



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by January 31, 2018. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



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with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Student Equity Goals	Student Equity Progress
<p>A. Access: Increase the proportionality index of Veterans and African American Students by 5% in four years.</p>	<p>Increasing Access and Support to Veterans has begun with the support of a part-time assistant focused on outreach. We added English and math tutoring and are increasing program visibility by improving program materials and conducting several activities over the Spring 2017 semester. In addition, Green Zone Training was provided to counseling faculty. In Fall 2015, 199 student veterans were <i>Chapter 33 Post /911</i> and that increased 53% to 305 in Spring 2017.</p>
<p>B. Course Completion: Increase Course Completion for Foster Youth, African American, and Pacific Islander students by 5% in four years. Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.</p>	<p>We expanded our Reading Success Center (RSC), which provides support to students, including one-on-one tutoring, in any discipline and especially in courses where we have observed large equity gaps. From Fall 2015 to Spring 2017, the RSC had over 5,500 student visits and served over 1,600 students, of whom approximately 53% were Latino and 20% were African American, which are two of our student equity target populations. Furthermore, the RSC offered 28 workshops per year in areas including reading comprehension, medical vocabulary, and scholarship application support, among others.</p> <p>We established the Guardian Scholars Program to support foster youth and we are actively recruiting students. The program provides assistance with testing, college orientation, and educational</p>



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	<p>planning. In Spring 2015, we recruited 156 Foster Youth to the program and by Fall 2015, we had 185 members, an increase of 19%. We recently convened an Advisory Board to support outreach efforts.</p> <p>We added Peer Assisted Study Sessions (PASS) to courses with large equity gaps. PASS sessions are led by equity-minded-trained mentors that closely collaborate with faculty to design weekly sessions. In Spring 2017, we offered PASS sections in 11 courses, which enrolled 401 students – 122% more than the number of students in PASS sections in the previous term. English 1A and English 84 have had sections with PASS mentors since Spring 2015. In the four most recent terms, the PASS sections of English 1A had higher success rates than the non-PASS sections. The margin of difference between the PASS and non-PASS sections of English 1A ranged from 8 percentage points in Spring 2017 to 18 percentage points in Fall 2015. When all five terms were combined, English 84 students in PASS sections were slightly more successful (success rate = 64%) than their peers in non-PASS sections (success rate = 62%). The PASS sections of English 84 had higher success rates than the non-PASS sections in Spring 2015, Fall 2015, and Spring 2017, but lower success rates in Spring 2016 and Fall 2016.</p> <p>Statistics Math Review Workshops have been offered each semester since Spring 2016. Approximately four to seven workshops – focused on Algebra, Statistics, and STEM Mathematics – served over 200 students. A report on the effectiveness of the program is pending.</p>
<p>C. ESL and Basic Skills Course Completion:</p>	<p>The Knowledgeable, Engaged, and Aspiring Students (KEAS) Program supports students who have placed into pre-college level coursework in</p>



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<p>Increase basic skills Math and English completion rates for African American, Pacific Islander, and identified disability students by 10% in four years.</p> <p>Increase basic skills ESL completion rate for Latino and Females by 10% in four years</p>	<p>English or Math. The KEAS Program has a student lounge that provides several services and resources. In addition, the KEAS Program has dedicated sections of select math and English courses, in which students receive extra support.</p> <p>We launched KEAS in Fall 2015 with part-time program support in four Math and English basic skills courses, which had a combined total of 105 enrollments. In Summer 2016, we expanded the program and hired a full-time program coordinator, an advisor, two counselors, and part-time tutors. In Winter 2017, we secured a space in our Student Activities Center for a new study lounge and computer lab. In total, from Fall 2015 to Spring 2017, over 600 students took advantage of services offered in the KEAS lounge, logging over 8,000 student visits. During the same period, over 1,200 counselor appointments took place in the KEAS lounge.</p> <p>From Fall 2015 to Spring 2017, there were 776 enrollments in KEAS sections of English and math courses. In Fall 2016, the overall success rate was 68% in the four KEAS English sections and 52% in the four KEAS math sections. The overall retention rate was 92% in the KEAS English sections and 80% in the KEAS math sections. In five of those courses, the success rates for the KEAS sections were greater than the success rates for the non-KEAS sections. Students who visited the study lounge were more successful in the KEAS English and Math sections than those who did not visit the lounge.</p> <p>We offer a three-week Math Academy in the summer and winter for students who want to improve their math course placement level. A higher placement gives students the opportunity to move from remedial to transfer-level math courses more quickly. From 2013 to 2016, over</p>
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	<p>1,000 students participated in a Math Academy. Over that period, 59% of participants improved their math course placement test scores. Nearly three-quarters of participants went on to enroll in a math course in the term following the Academy. Of those students, 56% received passing grades in their math courses.</p> <p>Supplemental Instruction (SI) is a series of peer-led, weekly review sessions held outside of class. These sessions allow students to compare notes, discuss important concepts, take mock tests, and develop strategies for studying and learning. SI sessions are led by trained peer SI Coaches. In total, from Fall 2015 to Spring 2017, 896 students have made use of the SI sessions, and thus far, these students have passed at higher rates than their classmates who did not attend SI sessions.</p> <p>The Summer Reading and Writing Academy helps students refresh their English skills, with the goal of improving their placement in the English course sequence. Participants can retake the English course placement test after the two weeks of instruction. Of the 40 students who participated in the program in 2016, 38% improved their placement in writing and 73% improved their placement in reading. While only one participant jumped two levels in writing, nearly one-third of participants (12 students) improved their Reading placement by two levels. Further, 41% of participants no longer required remedial reading courses after the program’s completion and 38% of students were required to take only one remedial course before moving on to English 1A, the first transfer level course in the English sequence. Finally, all 40 Academy participants enrolled in at least one English course in Fall 2016.</p>
<p>D. Degree and Certificate:</p>	<p>We established Career & Technical Education Faculty Learning Teams in four programs:</p>



