ECC Compton Center

Student Success Plan

9/25/11

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ECC Compton Center Student Success Plan

Introduction

Like most community colleges, El Camino College Compton Educational Center is experiencing a large number of students enrolling in the college who are underprepared for college level work. Many of them lack both the educational cultural experience and the fundamental academic competencies to succeed in collegiate and professional environments.

The widening disconnect between students' goals and their skills has prompted the California community Colleges Chancellor's Office to identify the Basic Skills agenda as one of its top priorities, and it has embarked on an unprecedented campaign to "ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges." (Strategy B1 of the System Strategic Plan)

Recognizing the challenge that underprepared students represent, the Center is developing the ECC Compton Center Student Success Plan to address the needs of students who are unprepared to successfully complete a sequential curriculum to reach their goals. The CEC Student Success Plan seeks to improve student retention and persistence to enable all students to succeed in occupational, degree, and transfer programs.

A Brief History

The Student Success Committee was established in Spring, 2010, to create a student success plan that addresses the needs of Compton's underprepared students. Members include faculty, staff, managers, & students representing the various constituent groups on campus.

The committee was created in response to various initiatives, including the California Basic Skills Initiative and the El Camino College Compton Center Visiting Team report on Basic Skills (June 2009). Compton also sees the need for structural and operational change based on AARC and Institutional Research reports describing unsatisfactory rates of student success and retention.   These reports resulted in Center-wide recognition that there is need for developing systemic institutional change and improvement in order to better meet the needs of Compton's underprepared students. (For additional history of the Student Success Committee, see Appendix 1.)

Genesis of the ECC Compton Center Student Success Plan

The CEC Student Success Plan includes strategies that address the four categories of the State's basic skills self-assessment:

A. Organizational and Administrative Practices
B. Program Components
C. Instructional Practices
D. Professional Development

Committee members identified six strategies that address the above categories –

1. Establish Student Success Committee & Administrative Leadership

2. Evaluate and modify/enhance the matriculation processes and policies focusing on barriers to student success identified in the Visiting Team report on Basic Skills ("Chaffey Report")

3. Provide support for discipline faculty to revise basic skills courses.

4. Provide academic support resources and services, including tutoring, in all disciplines as appropriate.

5. Institutionalize and expand learning communities.

6. Improve support provided to Career and Technical Education (CTE) areas.

They have defined objectives for each and have begun identifying individuals who will be involved as well as projected timelines and budgets. This effort will be continued over Summer, 2011.

Committee members have worked diligently, reaching out to other campus representatives, to ensure that the plan will lead to system and organizational changes that are needed to help students achieve their goals. It is understood that the CEC Student Success Plan is dynamic and will change as necessary to accommodate changing student needs.

See Appendix 2 for a detailed listing of "Effective Practices for Basic Skills Findings from Literature" from *Basic Skills as a Foundation for Student Success in California Community Colleges*, July 2007 (2nd edition).

Strategy 1 – Establish Student Success Committee & Administrative Leadership

Category	Objective	Individuals involved…	Timeline	Budget recommendations
A	Place the learner as the central focus and centralize all learning support services in the new Learning Resource/Library.			-
A	Promote and coordinate implementation of the Student Success Plan.	Dean & committee	SP10	-
A	The Student Success Committee is an institutional committee of the Academic Senate.	Representatives from all constitutuent groups		-
A	Write a comprehensive Student Success Plan for the institution.	committee	SP10-11	-
A	Forward plan through the institution's consultative process for approval.	Committee; Academic Senate 6/2/11		-
A	Promote and coordinate implementation of the Student Success Plan.	Dean & committee	SP10	-

Strategy 2: Evaluate and modify/enhance the matriculation processes and policies focusing on barriers to student success identified in the Basic Skills Assessment ("Chaffey Report").

Category	Objective	Individuals involved…	Timeline	Budget recommendations
C	Orientation – Provide students and potential students with information concerning college programs, services, financial assistance, academic expectations, course scheduling and institutional procedures. • Engage high school counselors to prepare students for pre-collegiate coursework, address economic barriers by applying for financial aid early, and stress the importance of going directly to college after high school	Counselors/ registration aides	Each semester	-
C	Assessment – Administer assessment instruments • to determine student competency in computational and language skills, to identify their aptitudes, interests, and educational objectives and to evaluate their study and learning skills. • That are appropriate for special population students • To advise in the selection of courses and educational programs • To improve the ESL assessment process	Assessment Center staff/ counselor	ongoing	

