Credit

Student Success and Support Program Plan

2015-16

District: El Camino Community College District

College: El Camino College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

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

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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

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

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

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

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

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

RESOURCES

  ➢ Seymour-Campbell Student Success Act of 2012

  ➢ California Code of Regulations

  ➢ Chancellor's Office Student Equity web page

  ➢ Accrediting Commission for Community and Junior Colleges

  ➢ Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: <u>El Camino College</u>

District Name: <u>El Camino Community College District</u>

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

Signature of College SSSP Coordinator: _____

Name: <u>Mary Beth Barrios & Dipte Patel</u> _____ Date: _____

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

Name: <u>Jeanie Nishime</u> _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: <u>Jean Shankweiler</u>_____ Date: _____

Signature of College Academic Senate President: _____

Name: <u>Chris Jeffries and Claudia Striepe</u> _____ Date: _____

Signature of College President: _____

Name: <u>Thomas M. Fallo</u> _____ Date: _____

Contact information for person preparing the plan:

Name: <u>Mary Beth Barrios</u>   Title: <u>Associate Dean of Counseling and Student Success</u>

Email: <u>mbarrios@elcamino.edu</u>   Phone: <u>(310) 660-3593 ext. 3627</u>

Name: <u>Dipte Patel</u>   Title: <u>Dean of Counseling and Student Success</u>

Email: <u>dpatel@elcamino.edu</u>   Phone: <u>(310) 660-3593 ext. 3444</u>

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

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

   A retreat was hosted by SSSP, Student Equity Program (SEP), and Basic Skills Initiative (BSI) as a platform for 2015-2016 academic year collaborative planning.   This collaborative brought together representatives from various college programs to promote and share innovative ideas related to SSSP, SEP and BSI initiatives. 2014-2015 plans and the status of those plans were shared, and the development of additional ideas, activities and programming took place. This guided the 2015-2016 SSSP plan which was then presented to the SSAC committee for discussion and continued refinement.
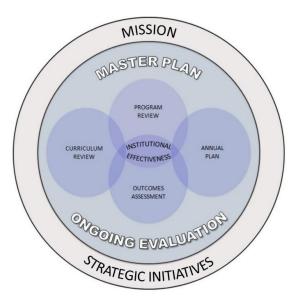
   b. What factors were considered in making adjustments and/or changes for 2015-16?

   The college considered activities and plans that worked well during the 2014-2015 academic year. Many of these were expanded as appropriate. In addition, a review of the previous year's plan occurred to identify gaps in services and resources that would address our student needs. We also considered activities and programs that other initiatives are working on. This was done in order to avoid duplication of services and maximize resources. We have made a concerted effort to partner with SEP and BSI so that we may work together in our mission of increasing student success.

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

   El Camino College is a single college district.

   d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including

accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

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

The college's efforts to coordinate with other district's plans and programs are demonstrated in the new retention center. The concept of this center was developed in the Student Success Advisory Committee which includes the Student Equity director and Basic Skills Coordinators. In this center, SSSP will provide Counseling and educational planning services for at risk student to include basic skills and students on probation. Student Equity is supporting the Early Alert system and its services, which will also be housed in this center. The services for foster youth, also supported through Student Equity, will be offered in the center and will share counselors to support the advising, educational planning and other counseling services. These collaborative efforts will ensure a true integration of SSSP, Student Equity Program and Basic Skills Initiative.
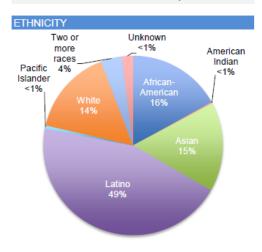
2. **Describe the college's student profile.**

In Fall 2014, El Camino College served 24,263 students, 52% of which were female. The college is considered a Hispanic-serving Institution, with Latinos representing the largest ethnic group on campus (49%). Sixteen percent of students were African-American, 14% were White, and 15% were Asian. The majority of students were between the ages of 18 to 24 (67%). Thirty-three percent were first-time students in Fall 2014. Full-time students represent 35% of the college enrollment.

El Camino College
Facts and Figures - Fall 2014

Total Students: 24,263

AGE		
17 or younger	951	3.9%
18 to 19	6,411	26.4%
20 to 24	9,785	40.3%
25 to 29	3,162	13.0%
30 to 39	2,153	8.9%
40 to 49	920	3.9%
50 or older	881	3.6%

GENDER		
Female	12,517	51.6%
Male	11,744	48.4%

ETHNICITY

ENROLLMENT LEVEL		
Full-Time	8,369	34.5%
Part-Time	15,840	65.5%

UNIT LOAD		
Fewer than 6 units	6,495	27.1%
6 to 8.9 units	4,922	20.1%
9 to 11.9 units	4,406	18.4%
12 to 14.9 units	6,414	26.9%
15 units or more	1,705	7.5%

ENROLLMENT STATUS		
First-time Student	7,992	32.9%
Returning	856	3.5%
Continuing	14,843	61.2%
K-12 Special Admit	556	2.4%

CLASS TIMES		
Daytime Students	12,458	57.1%
Evening Students	3,370	15.5%
Comb Day/Eve Students	5,981	27.4%

EDUCATIONAL GOAL		
Intend to Transfer	7,643	50.8%
Degree/Certif. Only	850	5.7%
Retrain/Recertif.	782	5.2%
Basic Skills/GED	1,379	9.2%
Enrichment	544	3.6%
Undecided	3,839	25.5%

2013-14 DEGREES & CERTIFICATES	
Associate of Arts	1,162
Associate of Science	800
Certificate	472

TRANSFER DESTINATIONS	
UC Institutions	277
Cal State Institutions	923
Private Institutions	151
Out of State	233

TOP CITIES		
Torrance*	4,529	18.6%
Los Angeles	3,033	12.5%
Gardena	2,358	9.7%
Hawthorne*	2,279	9.4%
Redondo Beach*	1,210	5.0%
Lawndale*	1,178	4.8%
Carson	1,000	4.1%
Lennox*	999	4.1%
Inglewood*	718	3.0%
Manhattan Beach*	253	1.0%
El Segundo*	216	0.9%
Hermosa Beach*	157	0.6%

*Cities in the El Camino Community College District

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

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

The Office of Outreach and School Relations has partnerships with various high schools to schedule and conduct orientations, assessments and educational plans on high school campuses. Within these partnerships, the college also provides transportation for high school seniors to complete assessment, orientation, and educational planning on campus.

Through a partnership with California State University, Dominguez Hills, two high school districts and the South Bay Workforce Investment Board, the South Bay Promise was formed. This partnership was designed to strengthen the college-going culture and create a seamless transition from high school to college. Through the program high school students who commit to attending El Camino College and complete the core services are guaranteed admission to the College's First Year Experience (FYE) program. In addition, fees and books for the FYE classes are paid for by the College's Foundation. Students at El Camino College are also guaranteed transfer acceptance to CSUDH upon the completion of 60 transferable semester credits, including full general education certification.