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<p>Increase degree and certificate completion rates for African American and Latino students by 10% in four years.</p>	<p>Cosmetology, Fire Technology, Electronic & Computer Hardware, and Automotive Technology. Those teams have participated in the Student Equity Re-Envisioned Professional Development, in which they discussed how to close equity gaps in educational outcomes. While we cannot yet assess the effects of these efforts on degree and certificate completion, participating faculty have been implementing changes in their classrooms. For example, in Spring 2017, the Introduction to Electronics course offered PASS sessions to its students. Of the 42 students enrolled in the course, 40% attended at least one PASS session. Students who attended PASS sessions were more successful than the students who did not; 82% of them received passing grades in the electronics course, compared to only 32% of their peers who did not attend a PASS session.</p>
<p>E. Transfer: Increase transfer rates for Foster Youth, African American, Latinos, Pacific Islander, and identified Disability students by 5% in four years.</p>	<p>We created a second cohort of students in the Puente Project, doubling the number of new students served by the program, which. By adding a second cohort of Phase 1 students in Fall 2016, the Puente Program can increase its impact and visibility on campus. Prior to Fall 2016, the Puente Program served approximately 140 students a year, in three different phases. With the addition of the second cohort, there will be approximately 175 students each year, a 25% increase in the number students supported. In general, Puente students have had higher course success and retention rates than students who are not involved in Puente. In Fall 2016, of the 133 course enrollments by Puente students, 83% resulted in passing grades, while the overall success rate for El Camino College (ECC) students was 69%.</p> <p>The MESA Personal Success Plan (PSP) has served 132 students to date. The majority (63%) of participating students was Latino; 15% were African American; 13% were Asian; 8% were</p>



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	<p>White; and 1% was Pacific Islander. The project served more male students than female students; 72% of participants were male. Of the students we targeted, 48% chose to participate in the PSP project, and 66% of participants showed improvement in course completion and program participation, when compared to prior semesters. Seven percent of the students in the first cohort transferred in Fall 2017 (4 Latino, 3 Asian, and 2 African American students).</p> <p>In 2016, we established the Asian American and Pacific Islander (AAPI) initiative. This case management support program assists students in reaching their educational and career goals through mentorship, culturally engaged workshops, trainings, field trips, and learning community classes. AAPI activities provide a culturally affirming educational experience, in order to disrupt the perpetuation of disproportionate academic achievement that affects students from minority communities. More specifically, AAPI aims to increase the transfer rate of Native Hawaiian and Pacific Islander students at ECC. Ultimately, the goal of AAPI is to engage, enrich, and empower. Since the initiative began, 233 students have participated in AAPI activities and over 50 faculty and staff members have attended the culturally relevant training.</p>
<p>F. College and District Wide Initiatives: Activities affecting several goals across success indicators.</p>	<p>Student Equity Re-envisioned (SER) is a community of faculty and staff that focuses on best practices to address disproportionate impact and student equity. SER provides faculty with frameworks for creating culturally sensitive learning environments. SER faculty strives to create learning environments shaped by equity-minded curriculum design. To date, the program has trained 80 faculty and 150 staff members. Seminars have included topics on the importance</p>