C D B	Counseling – • Make appropriate referrals to available support services & curriculum offerings • Assist student in developing and following up on Student Educational Plan • Work closely with instructional faculty to provide information on matriculation services. • Improve referrals and student access to the Special Resource Center and High Tech Center. • Improve timeline for submission of medical documents to the SRC by students for verification of disabilities and identification of accommodation no later than the first week of classes. • Encourage first-time freshmen and continuing students to enroll in full-time unit loads when practical and provide guidance, interest inventories/skill assessments to assist them in identifying educational/career goals early • Provide individual and group counseling for students on probation and provide a plan to regain good standing • Encourage students to enroll in at their registration appointment time •	Counselors SS Interim Dean, SRC Director and staff, Academic Dean, Division Chairs, Voc. Dean & faculty	ongoing	-
A	Followup – Develop tracking system to monitor student progression and followup • Follow-up that ensures regular monitoring for early detection of academic difficulty and of academic difficulty and make appropriate referrals to available support services •	Counselor/ Research Analyst/ MIS/ academic deans & chairs	FA12	

A	Research – Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment	Research Analyst/ Dean of Student Services	annually	-
C	Pre- & Co-requisites and Advisories – • Modify COR to add English/ESL pre-requisite for given transfer courses • Add advisory for AS1 concurrent enrollment with 2 lowest levels of English & Math • Add advisory for AS60 pre or concurrent enrollment for all students taking Distance Ed classes for the first time.	Faculty/ research analyst	FA12 to FA13	-

Strategy 3 – Provide support for discipline faculty to revise basic skills courses.

	Objective	Individuals involved…	Timeline	Budget recommendations
B	Revise course Course Outlines of Record and/or course requirements to include supplemental support components such as directed learning activities, labs, tutorial components, and skills workshops/	Faculty in related disciplines, including ECC faculty as appropriate	Ongoing; curricular changes based on ECC schedule	Stipends
B	Explore development of accelerated course scheduling in basic skills offerings	Faculty in related disciplines	2011-12	-
B	Develop articulated basic skills class scheduling so that students can complete basic skills sequence in a time efficient manner.	Deans, Division Chairs, faculty	2011-2013	-
B	Evaluate & work toward implementing hard pre-requisites instead of "recommended" for transfer/degree required courses. (Chaffey assigned ENGL 82. They have over 300 pre-reqs.)	ECC & CEC faculty		-

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Strategy 4 – Provide academic support resources and services, including tutoring, in all disciplines as appropriate.

	Objective	Individuals involved…	Timeline	Budget recommendations
C	Create & deliver specific skill building workshops in various disciplines. Evaluate by pre- & post-test to assess student progress and satisfaction.			$10000
C	Create sample syllabi and other materials for faculty to encourage them to include supplemental support activities for student success.			-
D	Provide faculty, tutors and support service staff with orientation and training in developing directed learning activities. • include proficiency in software available through the SRC server and High Tech Center		2012-14	$5000
C	Institutionalize tutoring & supplemental instruction to include more "gateway" transfer courses, occupational courses, and basic skills courses. (previously Strategy 7)			
D	All new tutors will undergo mandatory tutor training and academic screening.		2011-12	$2500
	Establish CEC Student Success Center		2011-12	
C C,D D	Develop equitable minimum standards for success center. • Collaborate with Special Resource Center to ensure that services & resources meet the needs of students with disabilities. • Strengthen referrals and learning facilitation strategies between the LRC and SRC/High Tech Center personnel • Raise counselor awareness of SRC related services including educational advisement, disability management and reduction of course load for disabled students		SU11	

D	Develop strategic plan for move to new LRC Building. See Appendix 3.		SP-SU11	
C	Implement Student Award for students who start at Basic Skills level and graduate. (See ECC Math Division award.)		2011-12	

Strategy 5– Institutionalize and expand learning communities (LC).

<u>Learning Community:</u>

Learning communities (LC) are created by one or several cohorts (20-30 students/cohort), which are co-enrolled (co-requisites) in two or more classes together of different disciplines around a common theme.