Partnerships with adult school consortiums, workforce investment boards, and community-based organizations exist within our Career Advancement Academy (CAA). CAA is a short term training program for high demand industries that combines technical skills, workplace readiness workshops, and academic skills. The CAA is a learning community that incorporates educational planning within the program.

The college has also established grant partnerships. The College was awarded a Student Support Services (SSS)/Science, Technology, Engineering, & Mathematics (STEM) grant by the U.S. Department of Education to help students learn more about careers relating to the natural sciences, mathematical sciences, and industry and technology. The SSS/STEM grant provides intrusive academic counseling to students who may struggle with science and mathematics courses, starting with their first year of enrollment and continuing through graduation and transfer. The SSS/STEM grant also assists students with placement into internships and research opportunities.

El Camino College was awarded a two year grant from the California Community Colleges Chancellor's Office to develop statewide transfer agreements between selected Historically Black Colleges and Universities (HBCU) and the Chancellor's Office that facilitate the

transfer of California community college students who wish to complete their baccalaureate degree at HBCU, including the efficient transfer of CCC coursework. Transfer agreements will ensure the full acceptance of general education classes from community colleges.

B. Orientation

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

   Data indicates that there is an increase in students completing orientation. This can be attributed to contracting with Cynosure New Media, Inc. in 2014-2015 for the development of an online orientation. Student feedback indicates that although the orientation is much better and more accessible, improvements can be made to the material to keep the attention of the students. As a result, we will be continuing to work with Cynosure to provide updates to the orientation keeping in mind compliance with Title 5 Education Code, student attention span, and interest of our new student population.

   During summer 2015, the college reinstated New Student Welcome Day. This large scale event targets students who have not completed one or more of the core services and provides a welcome, workshop sessions, a campus resource fair, campus tours and various services to include assessment testing, orientations, educational plans, photo ID processing, etc. Because of the success of this day, the college is planning on expanding this program for summer 2016.

   In addition, the college piloted a one-stop model for providing the core services throughout a span of 3 weeks prior to the start of the fall term. Students were able to complete in-person orientations, assessment testing, educational planning and register for classes all in one visit. During the 2015-2016 year, this event will be expanded and enhanced to continue serving new students.

   An increase in the number of students completing orientation and receiving education 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.

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

   A total of 7,574 students participated in orientation in fall 2014 and spring 2015. Of these students 5,830 were new students.

Students who were provided orientation services in Fall 2014

Enrollment Status	Participated in Orientation	Did Not Participate in Orientation	Grand Total
Returning or Continuing Student	625	17,276	17,901
New Student	1,880	7,960	9,840
Grand Total	2,505	25,236	27,741

Students who were provided orientation services in Spring 2015

Enrollment Status	Participated in Orientation	Did Not Participate in Orientation	Grand Total
Returning or Continuing Student	1,119	20,891	22,010
New Student	3,950	6,372	10,322
Grand Total	5,069	27,263	32,332

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

Our target population for orientation is all new students. Out of 20,162 total new students, only 23 were exempt, and 5,830 completed orientation. This represents 29% of the target population who completed orientation.

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

El Camino College advertises the core services throughout the year. Because the deadline for new students to complete the core services for priority registration is March 31st, we dedicate the month of March as our biggest push for new students to complete the core services. This month is called "March Madness" in which the college works with local high schools to inform students of the requirements and increase access to orientations, assessments and educational planning services. During this month we provide orientations followed by abbreviated educational planning in the evenings and on Saturdays. In order to more effectively meet the need for new students to participate in orientation, the college will continue this practice on a larger scale. The college will begin planning and outreach earlier in the academic year to increase student participation. Outreach will include a broader audience by identifying students who have submitted an application but have not completed one or more of the core services.

In addition, the Adult School Liaison will work with the Office of Outreach & School Relations to provide core services to prospective students currently enrolled in adult schools in the College District's service area in an effort to increase the enrollment of adult school students at El Camino College. The Adult School Liaison will provide in-person orientations on an individual and small group basis and will assist adult school students

navigate through the matriculation process by coordinating the delivery of core services on and off-campus. The following adult schools will be targeted by the Adult School Liaison – Centinela Valley Adult School, Hamilton Adult Education Center, Inglewood Adult School, South Bay Adult School, and Torrance Adult School.

A new student survival guide will be developed and given to all new and prospective students. It will be designed as a fun and informal way of addressing information vital for new students such as:

- Steps to enroll
- What to expect in your first year
- You've finished your first semester, now what?
- Selecting a major- provide career resources and workshops offered through our career center
- Be Successful- provide lists of campus resources and academic programs
- Survival Tips- from students, faculty and staff to include pictures of those giving the tips

As mentioned previously, the college also plans to augment New Student Welcome Day and the One-Stop event for new students that worked so well prior to the start of fall 2015.

3. **a. Are orientation services offered online?**

Yes. The College provides orientation services to students in three ways: (1) online; (2) via live orientations on campus; and (3) via live orientations off campus. Live orientations are usually conducted in groups. Various College entities also provide orientation services, including but not limited to: Counseling and Student Success Division; Outreach and School Relations; and First Year Experience. In addition, select Human Development courses provide an extended orientation to enrolled students.

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

The College contracted with Cynosure New Media, Inc. to provide an online orientation to students. The Counseling and Student Success Division will ensure the orientation is up to date and initiate updates to Cynosure periodically. Although an annual subscription or maintenance agreements are not required, costs are associated with updates to the program.

Additionally, the College has kiosks available to students in the lobby area of the Student Services Building which can used to apply and complete the online orientation. Student Ambassadors are available to assist students with questions regarding the orientation and other services available through the kiosks.

The live, on-campus orientations are conducted with the use of audio/visual set-up to include a multimedia presentation and use of the Internet to access helpful web links for on and off campus resources.

The Counseling and Student Success Division employs one (1) Student Services Advisor who provides orientation services to students. The Student Services Advisor provides orientations to students on campus and orientations are usually conducted in groups.

The Office of Outreach and School Relations employs two (2) full-time classified Student Services Specialists and three (3) part-time classified Student Services professionals. The Student Services Specialists and the Student Services professionals provide orientations to prospective students on and off campus and orientations are usually conducted in groups.

The First Year Experience (FYE) program employs one (1) full-time Faculty Coordinator and one (1) Student Services Advisor. The Faculty Coordinator and the Student Services Advisor provide orientations to prospective students who wish to gain admission to the FYE program. The FYE orientation includes all components as outlined in Title 5.

Human Development courses provide an extended orientation that includes all of the components as outlined in Title 5. The Behavioral and Social Sciences Division oversees the Human Development curriculum and assigns teaching faculty members. The department has been in growth mode, increasing course offerings. There are a total of three (3) full-time Human Development faculty and approximately thirteen (13) part-time faculty members teaching Human Development courses.