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	<p>of disaggregating course completion data and the role that ethnicity and race play in achieving equity.</p> <p>We created a new Student Services Specialist position in Summer 2016 to support, develop, and promote campus-wide equity initiatives and events for students, faculty, staff, and managers. We convened a Student Equity Advisory Council with 34 members, which has supported 32 equity-related student clubs. The activities and events that have been offered include the following:</p> <ol style="list-style-type: none"> 1. Cultural Heritage Month Events and Programs (over 500 participants): Latino and Hispanic Heritage Month; American Indian History Month; Black History Month; Women’s History Month; Asian Pacific American Heritage Month; Social Justice Fair; and Chicano Heritage Celebration. 2. The Student Empowerment Dialogue Series (over 200 participants): Muslim in America; Black in America; and Lesbian, Gay, Bisexual, Transgender, and Queer in America. 3. The Intergroup Dialogue Student Training (over 100 participants), which resulted in an increase in the number of equity identified student clubs; a Student Equity Club Mixer; and the creation of a Student Equity Advisory Council.
SSSP Goals	SSSP Progress
<p>A. Increase college readiness and strengthen support for entering students</p>	<ul style="list-style-type: none"> • SSSP brought the Accuplacer placement test to students at local feeder high schools. • SSSP provided Outreach counselors at local feeder high schools. • SSSP provided “Just in Time” prep to



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	<p>students to help them improve their scores on the Accuplacer placement test. Eighty-six percent of students who took a placement test in the same area both before and after the Just in Time session, improved on at least one of the tests they took.</p> <ul style="list-style-type: none">• SSSP provided transportation for prospective students and worked collaboratively with ITEC, OASR, and EOPS. The goal of the field trips was for students to complete the core services and help them matriculate to ECC.<ul style="list-style-type: none">○ After the SSSP & ITEC (Career Pathways) field trip:<ul style="list-style-type: none">▪ 100% of participants completed orientation.▪ 89% of participants completed assessment/testing.▪ 92% of participants completed an educational plan.• SSSP worked collaboratively with OASR, Assessment/Testing, RISE Center, and Counseling faculty to provide one-stop enrollment services. During spring break 2017, SSSP provided prospective students the opportunity to complete orientation, assessment, and an educational plan. In just 4 days, 295 first-time college students were served. Of those students:<ul style="list-style-type: none">○ 253 attended an orientation.○ 285 completed the assessment/test.○ 295 met with a counselor for an educational plan.• The Counseling division collaborated with Math instructional faculty in implementing Multiple Measures, with
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	<p>the following results:</p> <ul style="list-style-type: none">○ Of the 622 students that were assessed via Multiple Measures for Fall 2017, 532 enrolled in the term, with 460 students enrolled in a math course for Fall 2017.• In addition to the traditional new student orientation, we provided an alternative platform: the Game Training Learning (GTL) new student orientation. Survey results showed that:<ul style="list-style-type: none">○ 51% of students who participated in the GTL orientation were very much engaged during the entire workshop; and○ Only 17% of students who participated in the traditional orientation were very much engaged during the entire workshop.• New Student Welcome Day (NSWD) is a collaborative program that is designed to introduce new students to campus programs and resources, and prepare them for their first year at El Camino College (ECC). Students can complete the steps to enrollment (orientation, assessment, educational plan), attend workshops, visit the resource fair, obtain their parking permit and student ID card, buy books, and tour the campus. In Fall 2017, we had 747 new/prospective students.• Recognizing the need to revisit key information from orientation, six short (four to six minute), animated videos were created for timely refreshers. These videos were created to supplement the written information in our online orientation platform.
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<p>B. Improve retention and persistence of basic skills students and provide follow up services to students at- risk</p>	<ul style="list-style-type: none">• The Opportunity Project (TOP) is a program that links a counselor with a specific pre-transfer level English and Math course. The program ensures that students in these courses have access to the support services they deserve and develop a comprehensive educational plan. This program has grown over time:<ul style="list-style-type: none">○ In Fall 2013, TOP was in 14 sections.○ In Spring 2017, TOP was in 57 sections.○ In Spring 2016, 88% of students in TOP sections either agreed or strongly agreed that it was important to have an educational plan.• The RISE Center offers Student Success Program workshops to probation level 1 and probation level 2 students. The goal is to help them be academically successful and achieve their educational goals.• We implemented and conducted beta testing of the Starfish ECC Connect early alert system in Fall 2016 and Spring 2017.• In collaboration with Compton College staff and various campus representatives (Financial Aid, ITS, Counseling), the probation and dismissal timeline, notification, letters, system holds, and workshop curriculum were reviewed and revised. This included notification of Loss of BOGFW. The Student Success Program team, which included two new full-time counselors, updated and created new student success workshops and offerings, implemented drop-in times, and increased outreach to support students on probation.• We created game train learning (GTL)
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	<p>exercises to complement Probation workshops and beta tested them with students. The results demonstrated three main findings:</p> <ul style="list-style-type: none"> ○ Students enjoyed their experience in the workshop, with an average “enjoyment rating” of 8.25 out of 10. ○ Almost all participants (19 out of 20) believed that they learned better in the GTL workshop as opposed to a traditional, lecture-based workshop. ○ Of the 32 comments submitted by students, 30 contained positive feedback.
<p>C. Revitalize and re-envision professional development</p>	<ul style="list-style-type: none"> • Counseling, in partnership with other student service programs hosted the second Annual Counselor Collaborative. Participants included high school and middle school counselors, program coordinators, directors and other staff who work with our college students in area school districts. The goal was to provide a space for guests to learn about various programs, academic and student support services, and processes at ECC. Participants were able to sit with our counselors and interact in a collaborative session about preparation for student success. The event included a series of topic workshops and a resource fair. <ul style="list-style-type: none"> ○ Out of 140 pre-registered participants, 99 attended, which represented an increase of 20 participants from the previous year’s event. • SSSP purchased StrengthsQuest units and provided Strengths coach training to 20 counselors and advisors. StrengthsQuest



