parent Nights • Plans for High School Graduates • Business Expositions • Industry Site Visits • Presentations at Student Fairs
<p>Workshops</p> <ul style="list-style-type: none"> • New Student Orientation • Program specific orientations (Athletics, EOP&S, SRC, etc.) • Registration Workshops 	<p>Advisor</p> <ul style="list-style-type: none"> • Refer to other student services • Student Support Transfer and Retention Services (SSTARS)
Post Registration Counseling Services	
<p>Counseling</p> <ul style="list-style-type: none"> • Academic Follow-up • Bilingual Counseling • English as a Second Language (ESL) • Counseling in classroom and Testing Office • Evaluation of academic transcripts from other colleges and universities • Express Counseling • Financial Aid Counseling • Probation/disqualification counseling • Express, Drop-In (walk-in) counseling • Veteran Counseling • Virtual/Online counseling (Web Q&A) • Majors Drop-In counseling 	<p>Student Success Initiative</p> <ul style="list-style-type: none"> • Assessment Counseling • New student orientations • Orientations for multiple college programs • Career Services • Transfer Services • University transfer days • Development of educational plans • Registration groups • Online orientations • Student Enhancement Program/ educational plans • Services for special populations

	(financial Aid recipients. EOP&S/CARE, CalWORKs, SRC, etc.) • Human Development courses (taught by counseling faculty)
Workshops	Student Services
<ul style="list-style-type: none"> • Appeals • CSU application • CSU basics • Honors transfer seminars • Health Science information sessions • How to navigate www.assist.org • How to pick a college or university • How to pick a major • Nursing information sessions • Personal Statement • Private College and University application • Registration • Resume writing • TAG 	<ul style="list-style-type: none"> • Outreach to industry • Annual scholarships- ECC foundation • SSTARS referral to on- and off-campus resources • Basic Skills Counselor Intervention • Business Expositions • Classroom Visits/Presentations • Presenters at Student Fairs • Human Development • Industry Site Visits • College and University Tours • Career Fair
Advisor	
<ul style="list-style-type: none"> • Review university applications • Responsible for follow up services • Workshops • Application • Tours • General advising • Drop in advising • Advisor appointments • Event coordinating 	

The El Camino College Compton Center counseling services are provided to all new, continuing, and returning students. The approximate student population the counseling department serves on an annual basis is 7756 (fall 2013). Counseling services include general academic counseling, counseling for the student who is interested in transferring to four year universities, career and vocational counseling, veterans' counseling, and counseling for specific target groups including EOP&S/CARE, First Year Experience, Foster Youth, Cal Works, Special Resource Center and Financial Aid. In addition, general advising is available for students who have questions that require brief answers or directions. Numerous counseling delivery methods are utilized to serve the El Camino College Compton Center students. One-one-one counseling sessions are the most popular method of delivery. Students can meet with counselors for a 30

minute period where they are assisted in developing abbreviated and comprehensive educational plans. Students are also assisted in clarifying a major of study, career choice and life goals. Counselors further assist students in filling out various forms and petitions including course repetition forms, petitions for graduation and certificates, associate degrees including the AA-T and AS- T, and financial aid appeal forms. During these sessions, counseling and advisement are provided for students who are placed on academic and progress probation. Walk-in and express counseling are available for students as well. In addition counseling and advisement is provided through various workshops that include but not limited to "How to Determine Your Major," "How to Transfer to the University," "Deciding on a Career," and "Student Enhancement Program." El Camino College Compton Center also offers Human Development Courses covering the topics of "Career and Life Planning," "Orientation to College and Educational Planning," "Strategies for Creating Success in College and Life," "Strategies for Success in the Workplace," and "Navigating the Transfer Process." All courses are taught by certificated faculty with FSA's in Counseling.

All new and returning students are required to see a counselor immediately following assessment and/or prior to registering for classes. Continuing students are urged to meet with a counselor at least once a semester to discuss any challenges that the student might be experiencing or to have specific questions answered and to update educational plans. Students with 30 units or more who anticipate graduating or transferring to other institutions within two semesters are encouraged to seek counseling to assure that all graduation and university requirements are being met. The Graduation Initiative Project encourages students whom have completed 60 or more units to meet with a counselor to determine if the student has met graduation requirements.