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

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

Additional information that our college deems pertinent for a comprehensive orientation are:
1. A description and the importance of SSSP core services
2. English and Math course sequences
3. College terminology
4. Transfer and degree requirements
5. How to read a class schedule and college catalog
6. How to navigate the student portal
7. Course load and recommendations for students who work
8. Financial aid eligibility
9. Student conduct and sexual/gender misconduct policies

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

C. Assessment for Placement

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

In April 2015, the College began offering "Just In Time" pre-assessment preparation in the Assessment/Testing Center. This program offers drop in math preparation for students about to take, or preparing to take, the math placement test. The math assessment preparation is available nearly every day between 9:00 a.m. to 12noon and 1:00 p.m. to 4:00 p.m. during the peak periods prior to summer and fall registration. This program has proven to be helpful for students. As a result the college is considering offering this "just in time" preparation opportunity to students taking the assessment test off campus at the local high schools as well.

The college will also make available additional assessment preparation materials for students this year by purchasing and disseminating assessment preparation materials.

This year, we will increase our collaboration with the local high schools. In addition to offering the assessment test on high school campuses, the Office of Outreach and School Relations organized transportation for high school seniors to take the assessment test on campus. The opportunity to take a field trip to a College campus increases students' levels of engagement and motivation. This year, the college will provide additional trips for high school seniors.

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

   A total of 9,953 students were provided assessment services in fall 2014 and spring 2015. Of these students 7,872 were new students.

   Students who were provided assessment services in Fall 2014

Enrollment Status	Assessment Service Provided	No Assessment Service Provided	Grand Total
Returning or Continuing Student	795	17,106	17,901
New Student	2,573	7,267	9,840
Grand Total	3,368	24,373	27,741

   Students who were provided assessment services in Spring 2015

Enrollment Status	Assessment Service Provided	No Assessment Service Provided	Grand Total
Returning or Continuing Student	1,286	20,724	22,010
New Student	5,299	5,023	10,322
Grand Total	6,585	25,747	32,332

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

   Our target population for assessment is all new students. Out of 20,162 total new students, 31 were exempt. Additionally 7,872 represents 39% of the target population that completed assessment services.

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

   Through the Information Technology Services and Institutional Research and Planning Departments, the College has greatly improved tracking and data collection for students completing core services and to identify those who have not. One change that will be implemented this year is greater outreach via emails, texts and mailings. A comprehensive marketing plan has been established and will be carried out during the 2015-2016 academic year. The goal is to capture students who have applied but have not yet completed the assessment, orientation and/or the abbreviated education plan.

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

   The majority of students who take the assessment test do so in person in the Assessment/Testing Center on campus. English and math testing is offered on a first-come, first-served drop-in basis and no appointment is necessary. The ESL placement test is offered in two parts. The first part is on a walk-in, first come, first serve basis. After the

first part of the ESL assessment is completed, the student will be given an appointment for the second portion of the test that includes a writing sample and an oral interview.

In order to test, students must have an El Camino College student ID number and a school or government issued picture ID. Tests are not timed, however students are informed that the test will take approximately 1 hour each. Any students taking the math placement test is offered the "Just In Time" pre assessment prep, if available. Results are provided to the student immediately after the assessment test is completed. Accommodations are made for students with disabilities.

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

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

The College offers a Summer Math Academy. The Summer Math Academy is an intensive three-week mathematics refresher course. When students complete the Summer Math Academy, they may retake the mathematics assessment. Over a 5 year period, an average of 53% of students who participated in the academy placed one or more levels higher than their original score.

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

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

b. When were tests approved by the CCCCO and what type of approval was granted?

ACCUPLACER was given probationary approval on March 1, 2014 through March 1, 2016. The Office of Institutional Research and other appropriate constituencies will reapply for full approval by March 1, 2016.

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

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

The English study was last completed fall 2012 and the math study in fall 2013.

5. **a. What multiple measures are used?**

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

In light of the current research on placement tests and the use of multiple measures, the college will develop a multiple measures/placement committee composed of English, Math, ESL, Counselors and other interested individuals to examine our placement procedures. There is a possibility of piloting placement in courses based on what research has identified a more telling indicators of success such as high school courses and GPA.

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

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

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

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

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

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

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

   The policies and practices are available on the College's assessment website:
   http://www.elcamino.edu/studentservices/co/proceduresforrepeatingtests.asp

   They are also listed on the testing information handout that is available in the Counseling Office and the Assessment/Testing Center. Students are also advised of the re-take policy when they receive their assessment test results and in their first counseling appointment when the abbreviated educational plan is developed.

D. Counseling, Advising, and Other Education Planning Services

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

   The College's educational planning system has been identified as an area that needs improvement. Because of the inability to track educational plans and other technical challenges, many Counselors have continued using the paper educational plan.   This limits student access to their educational plans. As a result, El Camino is participating as a pilot College in the Chancellor's Office Educational Planning Initiative (EPI). As a participant of this pilot, the college will obtain a new educational planning system that includes a degree audit system and an early alert program. The College has included in the 2015-2016 SSSP planning a need for training, additional staff and technical experts for implementation purposes.

   Similarly, the College has identified the need to reintroduce virtual or online counseling for students and has been involved in the Online Education Initiative (OEI). OEI is a collaborative effort among California Community Colleges to increase access to quality online courses and support services for online students. El Camino will be piloting a new online counseling platform during the 2015-2016 academic year to offer students an online option for obtaining counseling services.

With increased demand for educational planning and counseling assistance, the College has expanded the number of adjunct counselors to complete educational plans in the high schools, specialized programs on campus and within the general counseling Office.

In collaboration with the Human Development, Mathematical Sciences and Humanities Divisions, the Counseling Office will begin to schedule counseling appointments for students in English, Mathematics and Human Development classes. Tablets will be used to schedule counseling appointments for students in Human Development and selected basic skills classes. Rather than waiting for students to come to the Counseling Office for services, the College will bring its services to the student.

Although the SARS scheduling system has an automated calling feature, there were still a high percentage of "no shows". This year, student workers called students to remind them of their scheduled appointments. This has reduced the number of "no shows" and emphasizes the need to personalize our efforts.

Also, counseling forms have been adjusted to capture SSSP related services.

2. **a. How many students were provided counseling, advising and education planning services in 2014-15?**

- A total of 30,696 students received counseling, advising and educational planning services during the 2014-2015 academic year.

- 15,804 students received *counseling services* (6,037 during fall 2014 and 9,767 during spring 2015).