	Objective	Individuals involved…	Timeline	Budget recommendations
	Create linked classes that are highly interactive and collaborative: Build relationships with academic counselor(s) and instructor(s). Faculty makes necessary recommendations to integrate course content into linked courses.	Advisory Committee Chairs, Coordinator Counselors, Deans, Directors, LRC Peer Mentors, Tutors	Ongoing	

	Learning Community develops a sense of community: Assists with academic and social adjustments. LC students take care of one another and have an awareness of each other. Increase active student classroom involvement. Students form study groups and friendships as well as help each other apply new ideas through discussion and group projects. Students learn in one class while working on projects in the other class(es) and earning better grades. Interacts more frequently. Encourage campus involvement.	Peer Mentors, Student Leaders, Volunteers, Counselors, Deans, Faculty in different disciplines, Coordinators	Ongoing	
?	Promote faculty interaction. LC Faculty shares their syllabi, with other faculty who are interested in teaching LC courses. Collaboratively create integrative assignments among LC faculty. LC faculty supports and develops coherent SLO's. LC faculty participates in professional development. Provide support to each other by conducting evaluation visits to their partners' classes. Provide transitional support from LC classes to regular classes.	Faculty in different Disciplines, Divisions Chairs, Faculty/Counselors, Faculty/Counselors, Local communities, Dean	Monthly Once per semester Once per semester	

Strategy 6 – Improve the support provided to Career and Technical Education (CTE) areas.

Career and Technical Education is a program of study that involves a sequence of courses integrating core academic knowledge with technical and occupational skills training to provide students a pathway into their chosen career field.

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		Objective	Individuals involved…	Timeline	Budget recommendations
C		Build bridging activities with incoming students linking to a Summer Bridge Academy to prepare them to enter CTE programs at the ECC Compton Center. o Sponsor a summer training academy for high school students and other incoming students leading to completion of ECC Compton Center CTE certificates and degrees by building student success through basic skills development.	Advisory Committee, CTE Dean & Faculty, Academic Dean, Curriculum Committee, Director Outreach, Transfer Center and Foster Education, Director Admissions and Records	?	?
D		Expand the quality and quantity of CTE programs offered by the ECC Compton Center in alignment with local needs and new technologies. o Provide opportunities for faculty development and training to ensure all programs maintain state of the art technologies and innovations for their field.	Advisory Committee, Vice President, CTE Dean & Faculty, Academic Dean, Curriculum Committee, Faculty	ongoing	$5000

D
 	
B
	Increase student success, and community awareness of Compton Center CTE certificates, degrees and career options, including preparation for advanced training and the upgrading of existing skills.
	   o Provide opportunities for faculty development and training for counselors to assist students in selecting CTE careers and preparing realistically and wisely for the world of work.
	   o Create a general advisory board, not tied to a specific CTE program, bringing together a variety of educators and industry representatives for strategic planning and the initiation of academic support activities for CTE students and returning professionals.
		Advisory Committee, CTE Dean & Faculty, Counselors, ECC Torrance Public Relations Office	2011-12
			
			?
				meet with faculty
				
				-

D
 	
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	Raise student persistence, retention and completion in CTE courses, certificates and degrees.
	   o Train English and math tutors specifically for CTE related subject areas.
	   o Refer students showing poor progress to counselors for academic advisement.
	   o Work closely with student support programs for CalWORKs, EOP&S/CARE, DSPS and other special populations providing specialized academic counseling and advisement.
	   o Incorporate CTE with basic skills courses and VESL.
	       o Learning Communities
	       o CAA
		CTE Dean & Faculty, Student Services Dean, Counselors, CalWORKs & SRC Director and staff, EOP&S & CARE Director and staff, Learning Resource Center Director and staff, Supplemental Instruction Coordinators and staff	2011-12
			
			ongoing
			
			ongoing
			
			2011-12
				(see Strategy 4)
				
				-
				
				-
				
				Grant-CAA funded

		Advisory Committee, CTE Dean & Faculty		
	Create student paid or unpaid on-the-job experiences, through training agreements with employers, to enhance the understanding of CTE course content.			
D	o Link the academic core curriculum with the world of work and promote students' school to career transition.		2011-12	CAA
C	o Help students develop skills, habits and attitudes conducive to job success and personal growth by providing life skills and employability workshops.		ongoing	-
D	o Use the community's business-industrial complex as a career training laboratory to help students develop work ethic and acquire or refine work related skills and job performance in actual work settings.		2011-12	Employer funded

Appendix 1

ECC Compton Center Student Success Plan

Status Report – May 3, 2011

S. Dever

In Spring, 2010, in response to the AARC report and Compton Center Basic Skills Assessment ("Chaffey Report"), representatives from Academic and Student Services made three recommendations – 1) establish a Student Success Committee, 2) develop a Student Success Plan for the Center, and 3) re-examine the current organizational structure in the Academic and Student Services Divisions as it relates to student success and make recommendations that will result in improved support to students. One additional recommendation was that Compton Center hire a Director of Student Success to coordinate all student success related initiatives on campus.