- 2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.**

The El Camino College Compton Center's Counseling Department implemented E-SARS, which allows students to schedule their general/major counseling appointment, New Student Orientation, and Student Enhancement workshops online through their MyECC account every Friday beginning at 5:00 p.m. until booked through the next week. This has reduced the long Monday waiting lines and complaints. The implementation of ESARS has also eliminated the number of phone calls queued up to wait for a staff member to answer. There is a help line hour on Mondays so that staff can troubleshoot E-SARS problems over the phone and then schedule an appointment for the student, if necessary. To this end, a number of appointments are reserved each week. The Counseling Department offers counseling and advisement on an in-person and individual basis Monday through Thursday from 8:30 a.m. to 6:30 p.m. and Friday from 8:30 a.m. to 12:00 p.m. During peak registration hours Saturday hours are available. Students can see a counselor by appointment or on a walk-in basis. Students can

schedule 30 minute appointments on-line the Friday before the week they wish to meet with a counselor. Students can also schedule appointments in-person at the Counseling Information Desk located in the Administration Building or by calling the counseling office. Walk-in counseling and advisement are available during operating hours but the student could experience a waiting period before being assisted. During the semester, walk-ins are seen within 30 minutes. During peak registration hours the average wait period could exceed two hours. Workshops designed for groups are available in the Transfer and Career Center located near the Welcome Center. Students can attend workshops in regards to transferring to universities, choosing a career, etc. University representatives pay visits to the Transfer Center on a weekly basis and assist the counseling department with individual advisement for students interested in their universities. Students bring in their educational plans and transcripts for preliminary evaluations thus enabling students to better understand the transfer process. A Student Success Advisor is located in the general counseling area to direct students to the appropriate service be that counseling, financial aid, assessment, services offered in the Welcome Center, or any other student support service on campus.

Even so, the student to counselor ratio is still inadequate. The current estimate is 1 counselor serves 418 students. Only 5 of the 11 counselors provide general counseling. Hiring two full-time counselors would serve the needs of the Center.

Funding allocation for two new full-time counselors: \$174,000.

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

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

1. Review all pertinent course placement criteria (i.e. Math/English placement scores, IB, EAP, AP scores, previous college coursework, etc.)
2. Discuss educational goals
3. Discuss interests for major and careers
4. Discuss possible school and career choices
5. Refer to SSTARs and career counseling
6. Discuss external commitments, financial aid, etc.
7. 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. New students who have completed assessment, as well as some continuing students who have no education plan, are

directed to counseling to meet with a counselor and map-out two semesters of study. Using the assessment scores, counselors can indicate on the plan the basic English and Math courses as well as general education requirements for graduation, certificates or transfers. This plan best suits students who are undecided on a major or life goal but would like to get started on their higher education path.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

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 a student must complete based on his 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. A student can schedule up to an hour appointment with a counselor to plan his comprehensive education plan and to discuss appropriate services such as tutoring, and financial aid. Students will be directed to appropriate personnel in the Transfer and Career Center, Veterans' Center, Student Resources Center, EOP&S/CARE, Child Development Center, etc, that could assist students in meeting their goals.

Students meet with a counselor who will:

1. Review all pertinent course placement criteria, if not previously reviewed (i.e. Math/English placement scores, IB, EAP, AP scores, previous college coursework, etc.)
2. Discuss educational goals
3. Discuss and research interests for major and/ or career
4. Discuss and research possible transfer options (articulated and non-articulated transfer institutions)
5. Refer to SSTARs and career counseling
6. Discuss commitments outside of school, financial aid, etc.
7. Refer to counselors that are assigned to specific majors
8. 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:
 - a. continuation of English and math courses based on abbreviated ed plan
 - b. Human Development courses and/or Academic Strategies courses based on need
 - c. Other general education courses
 - d. Major courses
 - e. Elective and support courses based on need
 - f. 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.

Counselor intervention in Basic Writing and Math is on-going and conducted to ensure that enrolled students complete an educational plan. 1 or two general counselors, who are assigned to Math and Basic Writing courses, regularly visit classrooms to explain the educational planning process as well as other student success topics; during these visits students sign up for counseling appointments with the counselor. Counselors and instructors 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, transfer university tours, and the 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.

- 5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).**

Eleven (11) Full-Time Counselors – 33.75 hours of student contact a week consisting of one-on-one counseling, group counseling/workshops and classroom presentations and ½ hour of on-campus, prep time a day.

One (1) Counselor 50% & FYE Coordinator 50% - Counselor description above is responsible for the overall coordination of a project/program which requires knowledge of business, instructional and/or student support services.

One (1) Counselor 50% & Transfer Coordinator 50% - Counselor description above is responsible for the overall coordination of a project/program which requires knowledge of business, instructional and/or student support services.