- 14,892 students received either an *abbreviated or comprehensive educational plan* (6,334 in fall 2014 and 8,558 students in spring 2015)

Students who completed an Ed Plan in Fall 2014

Enrollment Status	Abb. & Com. Ed Plan	Abbreviated Ed Plan	Comprehensive Ed Plan	No Ed Plan During Term	Grand Total
Returning or Continuing Student	**238**	**1,851**	**1,954**	**13,858**	**17,901**
New Student	**115**	**1,511**	**665**	**7,549**	**9,840**
Grand Total	**353**	**3,362**	**2,619**	**21,407**	**27,741**

Students who completed an Ed Plan in Spring 2015

Enrollment Status	Abb. & Com. Ed Plan	Abbreviated Ed Plan	Comprehensive Ed Plan	No Ed Plan During Term	Grand Total
Returning or Continuing Student	399	2,114	3,007	16,490	22,010
New Student	111	2,446	481	7,284	10,322
Grand Total	510	4,560	3,488	23,774	32,332

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

Our target population is all incoming students. Of the 60,073 students 30,696 received counseling, advising and educational planning services. This number represents 51% of the college's target population.

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

As with the other core services, a large scale marketing campaign will take place this year to increase awareness that students must complete abbreviated and comprehensive educational plans. This will include banners, mass and personalized emails, mailings and mobile texts. A similar campaign for raising awareness of SSSP and student services to all college faculty has taken place. SSSP was the theme for the College's Fall Professional Development Day including activities and breakout sessions for the campus to learn about the requirement of core services, changes that will occur and student services available to students.

The College plans to increase the number of courses participating in the Basic Skills Counselor Intervention (BSCI) program. The BSCI program integrates counseling services within the participating basic skills classes. Counselors provide biweekly classroom presentations, individual counseling appointments, educational planning, and follow-up of student progress in class. This will capture a larger population of students who will have access to a counselor and counseling services. This also ensures that these students obtain a comprehensive educational plan and other needed counseling services.

Further, ITS is developing reports to identify students with unmet need that will assist with outreach and intrusive counseling to those who have the unmet need of a comprehensive educational plan.

3. **a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

There are a multitude of counseling, advising and educational planning services available to students.

The following are counseling services offered in person:

- Military Veteran's and Eligible Dependents
- Transfer
- Science, Technology, Engineering & Mathematics
- Special Resource Center (DSPS)
- Puente Project
- Project Success
- Probation
- Outreach
- Mathematics, Engineering, Science Achievement Program
- International Student Program
- Honors Transfer Program
- First Year Experience
- Financial Aid
- Express/Drop-In
- EOPS
- Career
- CalWORKS
- Basic Skills
- Athletics
- Articulation
- General Academic Counseling

The following are services offered in groups and/or workshops:

- Registration labs: Students are able to obtain assistance with the registration process
- Educational Planning workshops: A review of course requirements and educational planning
- Transfer workshops: provide students information on the transfer process, university programs and more
- New Student Orientations
- University Campus Tours: Students visit various universities for exploration and selection
- Career workshops: varied topics that include undecided majors and career panels
- Career Tours: Students take career trips to different companies and industries for job shadowing and exploration of careers
- Student Success Workshops: Workshops designed for students on probation or at risk of falling into probation

FTES Generating Courses:

In collaboration with the Counseling and Student Success Division, education planning services are embedded within Human Development courses. A central component of Human Development 8: Orientation to College and Educational Planning and Human Development 10: Strategies for Creating Success in College is the educational planning assignment. Students are required to utilize tools and resources such as the College Catalog, curriculum guide sheets, and web-based resources including www.assist.org to map a semester-by-semester path to achieving their educational goals, including an individualized list of required prerequisite, major, general education, and elective courses for specific educational goals. In addition, they must meet one-on-one with an academic

counselor to obtain a comprehensive education plan. The assignment is heavily weighted and incorporated into the program and Student Learning Outcomes (SLOs) for the Human Development courses. The following programs offer students dedicated sections of Human Development courses which are, in most cases required to participate in the program:

First Year Experience:
- Human Development 10 (Strategies for Creating Success in College and in Life)
- Human Development 115 (Career Development Across the Lifespan), & 20 (Navigating the Transfer Process)

Project Success:
- Human Development 10 (Strategies for Creating Success in College and in Life)

Puente Project:
- Human Development 8 (Orientation to College and Educational Planning)
- 5 (Career and Life Planning)

Special Resource Center:
- Human Development 8 (Orientation to College and Educational Planning)
- Human Development 10 (Strategies for Creating Success in College and in Life)

The following services are offered online:
- New student orientations
- Career exploration: career links, labor market trends, career assessments, etc.

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

Our College offers both drop-in counseling and appointments. Drop-in counseling is generally available in the counseling office from 8:00 a.m. - 7:00 p.m. Monday through Thursday, and 9:00 a.m. - 1:00 p.m. on Fridays. It is available for students who have questions that require brief answers, prerequisites cleared to enroll in classes, and/or referrals to other programs and services.
 The majority of general counseling appointments are scheduled online through the student portal. Some appointments are reserved throughout the week for students who encounter difficulties scheduling an appointment online. These students are able to make same-day appointments in the Counseling Office or over the phone.

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

During peak periods, wait time for drop-in counseling can average between 30-40 minutes. During non-peak periods drop-in wait time is between 10-20 minutes.

Appointments are scheduled three days in advance. The College's online appointments open on Thursday evenings for the following week. The career and transfer center schedule

appointments in-person, up to 2 weeks in advance and First Year Experience offers appointments one week in advance.

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

   Academic counselors provide abbreviated education plans to prospective and current students in three ways. (1) Select academic counselors are trained to provide abbreviated education plans to high school seniors. Academic counselors meet with students individually or in small groups to draft abbreviated education plans. Students keep a copy of the abbreviated education plans and a copy is kept by the Counseling Office. (2) Academic counselors also host groups of high school students on-campus during the spring semester to provide the initial orientation and abbreviated education plans. (3) The vast majority of academic counselors meet with students on campus for thirty minute appointments to draft abbreviated education plans. Students are advised to return to the Counseling Office for a follow-up counseling appointment to develop a comprehensive education plan which will outline all the steps necessary to reach graduation and/or transfer.

   An abbreviated education plan is one (1) to two (2) terms in length. The purpose of the abbreviated education plan is to get students started with their college education, taking into consideration their educational goal, their assessment placement results, and course offerings for the subsequent term. The academic counselor also takes into consideration whether the student has taken or plans to take Advanced Placement (AP) tests, has completed the Early Assessment Program (EAP), and any circumstances that may limit a student from enrolling full-time at the College. The abbreviated education plan includes the student's name, identification number, educational goal, major, and course recommendations.

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

   Academic counselors provide comprehensive education plans to students during thirty (30) minute appointments. Military veteran students are allocated one (1) hour counseling appointments. Comprehensive education plans may only be completed on a one-on-one basis and not in a group setting, given the complexity and the uniqueness of each student's plan. Students are also advised to take advantage of on campus resources to assist them in completing their educational goals.