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	<p>is tool that provides students with the opportunity to identify and further develop strengths by building on what they do best.</p> <ul style="list-style-type: none"> • The Counseling Division provided advanced counselor training throughout the semester to adjunct and full-time counselors. Topics included transfer, probation, career services, Nursing, and Green Zone training for veterans, among others.
<p>D. Leverage technology to reach a greater number of students</p>	<ul style="list-style-type: none"> • Academic Affairs and Student Services beta tested Starfish-ECC Connect early alert system with 107 faculty and staff. During the pilot: <ul style="list-style-type: none"> ○ 1,267 progress surveys were completed. ○ 743 kudos were given on progress surveys. ○ 524 flags were given on progress surveys. • SSSP developed Just In Time new student orientation videos. • We implemented virtual counseling via Cranium Café. We had two counselors who met with students virtually for the Spring 2017 semester. An additional five counselors completed the training and will be able to provide virtual counseling for Fall 2017 in EOPS, Career Services, and General Counseling. Our Counseling team will use the Cranium Café platform to deliver quality online counseling services, similar to what students would experience during in-person meetings on campus. • Counseling now sends text message reminders for appointments and one-stop enrollment events.
<p>E. Enable efficient leadership</p>	<ul style="list-style-type: none"> • The Student Success Advisory Committee (SSAC) is comprised of staff, faculty,



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<p>and coordination amongst college partners</p>	<p>students and administrators. The group discusses the plans and needs of SSSP, Student Equity, and BSI.</p> <ul style="list-style-type: none"> In August 2016, we held the Seeds of Change planning retreat, which provided the opportunity to integrate SSSP, SE, and BSI efforts with our college plans and needs.
BSI Goals	BSI Progress
<p>A. The percentage of basic skills reading and writing students who successfully complete Freshman composition within four years will increase by 1% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.</p>	<p>Using BSI funds, we:</p> <ul style="list-style-type: none"> Funded presentation-related costs for The Opportunity Project (TOP), ECC’s embedded counseling program in English/math basic skills courses. Funded reassigned time for the Humanities BSI Coordinator and the Reading Coordinator. Contributed towards paying for assessment in basic skills courses, including administrative support costs and reading test materials and software. Supported a technology pilot where a number of instructors utilized a grammar-oriented computer program during writing labs. Contributed towards reassigned time for an Equity Coordinator who supported equity efforts in conjunction with the SE office. Contributed to the Writing Center and to Institutional Research, as well as to some conference attendance. As a result of these efforts, in combination with other efforts throughout the school, BSI generally met this goal. The four-year completion rate for basic skills students in writing went up from 42.6% in 2009-2010 to 45.6% in 2016-2017. Similarly, the rate in reading went up from 41% in 2010-2011 (Data Mart information for reading appeared incomplete for 2009-2010) to 44% in 2016-2017.



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<p>B. The successful progression rate of students from Arithmetic (4 levels below transfer) to Elementary Algebra (2 levels below transfer) will increase by 5% by 2016-2017 over the 2011-2012 rate.</p>	<p>Using BSI funds, we:</p> <ul style="list-style-type: none">• Funded presentation-related costs for The Opportunity Project (TOP), ECC's embedded counseling program in English/Math basic skills courses, as well as additional hours for counselor/instructor collaboration.• Funded reassigned time for the Math BSI Coordinator.• Paid for a copier utilized by math basic skills instructors.• Paid for food at professional development events funded by our BSSOT grant.• Contributed to Supplemental Instruction, the Summer Math Academy, and Institutional Research, as well as to some conference attendance.• As a result of these efforts, in combination with other efforts throughout the school, BSI met this goal. Among students placed into Arithmetic, the four-year rate of progression into Elementary Algebra was 38.8% in 2016-2017, compared to 33.8% in 2010-2011, an increase of 5%. It's also significant that for these same cohorts, successful completion of transfer-level Math within four years increased from 5% to 7%.
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<p>C. Develop or scale up accelerated pre-transfer curriculum in both English and mathematics. Targets: Offer four sections of English RWB in Years 2 and 3; increase sections of BAM to 18 per semester and increase the sections of GEA to 10 sections a semester by Year 3. (BSSOT)</p>	<ul style="list-style-type: none">• In Fall 2016, English faculty developed an additional course, English RWB that could effectively shorten pathways for all developmental English students to at most two courses. This course will be offered for the first time in Fall 2017. The Division of Mathematical Sciences is expanding the offerings of the two mathematics accelerated courses (BAM and GEA) through the purchase of two Chromebook carts that will free up our dependence on computer labs for the first of the two courses. Curriculum changes have been proposed for the second course that would mostly eliminate its dependence on computer labs. New plans for recruiting and training new instructors for these courses are underway, due to be implemented in Fall 2017.
<p>D. Initiate multiple measures assessment and placement reforms in both English and mathematics. Targets: 500 students in Year 1; 700 students in Year 3; and all students by the end of Year 3. (BSSOT)</p>	<ul style="list-style-type: none">• In mathematics, a multiple measures assessment and placement protocol was designed in Summer 2016, and is being piloted. The protocol combines a student's standardized test scores with a student's high school GPA and mathematics course history. The initial protocol should reach in excess of 500 students. The protocol will be studied and revised once grades for students placed via this protocol become available in Spring 2018. In English, the design took place in Summer 2017, for implementation next year and results to follow.