One (1) Student Services Advisor – The advisor provides guidance to all students who are seeking help regarding appropriate services such as counseling, financial aid, assessment, services offered in the Welcome Center, or any other student support service on campus.

2014 Part-Time Counselors

There are seven (7) part-time counselors – their hours range from 10 hours to 22 hours per week. Their duties include one-on-one counseling, group counseling/workshops, classroom presentations and high school outreach.

Even so, the student to counselor ratio is still inadequate.

Calculation

371.25 hours per week for 11 Full-Time Counselors

70 hours to 154 hours per week for 7 Part-Time Counselors

441.25-525.25 TOTAL Hours Per Week for Full-Time and Part-Time Counselor

441.25-525.25 TOTAL Counseling Hours Divided by 2080 (on #5 instructions) = 0.212 – 0.25

The El Camino College Compton Center's 11 full-time counselors are contracted to work 33.75 hours per week. These individuals include:

- Providing academic, career and personal counseling to the general student population
- Providing educational counseling and disability support services in the Special Resource Center.
- Providing personal, career and educational counseling services to students participating in the EOP&S/CARE program through individual, small group and class formats.
- Providing educational, career and personal counseling to the general student population as well as Nursing Program students.
- Providing academic counseling services and activities to transfer, career and veteran students.
- Providing academic counseling services and activities to students enrolled in the First Year Experience Program.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Academic counselors utilize the online campus portal (MyECC) to create online education plans as well as paper-based education plans. However, most academic counselors utilize paper-based education plans at this time.

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.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

Refer to the SSSP Budget Plan referencing staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

- 1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:**
 - a. Types of services are available to these students; how they are notified and when.**
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).**
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.**

The at-risk student target audience according to Title 5 Section 55525 includes 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. The targeted student audience are continuing, new and returning students who are at-risk of academic progress, probation, or dismissal; basic skills students (defined as two or more levels below college level); and/or undeclared students who have not identified an educational goal or course of study and do not meet the exemption criteria for priority registration.

Using Fall first-time students (2013) as a guide, the number of students is estimated 1,400 at the El Camino College Compton Center. The El Camino College Compton Center currently has 1248 students on academic probation and on progress probation.

Total should reflect:

- New and Continuing undeclared students
- New and Continuing Basic Skills students
- Continuing students currently on or at risk of academic and/or progress probation levels one or two.

Newly enrolled students will be targeted for intervention if they have undeclared/undecided as their program of study in Datatel/Colleague, when they reach or are approaching academic and/or progress probation level one, or when they enroll in a basic skills course(s), defined as two or more levels below college level.

Undeclared & Undecided Students

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 El Camino College Compton Center will investigate the possibility of allowing students to change their course of study during each course registration period. The Counseling Division working with the Admissions and Records Office will also explore manners in which to expedite and facilitate the manner in which academic counselors may initiate changes to the course of study on behalf of and upon the request of students. Students who are undeclared and undecided by the time they complete fifteen (15) degree applicable units or two (2) semesters will be required to meet with an academic counselor to develop a comprehensive education plan that includes a specific educational goal and course of study. Students who do not have a comprehensive education plan developed by an academic counselor will not be assigned enrollment priority.

Students who indicate that they are undeclared or undecided will be encouraged to visit the Career Center to meet with a career counselor who will assist them in making informed educational and career choices. Services available through the Career Center include career assessments, online resources, one-on-one counseling, workshops, and career and academic major fairs. Career Center services are advertised to students via social networks, signage, flyers, the student newspaper, and informational tables. Undeclared and undecided students are contacted individually by e-mail and telephone and encouraged to attend Career Center events. During Career Center workshops, academic counselors utilize online career assessments

that help students to match their aptitudes and interests with skills and interests necessary for compatible majors and careers. A new initiative, Career Awareness Month, will include 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.

All newly enrolled, undeclared and undecided students seeking an associate degree, certificate, or transfer will be advised to enroll in a Human Development course.

Career and educational planning is central to the curriculum in Human Development courses. 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. In 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.

Academic and Progress Probation Levels 1 and 2 including dismissal

Students who are on academic and/or progress probation levels one and level two 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 that advises them to attend a Student Enhancement Plan (SEP) workshop and to meet with an academic counselor to develop a comprehensive education plan. For students on academic and/or progress probation level two, these steps are mandatory in order to release the hold on their course registration. In addition, level two students sign a contract agreeing to the terms of readmission to the Center by maintaining a cumulative 2.0 grade point average and a 50% pace of unit completion. Students are reminded of on and off-campus resources including, but not limited to, state categorical programs, tutoring, and supplemental instruction. Student Services Advisors follow up with probationary students to monitor their academic progress each term.