   Students who complete fifteen (15) units or two (2) semesters will be contacted by the Counseling Office to remind them of the need to meet with an academic counselor to develop a comprehensive education plan. A large-scale event will be coordinated and advertised to facilitate the process of completing the comprehensive educational plan. This event will provide workshops designed to address the requirements of specific majors and

career information as well as the opportunity to meet with a counselor to develop the comprehensive educational plan. To incentivize attendance, the College plans to assign enrollment priority to students who have completed a comprehensive education plan prior to an established deadline each term.

Human Development courses offered by the Behavioral and Social Sciences Division require students to complete an educational planning assignment. A component of the assignment requires students to meet one-on-one with an academic counselor to obtain a comprehensive education plan. The assignment is heavily weighted and incorporated into the program and Student Learning Outcomes (SLOs) for the courses. By completing this assignment, students obtain an education plan and also gain the knowledge and understanding that will enable them to achieve their academic goals.

The comprehensive education plan covers all terms and course requirements needed for students to achieve their course of study. The academic counselor takes into consideration whether the student needs to repeat any classes, educational goal or major changes, the four-year college or university of choice, courses completed at other colleges or universities, etc. In addition, the academic counselor takes note of the student's catalog rights and any other circumstances that may delay or prevent the student from attaining their educational goal. There are two evaluators that assist in the research required to evaluate other college transcripts which helps in the development of the comprehensive education plan by ensuring the students obtain proper credit for courses completed and placement. The comprehensive education plan includes all basic skills and prerequisite courses, identifying support and instructional services, and is tailored to the individual needs and interests of the student.

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

   Currently, academic counselors utilize the online campus portal (MyECC) to create online education plans as well as paper-based education plans. Currently, most academic counselors utilize paper-based education plans. The educational plans are then submitted for inputting into Datatel Colleague for Management Information System collection purposes and scanned into Singularity, a document scanning management system. As the College moves to a more updated online educational planning tool through EPI, there will be a need for training and consideration of increased appointment times.

   Academic counselors utilize Datatel/Colleague, the College's student information system that enables academic counselors to clear college prerequisites, download transcripts, view student schedules, review assessment test scores, priority registration criteria, and core services met. The College's portal provides access to assessment scores, transcripts, and student schedules online.

SARS is used by counselors, students, and staff to schedule counseling appointments, workshops, and other counseling/advisement functions. Students are able to access SARS via the student portal available through Datatel/Colleague. In addition, laptops are used by the Office of Outreach and School Relations to allow them to access student information in their creation of educational plans off campus. The Counseling and Student Success Division utilizes laptops, and will soon use tablets, to make counseling appointments for students in various classrooms around campus.

Subscriptions to various online databases such as "College Source," an online database of over 79,063 digital college catalogs, profiles, and resources, "Eureka," an online database of national and international career and educational information, and "Career Coach," an online tool designed to help explore careers by providing current local data on wages, associated education and training, are all necessary for appropriate evaluation of college transcripts and assistance with identifying an educational/career goal during the educational planning process.

E. Follow-Up for At-Risk Students

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

    The College will increase its focus on follow up services for at-risk populations during the 2015-2016 academic year. The College intends to provide additional professional development opportunities for faculty, augment current services, and develop new programming. This includes training for faculty on career development instruments and practices. Career Fairs will be augmented and an attempt to increase partnerships between the Career Center and community organizations will be made. This will offer greater opportunities for job shadowing, career tours, and career exploration for students.

    The College will focus on strengthening select student success programs that will be committed to providing all students but especially those who are identified as being at risk with resources, services, and programs that can help them succeed both in and out of the classroom. Programs will include information on academic resources, transition to college assistance, financial literacy, student success workshops, and provide a computer lab with printing capabilities to introduce the computing requirements expected of college students. The programs may require the hiring of additional personnel, purchasing additional computer hardware and software, and developing an effective marketing campaign to reach out to students and educate college employees of the services provided by the programs.

    Additionally, the College will pilot a new model of student/instructor interaction with a select group of adjunct instructors. These instructors will provide special support to at-risk

students in Basic Skills writing courses. Participating instructors will identify these students and arrange to meet with them outside of class in order to connect, provide referrals to student success resources and create a customized success plan for the student. This will help students by giving instructors the resources to engage students with an ethos of care, addressing affective dimensions of learning such as motivation. These instructors will also receive specialized training. In order to document the activity and success of this program, time sheets will be collected to track the hours faculty spend with students, conduct a survey of faculty at the end of the program, and collect student success data for participating sections.

2. **a. How many students were provided follow-up services in 2014-15?**
   b. What percentage of the target population does this represent?

Probation Follow Up Services:
A total of 2,131 students on academic, progress probation, and/or dismissal obtained follow up services out of 5,662 students on probation. This represents 37% of the target population.

	Fall 2014	Spring 2015
Service	**Probation Students N=2,839**	**Probation Students N=2,823**
Counseling Services	600	844
Probation Service	210	393
Other Services	375	752
Unduplicated Count of Follow-Up Services Received	**940**	**1,191**

Basic Skills Students:
A total of 2,469 students enrolled in a basic skills course(s) defined as two or more levels below college level obtained follow up services out of 4,626 students. This represents 53% of the target population.

	Fall 2014	Spring 2015
Service	**Basic Skills N=2,588**	**Basic Skills N=2,038**
Counseling Services	717	847
Probation Service	61	90
Other Services	847	863
Unduplicated Count of Follow-Up Services Received	**1,284**	**1,185**

Undecided Students:
A total of 466 newly enrolled students who have not identified an educational goal or a course of study obtained follow up services out of 1,260. This represents 36% of the target population.

Service	Fall 2014 New, Undecided Students N=968	Spring 2015 New, Undecided Students N=292
Counseling Services	183	90
Probation Service	0	0
Other Services	229	78
Unduplicated Count of Follow-Up Services Received	**340**	**126**

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

The College will focus on increasing the services to meet the needs of students who are on, or at risk of placing into academic/progress probation through the development of a retention center. This designated space will both reduce unmet needs of this student population and increase student participation. The goal is to provide additional intervention services beyond the original Student Success Workshops. The center will be a collaborative effort between SSSP and the Student Equity Program (SEP) that will take a holistic approach to intervention by incorporating case management style services. Student Services professionals will be assigned a caseload to provide ongoing follow-up to students and provide referrals on and off campus as necessary. The new Early Alert system will be piloted through this center. Once an instructor identifies a student, staff from this center will follow up with students and begin the case management services. There will be various workshops such as time-management, procrastination, career, financial aid literacy, etc. offered in this center. It will include computer and study stations for students to work. The College will expand these services to include students who are at-risk of falling into probation (students with GPA of 2.0 -2.4 and those with a low pace of unit completion).

As a new center on campus, there will be extra effort placed in marketing through signage and other means. In addition, the campus will look into incentives that encourage student participation such as restoration of registration dates.

Furthermore, the college will contract a production company to develop series of short videos and alternate reality video games to address the services available to students, career development and core services. The videos will be posted on our website and will be used during various workshops.