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<p>E. Scale up student access to proactive student support services for developmental English courses. Targets: Each year, 1900-2000 students with Embedded Tutoring & Embedded Counseling. (BSSOT)</p>	<p>The Opportunity Project (TOP) is now being offered not only in most basic skills math courses, but also in developmental English courses. In addition, the BSSOT has been supporting and is evaluating the effectiveness of a second classroom tutor in developmental English courses.</p>
<p>F. Increase student placement directly into transfer-level English. Targets: Each year, 120 students served by the Summer Bridge Program for English. (BSSOT)</p>	<p>A team of counselors and English instructors created, piloted, and evaluated a Summer Bridge Program for English in Summer 2016, which was designed to propel more students directly into English 1A. The second round of this pilot was held in Summer 2017.</p>



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<p>G. Facilitate a substantial professional development program to support instructors in creating content modules that contextualize remedial content, are culturally responsive, and engage students in multiple modalities of learning. Targets: In Years 2 and 3, 900 students will be taught by instructors who have received professional development training, and 30 instructors will participate in the professional development program. (BSSOT)</p>	<p>Limited progress has been made toward this goal – most of the work has been in the planning stages. In the first year of the grant, information was gathered about the content of such a program. We will begin to implement the plan in the 2017-18 academic year.</p>
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<p>H. Facilitate partnerships with CTE faculty to create developmental mathematics curriculum designed specifically for CTE students (pathways). Target: By Year 3, all developmental mathematics will have a contextualized version offered at least once. (BBSOT)</p>	<p>The grant has been lightly supporting work already underway before the grant began in the development of CTE-contextualized course content for our algebra, pre-algebra, elementary algebra, and intermediate algebra courses. This content will also be adaptable for our accelerated mathematics courses.</p>
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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

- **Student Equity**

We launched five new programs to improve success and retention rates: KEAS, a support program for students in basic skills; Guardian Scholars, a Foster Youth case management program; Asian American Pacific Islander Initiative; Summer Bridge Programs; and Student Equity Re-envisioned (SER), a framework for creating culturally sensitive learning environments for faculty with equity-minded curriculum design. We expanded the following programs to increase capacity and support more students: Puente; Reading Success Center; and Peer Assisted Student Sessions, which offer equity-minded tutoring in targeted courses with large equity gaps. We also supported programs to increase transfer rates: Veterans, MESA, and Project Success.

- **Student Success and Support Program (SSSP)**

The goals of SSSP are to ensure all students achieve their educational objectives through orientation, assessment/testing, educational planning, and student follow-up. The Student Services Division has worked with Academic Affairs in creating programming to help our core services completion rate. In Fall 2014, the student readiness rate (all core services completion) was 53.5%. In Fall 2016, the student readiness rate increased to 64.5%. Some attributes that helped increase the student readiness rate were: one-stop enrollment services, embedding Counselors in the Assessment/Testing office, embedding counselors in developmental English and math courses, and beta testing the Starfish-ECC Connect early alert system.

- **Basic Skills Initiative (BSI)**

BSI has successfully supported programs that integrate student support into basic skills classes, such as The Opportunity Project, our embedded counseling program. We have also funded coordination that has provided leadership in assessing our programs and in implementing professional learning. Moreover, BSI has supported innovations in our basic skills programs, such as in piloting our accelerated math courses and our Summer Math Academy. One barrier to further improving our effectiveness is that we have often focused on small-scale