Students on probation will be advised to enroll in a relevant Human Development course. Students enrolled in Human Development courses show significant improvement in the personal qualities associated with success and consistently achieve the following Student Learning Outcomes (SLOs): 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.

Basic Skills Students: The Basic Skills Initiative Action Plan is funding Counselor Intervention

in Basic Writing and Math courses. The goal of the intervention is to provide each student who is in Basic Skills courses with an updated educational plan and information regarding academic and student support services on campus. A counselor, who is assigned to a course section, regularly visits the classroom to explain the educational planning process as well as other student during these visits students sign up for counseling appointments with the counselor assigned to their course section. Counselors and instructors follow up with students to encourage students to obtain an Ed plan. When appropriate, Basic Skills students are advised to enroll in Academic Strategies classes that will complement their Basic Skills courses.

Early Alert Initiative: Currently, The El Camino College Compton Center requires students who participate in athletic teams, state categorical programs, federal grant sponsored programs, and select on campus programs, 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 are referred to on campus resources, including tutoring and supplemental instruction. While the practice of requiring progress reports is helpful for approximately 20% of all enrolled students, the Center recognizes the need to expand the practice for all students without adding a significant workload to instructional and counseling faculty.

The El Camino College Compton Center has begun to explore how to implement an Early Alert Initiative to help students especially those who are defined as being at risk. It is currently exploring an Early Alert feature within Datatel/Colleague which serves as the main software that all instructional faculty, counseling faculty, and students are required to utilize. It is also exploring third party vendors that provide cloud based Early Alert software programs. The El Camino College Compton Center employees, including administrators, instructional faculty, counseling faculty members, and classified employees as well as students have begun meeting to discuss how to implement an Early Alert Initiative. Items to consider include early faculty buy-in; software selection; 360 degree feedback for teaching faculty members who submit Early Alerts; weighing the benefits of a centralized versus decentralized models; and developing a protocol for how Early Alert submissions will be received and handled.

Increase staffing to expand intrusive counseling to include all Basic Skills courses, allowing The El Camino College Compton Center to effectively serve all new and continuing Basic Skills students.

In programs like EOP&S and FYE which focus on creating learning communities, instructional faculty collaborate with program counselors to monitor students' progress and to intervene for academic or personal support. Faculty meet individually with EOP&EOP&Sdents to complete progress reports, indicating the students' current course grade.

An Academic Early Alert bulletin, a non-electronic resource distributed by Counseling to all faculty, lists academic and support services, including Student Enhancement Program

workshops, and asks faculty to refer students in need of additional support. In addition, the Dean of Counseling and the student success team meets regularly with deans and faculty to provide information regarding the bulletin and SSTARS (Student Success, Transfer and Retention) services.

As noted in section III.4., faculty development efforts will include initiatives to increase faculty awareness of campus resources for at-risk students and strategies for helping students build connections with campus resources.

The El Camino College Compton Center initiated the Peer Assisted Study Session (PASS) through the Title V Graduation Initiative to assist students successfully complete English A and English 84. The PASS program serves as tutorial for students enrolled in these courses. Initial results indicate that students who participate in the PASS program and attended three or more sessions in any semester had a greater success rate which ranged from 10% to 34% when compared to their classmates who did not participate in the PASS program or attended fewer than three sessions.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Eleven (11) Full-Time Counselors – 33.75 hours of student contact a week consisting of one-on-one counseling, group counseling/workshops and classroom presentations and 1 hour of on-campus, prep time a week.

One (1) Counselor 50% & FYE Coordinator 50% - Counselor description above is responsible for the overall coordination of a project/program which requires knowledge of business, instructional and/or student support services.

One (1) Counselor 50% & Transfer Coordinator 50% - Counselor description above is responsible for the overall coordination of a project/program which requires knowledge of business, instructional and/or student support services.

2014 Part-Time Counselors

There are seven (7) part-time counselors – their hours range from 10 hours to 22 hours per week. Their duties include one-on-one counseling, group counseling/workshops, classroom presentations and high school outreach.