3. **a. What types of follow-up services are available to at-risk students?**
    At-risk students, according to Title 5 Section 55525 include students who are on academic probation, progress probation, and/or dismissal; students enrolled in basic skills courses defined as

two or more levels below college level; and/or newly enrolled students who have not identified an educational goal or a course of study.

<u>Follow-up Services for Students on Academic/Progress Probation and/or Dismissal Status</u>
Students who are on academic and/or progress probation levels 1 and 2 are sent an electronic notification via the MyECC student portal in Datatel/Colleague. They are also mailed a follow-up letter via U.S. postal service that advises them to attend a Student Success Workshop (SSW) and to meet with an academic counselor to develop a comprehensive education plan. For students on academic and/or progress probation level 2, these steps are mandatory in order to release the hold placed on their course registration. In addition to helping students understand what probation is and the steps to transition back into good standing, the SSW helps students identify challenges they face and strategies to overcome them. Success strategies are reviewed and students are reminded of on and off-campus resources including, but not limited to, state categorical programs, tutoring, supplemental instruction, etc.

Upon completion of this workshop, students meet with an academic counselor to review their educational plan, discuss needed resources, and create an action plan for success. This action plan assists in the development of the terms for readmission outlined in a contract that the student signs. Student Services Advisors follow up with probationary students to monitor their academic progress each term.

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

The College offers 10 Academic Strategies courses all focused on topics that support at-risk students such as Thinking Skills for College Classes, Test Taking Strategies, and Listening and Notetaking Strategies.

The College offers various resources for student success such as online tutoring and a very robust tutoring center through our Learning Resources Center.

In addition, the Reading Success Center offers assistance with reading assignments for any course. Students are able to meet individually with a reading specialist and obtain assistance with reading strategies in addition to attending various reading success workshops.

The Writing Center offers every El Camino College student one-on-one assistance with writing a college essay. Highly qualified professional tutors, all of whom have a bachelor's or master's

degree, also provide tutorials in grammar, Internet research, documentation, and specialized writing tasks such as cover letters and application essays.

At risk students are referred to the Student Health Center which offers physical and psychological health services. The Student Health Center also offers workshops to address challenges that may be affecting academic success to include: stress management, test anxiety, assertiveness skills, substance abuse, and more.

<u>Follow-up Services for Students Placed in Basic Skills Courses</u>
In collaboration with the Basic Skills Initiative (BSI), the college provides counselor intervention in basic writing and mathematics courses. The goal of this intervention is to provide each student enrolled in basic skills courses with a comprehensive education plan and information regarding academic and student support services on campus. An academic counselor, who is assigned to a course section, regularly visits the classroom to explain the educational planning process as well as other student success topics. During these visits, students sign up for counseling appointments with the academic counselor. The counselor and instructor discuss student progress, follow up with students in the assigned classes and encourage completion of a comprehensive education plan. When appropriate, basic skills students are advised to enroll in Academic Strategies or Human Development classes that will complement their basic skills courses.

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

<u>Follow-up Services for Students Without a Course of Study or Educational/Career Goal</u>
Entering students are required to identify a course of study 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 College will investigate the possibility of allowing students to change their course of study during each course registration period. The Counseling and Student Success Division working with the Admissions and Records Office will also explore ways in which academic counselors may initiate changes to the course of study on behalf of and upon the request of students.

Students who 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 or approved 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/major fairs. Career Center services are advertised to students via social media, 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 match their personalities, interests and skills with compatible majors and careers. Career Awareness Month, includes a series of seminars and workshops culminating in a Career Fair, featuring Career Center resources, access to instructional faculty, Fortune 500 companies, and community representatives.

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.

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

Students are notified of these services upon admission. After applying to the college, students receive an automatic email that provides next step instructions and the opportunity to develop a personalized brochure with information regarding campus services. In addition, students are made aware of the services through new student orientations as well as the New Student Welcome Day event. As they continue at El Camino College, students are notified via social media, mass emails, classroom presentations, in counseling appointments, and through instructor referrals.

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

Services offered in groups
- Career Fairs
- Majors Seminars
- Career Tours
- Career Assessments
- University Transfer Fairs
- University Campus Tours
- Supplemental Instruction
- Tutoring

Services offered through workshops
- Student Success Workshop: designed for students on probation or at risk of falling into probation
- Undecided Majors Workshop: students are provided a group career assessment and an overview of results
- Financial Literacy Workshops
- Time Management
- Procrastination
- Assertiveness Skills
- Substance abuse
- Stress Management
- Test Anxiety
- Reading Strategies
- Learning Styles
- Vocabulary Building

Online
- Online Tutoring Services
- Career Assessment
- Career Exploration Tools
- "Ask El Camino" (an instant question/answer service)

FTES Generating Courses:
- Human Development 115; Career Development Across the Life Span
- Human Development 20; Navigating the Transfer Process
- Human Development 10; Strategies for Success in College
- Human Development 8; Orientation to College and Educational Planning
- Human Development 5; Career and Life Planning
- Academic Strategies

Technology used
- SARS
- Datatel/Colleague
- Computers for students and faculty/staff
- Tablets
- Student portal

Technology to be implemented within the next year
- Starfish (Early Alert & Degree Planning software)
- Online Educational Planning Software

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

The College 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 current practice of requiring progress reports is helpful, the College recognizes the need to expand the practice that could be addressed by adopting a case management model of academic counseling for students at risk.

The College will implement an Early Alert Initiative this year to help students, especially those who are defined as being at risk. The Starfish Early Alert Program was offered through participation as a pilot college of the Chancellor's Office Educational Planning Initiative (EPI). Starfish is a cloud based, Early Alert software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. College employees, including administrators, instructional faculty, counseling faculty members, and classified employees as well as students have met throughout the past two years to discuss implementation of the Early Alert Initiative. Items considered include early faculty buy-in; software training needs; 360 degree feedback for teaching faculty members who submit Early Alerts; and developing a protocol for how Early Alert submissions will be received and handled. Through these meetings, Professional Development Day presentations to the campus have occurred, various trainings have begun and will continue throughout the year. The retention center mentioned earlier will serve the need to facilitate and follow up with instructor early alert submissions.

F. Other SSSP/Match Expenditures

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

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

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

    Preliminary student achievement measures related to SSSP include:
    1. Student Readiness Rate (percentage of the target population that has completed assessment, orientation, and educational planning)
    2. Successful course completion and goal completion rates (degree, certificate, transfer)
    3. College milestone achievement rates
    4. Completion counts (degrees, certificates, transfers)

    b. Annual reports of assessment test results.

    c. Validation studies for instruments used for student placement into English, English as a Second Language (ESL), and mathematics courses; research to support placement by multiple measures and evaluation of course prerequisites.

    d. Longitudinal tracking and comparative outcomes studies of target populations to help determine efficacy of program, interventions, and student services.

    e. Additional SSSP program evaluation support through student survey creation and analysis, and focus group research.

    f. Updates of English, ESL, and mathematics sequence progression studies every two years.

    g. Other research needs that develop during the course of implementation of the SSSP Plan.