The committee was established soon thereafter and an outline was drafted for the plan based on recommendations in the Basic Skills Report and after reviewing Student Success Plans from Chaffey Community College and Long Beach Community College. The committee did not meet regularly over the Fall 2010 semester but has since set up an aggressive meeting and work schedule with the goal of completing a draft Student Success Plan by the end of Spring 2011.

The draft Student Success Plan is being organized around the following draft strategies -

- Establish administrative leadership.
- Establish a Student Success Committee.
- Evaluate and modify/enhance the matriculation processes and policies focusing on barriers to student success identified in the Basic Skills Assessment ("Chaffey Report").
- Provide support for discipline faculty to revise basic skills course outlines of record in English, reading, math and ESL.
- Enhance and develop existing centers to support supplemental learning assistance requirements in math, reading, and writing, ESL, multidisciplinary areas, and other appropriate departments/disciplines.
- Develop equitable minimum standards for success center support.
- Institutionalize supplemental instruction to include more "gateway" transfer courses, occupational courses, and basic skills courses.
- Improve the support provided to Career and Technical Education (CTE) areas
- Institutionalize and expand learning communities.

For each strategy, one or more objectives, responsible parties, timelines, and budget recommendations are being identified.

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The Student Success Committee working on this plan consists of representatives of the various Center constituencies and additional volunteers. They have been divided into subgroups who are working together and, as necessary, reaching out to other Center staff to draft comprehensive responses to each of the strategies. In its committee meetings, the committee as a whole works to refine input from the subgroups.

The Compton Center Academic Senate/Faculty Council has provisionally agendized review of the draft Student Success plan at its June 2nd meeting.

Appendix 2

Basic Skills as a Foundation for Student Success in California Community Colleges, July 2007 (2nd edition).

Effective Practices for Basic Skills Findings from Literature

A. Organization & Administrative Practices
    a. Developmental education is a clearly stated institutional priority.
    b. A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
    c. The developmental education program is centralized or highly coordinated.
    d. Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the education sequence.
    e. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
    f. Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
    g. Institutions manage faculty and student expectations regarding developmental education.

B. Program Components
    a. Orientation, assessment, and placement are mandatory for all new students.
    b. Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
    c. Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
    d. Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

C. Staff Development
    a. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
    b. The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
    c. Staff development program are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
    d. Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

     e.   Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D. Instructional Practices

     a.   Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.

     b.   Curricula and practices that have proven to be effective within specific disciplines are employed.

     c.   The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

     d.   Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

     e.   A high degree of structure is provided in developmental education courses.

     f.   Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

     g.   Programs align entry/exit skills among levels and link course content to college-level performance requirements.

     h.   Developmental faculty routinely share instructional strategies.

     i.   Faculty and advisors closely monitor student performance.

     j.   Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Appendix 3

LRC Building Planning

S. Dever - 5/23/11; E. Pratt – 5/24/11

For most of the items below, discussions & planning started more than a year ago. Details from these discussions & planning sessions will be added in a more detailed planning document.

A detailed timeline for all events leading up to move into the building has not been developed up to now; however, now that the building's completion date has been determined, we must move forward with this and complete the plan as early as possible in SU11. As stated in the LRC plan presented to the Academic Senate spring 2009, the LRC building will house resources and services now found in all open access labs/learning centers across campus.

Planning for the LRC project below is being coordinated by the Dean of Academic Programs in conjunction with the Director of MIS and Director of Facilities. End users referred to in chart below are faculty, staff, & student representatives of the particular services and facilities listed that will be housed in the LRC Bldg. Also included will be members of the Student Success Committee (SSC), Maintenance & Operations (M&O), and representatives of campus constituencies as appropriate.