Calculation

371.25 hours per week for 11 Full-Time Counselors

70 hours to 154 hours per week for 7 Part-Time Counselors

441.25-525.25 TOTAL Hours Per Week for Full-Time and Part-Time Counselor

441.25-525.25 TOTAL Counseling Hours Divided by 2080 (on #5 instructions) = 0.212 – 0.25

The El Camino College Compton Center's 11 full-time counselors are contracted to work 33.75 hours per week. These individuals include:

- Providing academic, career and personal counseling to the general student population
- Providing educational counseling and disability support services in the Special Resource Center.
- Providing personal, career and educational counseling services to students participating in the EOP&S/CARE program through individual, small group and class formats.
- Providing educational, career and personal counseling to the general student population as well as Nursing Program students.
- Providing academic counseling services and activities to transfer, career and veteran students.
- Providing academic counseling services and activities to students enrolled in the First Year Experience Program.

Together with the counseling department, the Dean of Student Success, the Student Success Center instructional specialist and the Student Success Center Coordinator are researching new tracking software that includes several components:

- Hours used for various services provided
- Instructor referral
- Early Intervention
- Monitoring student progress

Two (2) SSS&P-counselors will work closely with the Student Success Center to track students referred by faculty to the Student Success Center and work with the Center to assign work related to instructor referral and additionally monitor student progress. Student progress will subsequently affect Ed plans and they will need to be updated.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The probation/dismissal process is an academic monitoring process that begins each academic year. Every semester students must maintain a 2.0 Grade Point Average and complete more than 50% of their units attempted; otherwise, they are placed on academic or progress probation level 1 respectively. After probation level 1, students who continue to receive poor grades such as D/ F marks or W, I, NC, are then on Probation Level 2 and a hold is placed for their registration. After level 2, students who continue earning substandard grades will be on status dismissal at the end of the spring semester. Currently dismissal is once a year at the end of the academic year (spring semester). Progress dismissal results when, in subsequent semesters, the percentage of units in

which the student has enrolled, and for which recorded entries of "W" "I", and "NC" reaches or exceeds (50%) of the completed units after students have attempted 12 units or more. Once the Probation/Dismissal program is run, students, upon logging on to MyECC, are able to open a brief message that told them the status of probation either academic or progress and the level they are in. The ITS department uses Datatel to post these notifications on MyECC. Registration holds were implemented in fall 2009 for students on academic or progress probation level 2. The ITS department uses Datatel to implement registration holds for students on probation level 2. ITS developed a notification process that notifies of their status at each probation level.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Refer to the SSSP Budget Plan referencing staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The El Camino College Compton Center's research analyst will provide the following types of services directly related to the provision or evaluation of SSSP Services:

- a. Develop a set of student achievement measures to be reviewed and discussed on an annual basis 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 testing, orientation and educational planning);
 2. Successful course completion and goal completion rates (degree, certificate, transfer);
 3. College milestone achievement rates; and
 4. Completion counts (degrees, certificates, transfers).
- b. Annual reports of results of assessment testing.
- c. Validation studies for 1) instruments used for student placement into English, ESL, and mathematics courses; research to support placement by multiple measures; and evaluation of course prerequisites.

- d. 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.
- f. Updates of math and English progression studies (every two years).
- g. Other research needs that develop during the course of implementation of the SSSP Plan.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

The El Camino College Compton Center has contracted with Cynosure New Media, Inc. to provide the online orientation to prospective students. The online orientation is maintained by the Counseling & Student Services Division. The Center pays an annual subscription fee for the service. In addition to the online orientations, live orientations are provided on and off-campus by Center personnel.

The El Camino College Compton Center works with The 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."

The El Camino College Compton center has worked with the California Community Colleges Chancellor's Office to provide students access to MyEdu. MyEdu allows students to map their academic curriculum online to meet their educational goals of attaining a certificate, associate degree, and/or transfer to a four-year university. MyEdu provides students with a course scheduler, degree planner, degree timeline, course fit, and online academic workspace. MyEdu services are free to students. MyEdu has been found to be beneficial for first-time students but it has not met the needs of continuing and returning students.

The El Camino College Compton Center has begun exploring Early Alert software to determine which software will not only be compatible with Datatel/Colleague but also ensure ease of use by all faculty members, classified personnel, and most importantly students. The Center currently does not have Early Alert software.

The El Camino College Compton Center will also begin to explore online education planning software. Currently most education plans at the Center are done by paper and pencil by

academic counselors. Paper-based education plans are not an efficient or effective for academic counselors or students.