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programs. To promote greater success, we should bring effective programs to scale, whether in areas of professional development or curricular innovation.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017- 19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase completion and persistence in basic skills math and English courses.	The Opportunity Project (TOP): Embedded counseling in specific pre-transfer level English and math courses.	Peer-assisted study sessions for specific English courses and Supplemental Instruction in Math 37 (BAM). Additional tutoring in the KEAS lounge to support students enrolled in basic skills English and math courses. Three-week Math Academy during summer term for students who want to improve their math placement level.	Offering accelerated courses in English (RWE) and math (Math 37). The Opportunity Project (TOP): Funded classroom presentations in specific pre-transfer level English and math courses

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

The interplay among the following three activities offers one example of how our El Camino College integrates the work of SSSP, SE, and BSI:

- The Opportunity Project (TOP), which offers embedded counseling in basic skills mathematics courses and is supported by SSSP.
- Basic Accelerated Mathematics (BAM), which is supported by BSI.
- Supplemental Instruction (SI), which is supported by SE (for Math 37).



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The Opportunity Project (TOP) embeds a dedicated counselor into sections of basic skills mathematics courses. Counselors conduct 20 to 30 minute presentations every two weeks on topics related to student achievement. These topics include, but are not limited to financial aid, transfer to a four-year university, on-campus student support programs, and affective domain activities. Counselors also make one-on-one appointments with students in their sections, ensuring that all students have a comprehensive education plan and are prepared for the next registration period.

Basic Accelerated Mathematics (BAM) is one of the courses supported by TOP. BAM is open to all students placing below the elementary algebra level. In this course, students can gain the arithmetic and algebra competencies needed for success in a course that is one level below transfer after only one semester of work. Supplemental Instruction (SI) is an integral part of the design of BAM. SE funds enable an SI Coach for Math 37 to attend all eight contact hours.

BAM has three content levels, which students encounter in a blended fashion. Level A tackles the arithmetic skills used in algebra courses. Level B covers basic algebraic concepts and graphing in the context of studying linear functions, first with integer and later with fractional and decimal coefficients. Level B culminates with a linear modeling project. Level C addresses the rest of the algebra topics from a typical introductory algebra course.

Depending on each student's educational goals and demonstrated competencies, BAM has multiple target courses, some appropriate for STEM and Business majors and some for students with other majors. TOP counselors and BAM instructors work together to ensure that students are meeting the competencies in BAM that is appropriate for their educational plans.

While the coordination between TOP counselors and BAM instructors has not been studied in isolation, both TOP and BAM have shown some promising results, particularly in long-term academic outcomes, such as persistence, success in subsequent courses, and completion of developmental mathematics. A multiyear study (2012 - 2015) of TOP in sections of Math 37 (BAM) revealed positive results in long-term academic outcomes.

Among all students and first-time math students in sections of BAM, we observed higher persistence rates (1 and 2 terms) and higher rates of attempting and succeeding in the next mathematics course among BAM students with TOP support than among BAM students without TOP support (see Table 1).



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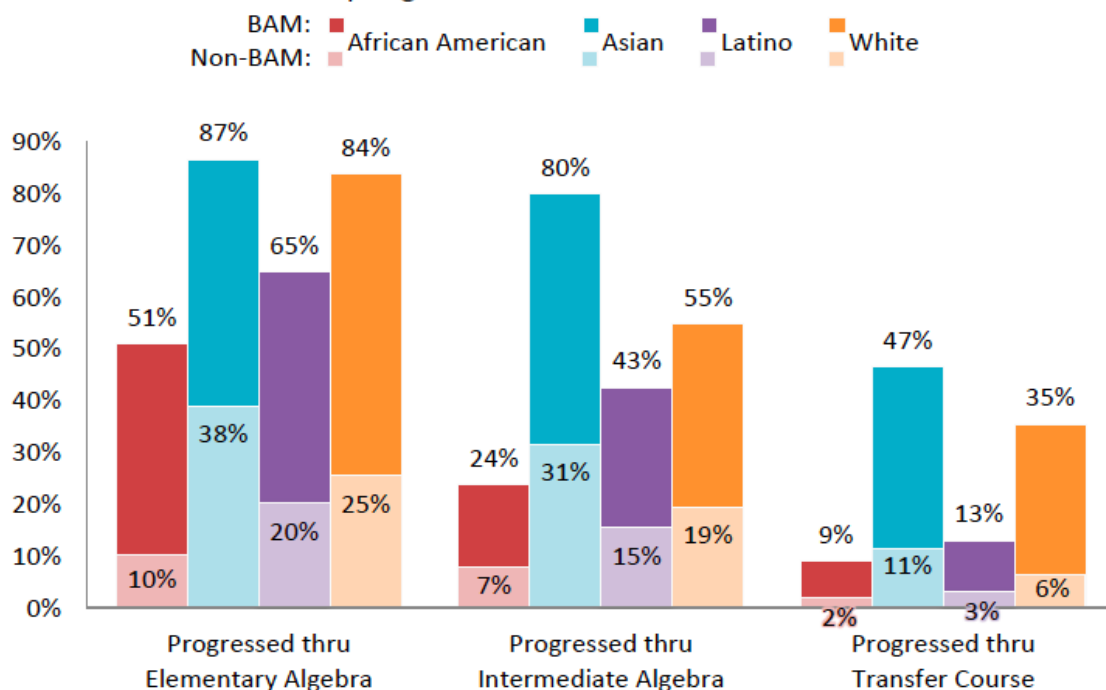
Table 1. Math 37 Long-Term Academic Outcomes