Another related expenditure for SSSP coordination is an "Operations Officer". This is a part time classified position whose main function is to maintain records for program funding and accountability, track expenditures and prepare the budget portion of all requisite reports, reviews or audits.

SECTION III. POLICIES

A. Exemption Policy

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

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

   Assessment Testing:
   - Associate degree or higher

   Orientation:
   - Associate degree or higher

   Abbreviated Education Plan:
   - Associate degree or higher
   - Already has a Comprehensive Education Plan
   - Concurrently enrolled as a high school student
   - Goal of personal enrichment taking less than six units

   Comprehensive Education Plan:
   - Associate degree or higher
   - Concurrently enrolled as a high school student
   - Goal of personal enrichment taking less than six units

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

   Assessment Testing:
   3% of the College student population is exempt

Fall 2014 Assessment Services

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	17,049	852	17,901
New Student	9,826	14	9,840
Grand Total	26,875	866	27,741

Spring 2015 Assessment Services

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	21,162	848	22,010
New Student	10,305	17	10,322
Grand Total	31,467	865	32,332

Orientation:
2.8% of the College student population is exempt

Fall 2014 Orientation Target Population

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	17,051	850	17,901
New Student	9,831	9	9,840
Grand Total	26,882	859	27,741

Spring 2015 Orientation Target Population

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	21,162	848	22,010
New Student	10,308	14	10,322
Grand Total	31,470	862	32,332

Education Plan:
2.8% of the College population is exempt

Fall 2014 Ed Plan

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	17,050	851	17,901
New Student	9,831	9	9,840
Grand Total	26,881	860	27,741

Spring 2015 Ed Plan

Enrollment Status	Directed to Service	Exempt	Grand Total
Returning or Continuing Student	21,163	847	22,010
New Student	10,308	14	10,322
Grand Total	31,471	861	32,332

B. Appeal Policies

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

Students who have earned 100 or more units or do not meet academic and progress standards must 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 a comprehensive 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 and Records Office by an established deadline each term. Third party documentation must 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 College as a result of their academic or progress status are required to participate in a Student Success Workshop (SSW) and are able to complete the appeal process as outlined above.

Students who do not maintain satisfactory academic progress for two consecutive terms due to their cumulative grade point average (GPA) and/or cumulative attempted unit completion rate will be placed on financial aid disqualification. Students may appeal their financial aid disqualification by completing the satisfactory academic progress appeal petition available on the El Camino College website, in the Financial Aid Office, or as an e-mail attachment to the Financial Aid Disqualification notification. Students may appeal their Financial Aid Disqualification according to the El Camino College Satisfactory Academic Progress (SAP) Policy if they were unable to maintain satisfactory academic progress for the following acceptable reasons:
- Illness or accident of the student or immediate family member (documentation required)
- Death of an immediate family member (documentation required)
- Newly diagnosed disability or complications with an existing disability which contributed to poor academic performance (supporting documentation required by the College's Special Resource Center)
- U.S. military service orders (documentation required)
- Additional time needed to complete an educational goal beyond an associate degree or higher (documentation required)
- Exceeded 150% maximum timeframe allowed due to changes of major or transfer credits that do not apply to student's declared educational program (documentation required)

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

Policy posted on the college website (http://www.elcamino.edu/studentservices/fao/main_getpaid.asp).

C.   Prerequisite and Corequisites Procedures

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

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

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

Prerequisites and corequisites are generally established if a student is highly unlikely to be successful in a course without the knowledge or skills taught in the prerequisite course. Determinations for prerequisites are made by discipline faculty who take into consideration detailed course syllabi, outlines of record, tests, related instructional materials, course formats, the type and number of examinations, and grading criteria. In addition, discipline faculty 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. For transferable courses, the course outline of record must specify that at least three (3) University of California (UC) or California State University (CSU) campuses offer an equivalent course that requires an equivalent prerequisite.

Prerequisites and corequisites 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 College uses content review to demonstrate that a prerequisite course in communication or computational skills is necessary for a course. Finally, the College Curriculum Committee has established guidelines for the creation of other prerequisites for health and safety and for recency and readiness.

If a student does not meet a prerequisite and corequisite but is able to provide satisfactory evidence, s/he may seek entrance into the course by filing a challenge. If there is room in the course and the student files a challenge, the College has five (5) days to reach a decision regarding the challenge. If a decision is not reached after five (5) days, the student may enroll in the course. If there is no space in the course and a student's challenge is upheld, the student may enroll the following term. The grounds for filing a challenge are determined by Title 5 Section 55003 (p and q).

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The college would like to ensure that SSSP plans and activities are derived from best practices and data driven decisions. To accomplish this, the college will support student success related learning opportunities that provide best practices, insight on how to better support the core services and follow up for at-risk students.

The college will identify SSSP "faculty ambassadors" who will be responsible for attending SSSP committee meetings and inform their perspective divisions of the SSSP events and encourage participation of faculty within their departments. The ambassadors will be provided a stipend for their involvement.

The theme for the Fall 2015 Professional Development Day was strategies for integrating student services and SSSP requirements into the classroom. The Professional Development Department and the Academic Senate Faculty Development Committee intend to provide follow up professional development opportunities throughout the year.

In addition, the college will provide continuous updates on SSSP implementation, progress and effectiveness of SSSP activities. This will occur at Academic Senate meetings, Managers and Division meetings as well as through a series of SSSP Professional Development Workshops. The college will also develop professional development videos for faculty on SSSP services and follow up for at-risk students such as, "How to Identify At-Risk Students in your Class and how can the Core Services Help".

Also, the college will host an event for local high school instructors and counselors. This event will include English, Math and Counseling faculty from the high schools and college to begin the discussion of curriculum alignment, core services and timelines. The goal will be to facilitate discussions that would provide entering students an easier academic transition from high school to college as well increase the possibility of students placing into college level courses. High school counselors will be included in the discussions to provide input on course sequencing and updates to the colleges' programs and new SSSP requirements for students.