IIc. Transitional Services Allowed for District Match

- 1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.**

The El Camino College Compton Center provides the following types of services during the transitional period:

- Admissions & Records – Student progress is monitored, by identifying and communication with at-risk students, reviewing graduation petitions, and enrollment assistance provided by processing admission applications for all students.
- Transfer Center Services – Career Exploration and Transfer Assistance to four-year institutions; services provided include orientation to admission eligibility, financial aid application assistance, review of lower-division coursework requirements, drafting of comprehensive education plans, counseling and advising, university tours, hosting university representatives on-campus, hosting university fairs on-campus, transfer information workshops, transfer conferences, and transfer admission guarantees.
- Outreach & School Relations – The Outreach and School Relations services provide on and off-campus orientation, proctor assessment testing at off-site locations and provide off-site academic counseling and advising services.
- Supplemental Instruction – Academic Services are provided through the SI program that utilizes weekly scheduled peer-assisted study sessions where students participate in informal review sessions to compare notes, discuss readings, develop organizational tools, and prepare for upcoming exams. SI coaches who have previously done well in the respective courses attend the all class lectures, take notes and facilitate the schedule study sessions. The services provided by Supplemental Instruction include weekly review sessions for students enrolled in selected courses. Students have an opportunity to compare notes, discuss important concepts, and take practice tests before taking the graded exam.

Students also have the opportunity to increase their strategies for test-taking, studying, and learning.

- All Academic Support Services: Writing Center, Reading Center, Math/Science Center, and Drop-in tutoring – These services are provided to all students. The services are offered by trained para-professional tutors who receive on-going training and in-service.
- Institutional Research Office: Service provided is outcomes data that include providing accurate, relevant, and user-friendly information for use in assessment and planning.
- Human Development Classes – In addition to developing Educational Planning, Human Development courses at the Center are designed to help students focus on their goals, as well as to determine how to achieve them. Human Development courses offerings include career planning; orientation to college educational planning and guidance; strategies for success in college; and strategies for success in the workplace. Students are encouraged to enroll in Human Development courses by academic counselors.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

Exemption Policy:

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

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.

The El Camino College Compton Center has chosen not to grant enrollment priority to students who were exempt from assessment testing for the following reasons:

- Has completed an associate degree or higher from a regionally accredited college or university;
- Has enrolled at the Center for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language (ESL) course sequence; or
- Has enrolled at the College as a special admit student pursuant to Title 5 section 76001.
- Has declared an educational goal of personal enrichment and is enrolled in less than six (6) units but is not granted enrollment priority.

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. Appeal Policies

Describe the college's student appeal policies and procedures.

The El Camino College 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 Compton Center are required to participate in a Student Enhancement Program (SEP) workshop hosted by the Counseling & Student Services Division.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

The El Camino College Compton Center adheres to the El Camino College' 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.

Prerequisites are established and reviewed through the curriculum process and are in the purview of the College Curriculum Committee. Prerequisites are reviewed during the six-year course review cycle except for vocational courses, which are reviewed every two years.

Prerequisites 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 uses 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. Also, the course outline of record must specify that at least three UC or CSU campuses offer an equivalent course that requires an equivalent prerequisite.

Prerequisites may be established in sequential courses within and across disciplines if the skills, concepts and information taught in the first course are presupposed in the second course. The El Camino College Compton Center uses content review to demonstrate that a prerequisite course in communication or computational skills is necessary for a course. Finally, the El Camino College Curriculum Committee has established guidelines for the creation of other prerequisites for health and safety and for recency and readiness.

If a student does not meet a prerequisite 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 days to reach a decision regarding the challenge. If a decision is not reached after five days, the student may enroll in the course. If there is no 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).

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Recently, the career-counseling faculty provided extensive professional development opportunities to all full-time counselors. The professional development included a two-week intensive training that offered each faculty and classified staff professional certification in the Myers-Briggs Type Indicator.

These opportunities expanded the faculty and classified staff's knowledge of career assessment options, resources, and application in an individual appointment setting. Further, these professional development opportunities address the California Community College Student Success Task Force Recommendation 2.5 that One of the requirements for implementation for this recommendation states: "Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term."

The counseling division is currently in the planning phase to continue to offer additional professional development opportunities to address SB 1456. Some of these trainings and or seminars will continue to include career assessments such as StrengthsQuest, SkillScan, Career Values, Strong Interest Inventory, Myers-Briggs Type Indicator, etc.

2014-2015 Professional Development Proposals:

A. StrengthQuest Training – Professional development will continue with StrengthQuest training of the counseling faculty. Further, counselors will gain an additional approach and technique that focuses on maximizing student strengths and assist students to make informed major and or career decisions.