	Persistence	Persistence	Attempted	Success rate
	(1 term)	(2 term)	next course	in next course
All Students (Counselor)	81%	47%	52%	73%
All Students (No Counselor)	77%	41%	47%	57%
First Math (Counselor)	81%	45%	53%	78%
First Math (No Counselor)	79%	39%	44%	63%

Note: We excluded the Spring 2012 and 2015 counselor sections, as there was no comparison group.

As shown in the figure below, the three-year mathematics progression data for the Spring 2012 through Fall 2013 BAM cohorts reveal some promising results as well, especially in terms of equity. Within every ethnic group, BAM students outperformed non-BAM students on all three success measures: progression through elementary algebra, progression through intermediate algebra, and progression through transfer-level mathematics. While some key equity gaps between the groups narrowed over time, others persisted or even increased, particularly at the transfer-level.

Three-Year Math Progression – BAM by Ethnicity
Spring 2012-Fall 2013 Combined





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FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	SE	BSI	
Developmental through Transfer-Level Math and English: Increase transfer-level achievement rates in math and English for students who test below college level, while decreasing the time to complete a transfer-level course.	<ul style="list-style-type: none"> • The Opportunity Project (TOP) is a program that links a counselor with a specific English and Math course so students are ensured access to support services and educational planning. • In partnership with the math and Humanities divisions and BSSOT, expand the application of multiple measures decision rules and track student performance. 	<ul style="list-style-type: none"> • Knowledgeable Engaged Aspiring Students (KEAS) Program supports students in Math and English basic skills courses via learning communities as well as providing counseling, tutoring, books and a student center with wide range of student services. • Continue support and expand Peer-Assisted Study Sessions, summer Math and English academies and Reading Success Center services to increase student retention and success in basic skills targeted courses. • Continue to support Supplemental Instruction and Prof. Dev. for Basic Acceleration 	<ul style="list-style-type: none"> • Expand accelerated basic skills offerings in Math and English (BSSOT). • Expand multiple measures pilot utilizing high school GPA (BSSOT). • Redesign curriculum and curricular support to increase success in transfer-level Math and English courses, especially for students who 	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:



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		<p>Mathematics (BAM) & General Education Acceleration (GEA) to increase retention and success in developmental Math and English courses.</p> <ul style="list-style-type: none"> • Assistance with Testing/Registration for ESL courses. 	<p>have historically been placed in basic skills courses (BSSOT and BSI)</p> <ul style="list-style-type: none"> • Expand professional development opportunities to support redesigned English and math curricula (BSSOT and BSI). 	
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<p>On-boarding New Students: Increase the number of first-time students completing core services and completing a comprehensive education plan, and increase the three-term persistence rate.</p>	<ul style="list-style-type: none"> • High School and College Counselor Collaborative: host high school and middle school counselors, program coordinators, directors and other staff who work with our college students in our district. • In partnership with in district high schools, host one-stop enrollment services and implement the colleges' process improvement action plan activities to increase new students completion of the three core services. • Expand access to educational planning via virtual counseling and other modalities (e.g. drop in educational planning, Starfish Degree Planner). 	<ul style="list-style-type: none"> • Learning communities - FYE, Puente Project, and Project Success recruit new students and require completion of the core services. 	<ul style="list-style-type: none"> • Expand multiple measures pilot utilizing high school GPA (BSSOT). • Support faculty engagement with local high schools and with competency mapping for the common assessment initiative (BSI). • Provide more opportunities for counselors and instructors to collaborate in The Opportunity Project, our embedded counseling program (BSI). 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: <u>Three term persistence rate (retention)</u> <input checked="" type="checkbox"/> Other: <u>Student readiness rate</u>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>Student Support Services: Substantially increase the number of students who utilize support services that are known through research to increase student engagement and success.</p>	<ul style="list-style-type: none"> • Campus-wide implementation of Starfish-ECC Connect early alert system. • Implement Starfish-Degree Planner. This academic planning module of the Starfish platform will make it possible for ECC Counselors to provide each student a proactive and personalized roadmap for their certificate and/or degree. • Provide Career orientations/classroom presentations, Career workshops for undecided student. • Using student analytics, target intentional communication and campus referrals to increase engagement. 	<ul style="list-style-type: none"> • Coordinate campus-wide efforts to promote and support programs that work with Special Populations such as MESA, Puente, Guardian Scholars (Foster Youth), Veterans, among others since these program has established practices that have been proven to increase retention and success. • Continue to support and enhance KEAS Program to increase capacity. 	<ul style="list-style-type: none"> • Fund presentation-related costs for The Opportunity Project (TOP), ECC's embedded counseling program in English/Math basic skills courses (BSI). 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: <u>Three term persistence rate (retention)</u> <input checked="" type="checkbox"/> Other: <u>Support services utilization</u>
<p>Academic Support Services: Provide personalized and integrated academic support services to increase course completion rates of students in targeted courses and programs.</p>	<ul style="list-style-type: none"> • Implement Starfish ECC Connect (early alert) campus-wide with a focus on courses with lowest course retention. • The Opportunity Project (TOP) to support students in basic skills English and math courses. 	<ul style="list-style-type: none"> • Coordinate and support efforts of KEAS, Peer-Assisted Study Sessions, Supplemental Instruction, MESA, Puente, and Project Success. 	<ul style="list-style-type: none"> • Continue to fund embedded tutoring in developmental writing courses (BSSOT). • Expand and augment the Math Study Center (BSI). 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: <u>Successful course completion</u> <input checked="" type="checkbox"/> Other: <u>Academic services utilization</u>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>Change Management: Transform the college culture in terms of intentional engagement, collaboration, and implementation of practices, procedures, and policies that promote equity-minded student progress and completion.</p>	<ul style="list-style-type: none"> • Embed equity-related content in counselor training. • Student milestone and achievement recognition. 	<ul style="list-style-type: none"> • Student Equity Re-envisioned (SER/CTE/BSS/Arts/KEAS). • Embed equity-related content in new faculty training. • Professional Development across the Institution. 	<ul style="list-style-type: none"> • Revise and reintroduce the Summer Institute for Developmental Education, where faculty will learn more about emerging research and best practices in developmental education (BSSOT and BSI). 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: <u>Faculty and staff participation in equity-related professional development</u> <input checked="" type="checkbox"/> Other: <u>Employee campus climate survey</u> <input checked="" type="checkbox"/> Other: <u>Student campus climate survey (i.e. questions related to student interactions with faculty and staff)</u>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