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

SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

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: Mohamad Abbani   Title: Professor

Stakeholder Group: Faculty

Name: Anjeannette Aguilar   Title: Student

Stakeholder Group: Associated Students Organization

Name: Richette Bell   Title: Director, Admission and Records

Stakeholder Group: El Camino, Compton Center

Name: Kristie Daniel-DiGregorio   Title:Professor/Academic Senate Representative

Stakeholder Group: Human Development Department, Faculty and VP Faculty Development

Name: Robin Dreizler   Title: Director, Outreach/School Relations

Stakeholder Group: Administration

Name: William L. Garcia   Title: Dean, Student Support Service

Stakeholder Group: Administration

Name: Ann Garten   Title: Director, Community Relations

Stakeholder Group: Administration

Name: Irene Graff   Title: Director, Research and Planning

Stakeholder Group: Administration

Name: Shateo Griffin   Title: Coordinator, Student Success Services /Programs

Stakeholder Group: El Camino, Compton Center

Name: Joseph Holiday   Title: Professor

Stakeholder Group: Honors Transfer Program and Faculty

Name: Chris Jeffries   Title: Counselor/ Co-President Academic Senate

Stakeholder Group: Counseling Faculty and Academic Senate

Name: Kenneth Key   Title: Counselor

Stakeholder Group: Faculty

Name: Sheryl Kunisaki   Title: Assistant Director, Library

Stakeholder Group: Administration

Name: Scott Kushigemachi   Title: Professor

Stakeholder Group: Basic Skills Initiative Co-Coordinator and Faculty

Name: Arturo Martinez   Title: Professor

Stakeholder Group: Basic Skills Initiative Co-Coordinator and Faculty

Name: Elizabeth Martinez   Title: Director, Enrollment Services

Stakeholder Group: El Camino, Compton Center

Name: Gloria Miranda   Title: Dean, Behavioral/Social Sciences

Stakeholder Group: Human Development Department and Administration

Name: Eduardo Morales   Title: Professor

Stakeholder Group: Faculty

Name: Cynthia Mosqueda   Title: First Year Experience Coordinator

Stakeholder Group: First Year Experience and Counseling Faculty

Name: William Mulrooney   Title: Director, Admissions/Records

Stakeholder Group: Administration

Name: Marci Myers   Title: Research Analyst

Stakeholder Group: Institutional Research

Name: Jeanie Nishime   Title: Vice President, Student/Comm. Adv.

Stakeholder Group: Accreditation and Administration

Name: Dipte Patel   Title: Dean, Counseling and Student Success

Stakeholder Group: Administration

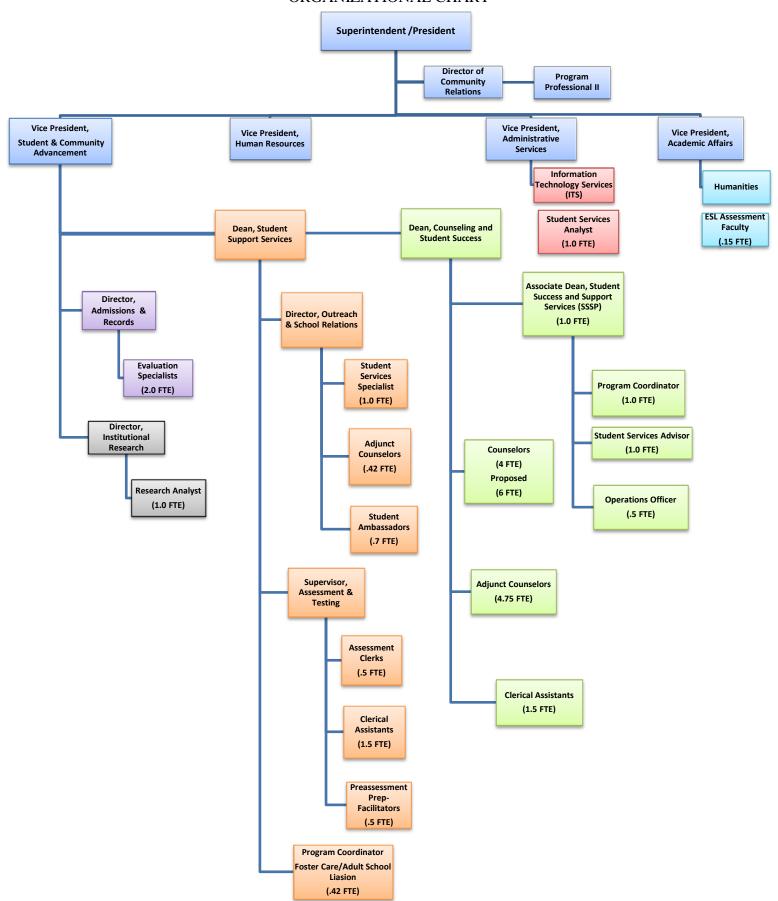Name: Janice Pon-Ishikawa   Title: Counselor

Stakeholder Group: Faculty

Name: Idania Reyes   Title: Director, Student Equity

Stakeholder Group: Administration

Name: Stephanie Rodriguez   Title: Dean, Industry and Technology

Stakeholder Group: Administration

Name: Jean Shankweiler   Title: Vice President, Academic Affairs

Stakeholder Group: Administration

Name: Jacquelyn Sims   Title: Dean, Mathematical Sciences

Stakeholder Group: Administration

Name: Claudia Striepe   Title: Bibliographic Instruction Librarian

Stakeholder Group: Academic Senate and Faculty

Name: Jason Suarez   Title: Professor

Stakeholder Group: Faculty

Name: Will Warren   Title: Asst. Director, Info/Technology Srvcs

Stakeholder Group: Administration

Attachment B
Organizational Chart

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

(PLEASE SEE NEXT PAGE)

STUDENT SUCCESS AND SUPPORT PROGRAM
ORGANIZATIONAL CHART

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

Mohamad Abbani, Professor
Anjeannette Aguilar, Student
Mary Beth Barrios, Associate Dean of Counseling and Student Success (co-chair)
Richette Bell, Director of Admissions and Records (Compton Center)
Kristie Daniel-DiGregorio, Professor and Human Development Curriculum
Robin Dreizler, Director of Outreach and School Relations
William L. Garcia, Dean of Student Support Services
Ann Garten, Director of Community Relations
Irene Graff, Director of Research and Planning
Shateo Griffin, Coordinator of Student Success Services and Programs (Compton Center)
Joseph Holiday, Professor and Honors Transfer Program
Chris Jeffries, Counselor and Co-President of Academic Senate
Kenneth Key, Counselor
Sheryl Kunisaki, Assistant Director of Library
Scott Kushigemachi, Professor and Basic Skills Co-Coordinator
Arturo Martinez, Professor and Basic Skills Co-Coordinator
Elizabeth Martinez, Director of Enrollment Services
Gloria Miranda, Dean of Behavioral and Social Sciences and Human Development Curriculum
Eduardo Morales, Professor
Cynthia Mosqueda, Counselor and First Year Experience Faculty Coordinator
William Mulrooney, Director of Admissions and Records
Marci Myers, Research Analyst
Jeanie Nishime, Vice President of Student and Community Advancement
Dipte Patel, Dean of Counseling and Student Success (co-chair)
Janice Pon-Ishikawa, Counselor
Idania Reyes, Director of Student Equity
Stephanie Rodriguez, Dean of Industry and Technology
Jean Shankweiler, Vice President of Academic Affairs
Jacquelyn Sims, Dean of Mathematical Sciences
Claudia Striepe, Bibliographic Instruction Librarian and Co-President of Academic Senate
Jason Suarez, Professor
Will Warren, Assistant Director of Information and Technology Services