B. Strong Interest Inventory and the Myers-Briggs Type Indicator – This training will be a continuation of the prior certification trainings with the Strong Interest Inventory and the Myers-Briggs Type Indicator. The focus of this professional development will be combining both assessments concentrating on interests and personality to provide options and opportunities for students to consider in their decision-making.

C. SkillScan and Career Values – The focus of this professional development will be transferable

skills and identifying career values. The application of transferable skills to career planning, career change, professional development, and job search. In addition, the application of career values to career and job opportunities.

D. MPACE & NACE – The Career Center will join and attend the conferences of the Mountain Pacific Association of Colleges and Employers (MPACE) and the National Association of Colleges and Employers (NACE). MPACE & NACE connects campus recruiting and career services professionals, and provides best practices, trends, research, professional development, and conferences. Membership and conference attendance of MPACE & NACE is important and beneficial to El Camino College Compton Center for the following reasons:

- Numerous fortune 500 companies are members of MPACE & NACE and a membership will help expand employer partnerships and the career fair
- In addition to professional development the MPACE & NACE conferences provides latest trends and best practices for career professionals to bring back to the campus
- MPACE & NACE conducts extensive research on career and employment related information.

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.

E. Before the end of spring 2014, instructional faculty will be asked to include on their syllabi a notation affirming the Center's commitment to student success, informing them of changes generated by SB-1456 and directing them to student support services.

Examples of notations included in course syllabi:

1. "Student Resources: Your success is the number one priority at El Camino College. College resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Student Success Transfer and Retention Services (SSTARS) visit: <http://www.elcamino.edu/student-services/co/sstars.asp>

2. 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/student-services/co/appointments.asp>

F. Fall Flex Professional Development Day will spotlight the Six Student Success Factors from the RP Group's research, "Student Support (Re)Defined." The Six Student Success Factors have provided a theme for faculty development since fall 2013. Through collaborative discussion, presentations of best practices and information about innovative programs and campus resources, faculty will develop concrete approaches to student success that can be integrated

into their practice as educators. Faculty will be asked to commit to implementing at least one, additional best practice during the semester and report on their progress.

G. At the start of the fall 2014 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.

H. The 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.

I. 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.

In addition, 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.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Plan and services are coordinated with the Center's development of its Basic Skills Initiative and Student Equity Plan and other District plans and efforts by assigning administrators, coordinators and directors of grants and initiatives, faculty members, classified personnel, and student representatives to serve on the Student Success Committee that provides guidance and supports the SSSP Plan. The purpose of this arrangement is to avoid duplication of services, coordinate college-wide efforts, maximize financial resources, and ensure compliance with state guidelines and institutional regulations.

The El Camino College Compton Center envisions that the SSSP Plan will allow for the hiring of certificated and classified personnel to provide the core, follow up, and at risk services to

students while the Basic Skills Initiative and Student Equity Plan will allow for new initiatives to be implemented to address the equity gaps amongst identified student groups to assist with retention, persistence, graduation, and transfer.

The initiatives and goals of the SSSP Plan have and will continue to be incorporated into District documentation that include the educational master plan; strategic plans; and area, unit, and program plans and reviews.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Not Applicable.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, 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.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

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: Patricia Bonacic Title: Director, CalWORKs, TANF, SRC