Objective	When	Who	$$$
• Set up detailed timeline related to preparation, move, opening, implementation of operations/services in new building	By June 30	All end users, MIS, M&O, Facilities	
◦ continue consultation with architect/space planning consultants/end-users re internal building configuration that best meets needs ▪ determine office assignments ▪ key system ▪ phones ▪ signage	2009-SU11	End users, consultants, Facilities	

◦ continue consultation/planning with MIS re
  ▪ end user needs – instruction, wifi, class/individual use, conferencing, etc.
  ▪ software needs – licensing, in-house/vendor support
  ▪ hardware needs – number, configuration, required peripherals
  ▪ networking needs – speed, bandwidth, integration
  ▪ server needs – configuration, capacity (speed & storage), etc.
  ▪ installation requirements – configuration, sequencing, staffing/contract needs
  ▪ restricted use stations – if necessary, where?
  ▪ Pay for print service – continue current or adopt new
  ▪ Identify facilities scheduling software for electronic signage
	2010-2013
	
	SU11
	
	SU11
	
	SU11
	SU11
	
	SU11
	
	FA11
		End users, MIS

◦ continue/implement consultation with Library, LRC, Writing Center, Language lab (TBD), Math/Science Computer Lab, Business Lab, SRC	Thru SP12	End users, SSC, MIS
● Preplanning		
◦ determine resource needs		
▪ software – English R'g & W'g, ESL, Foreign Langs & Sign lang, Math, Business, Library Science, all other disciplines	2009-SU11	End users, SSC
▪ hardware/connectivity – instructional support/ Academic Commons	2009-SU11	
▪ Other needs – for other uses, e.g. offices, meeting, web conferencing, Distance Education, etc.	2009-SU11	End users, SSC
◦ determine staffing needs for new facility		

▪ ongoing
  ● Library
  ● Tutorial – single or multiple locations
  ● technical support
  ● Instructional support staff
	2010-SU11	Library/LRC/ Student Success Faculty/Staff

▪ proposed/to be determined
  ● Instructional design/development staff
  ● Student Success coordination
	By Dec. 2011	End users, SSC

◦ determine logistical needs for move to/inclusion in new facility ▪ coordination/planning ▪ staffing requirements	SU11		
▪ Library • Print collection • computer lab • copier service	SU11	Library end users	
▪ LRC • tutorial • Basic skills • computer lab	SU11	LRC/WC end users	
▪ Writing Center • tutorial • computer lab	SU11	LRC/WC end users	
▪ Language Lab (tbd)			
▪ Business Lab • tutorial support • computer lab	SU11	Business end users	
▪ Math/Science Lab • tutorial • computer lab	SU11	Math/Science end users	
◦ determine new logistical needs for operation of new facility			
▪ hours of operation – Library, tutorial, other	SP12	End users	
▪ usage policies/procedures • scheduling system • class use – orientations/ occasional use/ regular use (e.g. Library 1) • meeting use - • web-conferencing use - • Academic Commons use – inside building, outside building • Library use • computer lab use • tutorial use • technology use • faculty/staff use • electronic signage	2010-SP12	End users	

▪ staffing requirements • general oversight • specific service area oversight/support – library, tutorial, computer lab, technical • scheduling/coordination • implementation of new student success initiatives/ collaboration with disciplines across Center	SU11	End users	
▪ MIS, M&O, Facilities	By SP12	MIS, M&O, Facilities, end users	
• Move into Facility			
◦ technology	By Dec 2011	MIS	
◦ Library	By Dec 2011	Library end users, M&O	
◦ Other	By Dec 2011	End users, M&O	
• Opening Day	Semester break-SP-SU12		
• Grand Opening Celebration			
• First Year after opening			

Appendix 4

Student Success Committee – 2010-2011

Aasi, Fazal*	Mason, Rebeca*
Aguilar, Carmela*	O'Guynn, Valarie*
Arroyo, Silvia	Parker, Norma
Bonacic, Trish*	Pratt, Estina*
Cortez-Perez, Aurora*	Preston, Essie
Dever, Susan*	Rogers, Taiwan
Escotto, Jose	Stewart, Ella
Fredd III, Chester	Subramaniam Chelvi*
Haynes, Vanessa*	Uch, Mandeda
Joiner, Robert	Villalobos, Jose*
Maradiaga, Axa	

* Actively involved in authoring the Student Success Plan.

Student Success Committee – 2011-2012

Purpose: To provide a shared framework for the discussion, development and implementation of processes and programs that integrate Basic Skills, Matriculation, and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Basic Skills Initiative, Student Equity, and Matriculation Plans. The Committee will reflect a broad representation from faculty, staff, and students.

Membership: 11

(2) Management Representative (appointed by the CEO)
(2) Division Chairs
(2) Representatives of the Academic Senate (appointed by the Academic Senate)
(1) Basic Skills Coordinator
(1) Matriculation Counselor
(1) LRC Coordinator
(1) Classified (appointed by CCCFE Classified Unit)
(1) Student (appointed by the Associated Student Body Council)
Staff assistance from Academic Affairs Division