Stakeholder Group: Administration

Name: Dr. Keith Curry Title: Chief Executive Office

Stakeholder Group: Administration

Name: Lauren Gras Title: Instructor of English

Stakeholder Group: Faculty

Name: Shateo Griffin Title: SSSP Coordinator

Stakeholder Group: Staff

Name: Vanessa Haynes Title: Counselor & Professor of Sociology

Stakeholder Group: Faculty

Name: Gloria Hughes Title: Accountant

Stakeholder Group: Staff

Name: Dr. Philip Humphreys Title: Dean of Student Services

Stakeholder Group: Administration

Name: Albert Jimenez Title: Instructional Specialist

Stakeholder Group: Faculty

Name: Marci Myers Title: Research Analyst

Stakeholder Group: Administration

Name: Miguel Ornelas Title: Instructor of Mathematical Science

Stakeholder Group: Faculty

Name: Taiwan Rogers Title: Assessment Center Coordinator

Stakeholder Group: Staff

Name: Barbara Perez Title: Vice-President of Instruction

Stakeholder Group: Administration

Name: Dr. Chelvi Subramanaim Title: Dean of Student Success

Stakeholder Group: Administration

Name: Nikki Williams Title: Instructor of English & Sociology

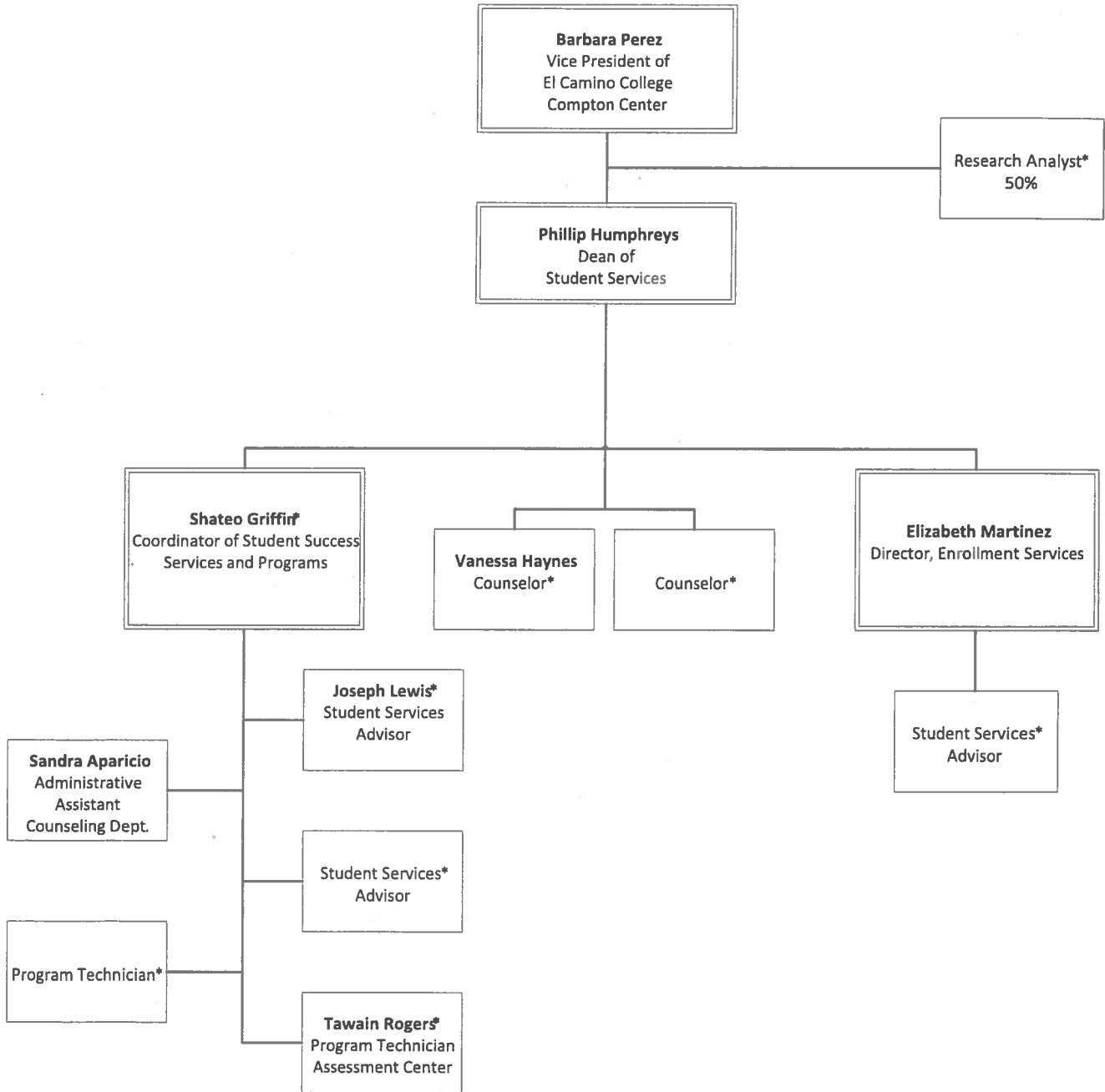
Stakeholder Group: Faculty

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

Attachment B

Student Success and Support Program Organizational Chart



* Positions funded by SSSP

Attachment C

Student Success and Support Program 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, CalWORKs, TANF, SRC

Maria Estrada, FYE Coordinator, Counselor

Lauren Gras, Instructor of English, Student Success Committee Faculty Co-Chair

Shateo Griffin, Student Services and Support Program Coordinator

Vanessa Haynes, Counselor and Professor of Sociology

Albert Jimenez, Instructional Specialist

Marci Myers, Research Analyst

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