In the past year, El Camino College (ECC) adopted a new Comprehensive Master Plan, which laid the foundation for several college-wide student success initiatives. The planning process examined college practices and the student experience, and involved stakeholders from all divisions, as well as from a range of campus-based and categorical programs. As a first step toward achieving our strategic goals, the college has engaged in efforts to increase the integration of and improve collaboration among campus programs. In fact, campus leadership are in the process of reforming the college's organizational structure to reflect the needs and priorities identified in our strategic plans and to ensure that we have the organizational capacity to achieve our goals. This new structure, along with our campus-wide culture of collaboration, will help facilitate the coordination of our BSI, SE, and SSSP activities.

Our student success goals align with our college-wide strategic goals, and ECC has several existing entities working to achieve them. These include our Student Success Advisory Committee (SSAC) and the Seeds of Change Initiative, which we describe in the following paragraphs. A key part of integrating the work of these groups will be to keep relevant stakeholders aware of our student success goals and to help them understand how their work contributes to those goals, as well as how their work aligns with the efforts of other campus programs.

The purpose of the SSAC is to increase college student access, success, and completion through an equity-minded, comprehensive, and integrated delivery of services. This college-wide consultation group facilitates interaction between programs related to matriculation, instruction, and student support, as well as college administrators, whose work will be critical in our efforts to achieve our student success goals. This existing forum facilitates efforts to meet the goals set forth in our Comprehensive Master Plan, in addition to the objectives of other campus-wide initiatives, such as Guided Pathways.

Our Seeds of Change Initiative, which began in Fall 2016, is a collaborative that aims to strengthen student and academic support services by aligning student resources. This action team implements strategies to improve student success. The group has designed a common referral form to better connect students with resources on campus, a shared event calendar, and in-service trainings to ensure that all participating stakeholders are aware of the resources provided by other support services.

To better inform decision-making – both at the program- and campus-wide levels – and to advance our goals, we will regularly collect, analyze, and share data. Individual programs



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will collect and maintain data that are not available through our internal databases, such as logs documenting student participation in support programs. Our Office of Institutional Research and Planning will summarize and analyze relevant data, and disseminate findings to all programs enumerated in our Integrated Plan, as well as to campus leadership. This will enable us to assess progress, coordinate efforts to address deficits, and replicate promising practices.

4. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

N/A

5. Describe your professional development plans to achieve your student success goals. (100 words max)

To achieve our student success goals, faculty will be trained to implement new models and systems, such as case management or appreciative counseling models, early alert, and multiple measures in placement. To transform developmental education on campus, we will reintroduce the Summer Institute for Developmental Education. Such local efforts will be augmented by statewide professional learning (e.g., the California Acceleration Project, the RP Group, and 3CSN), which will provide resources for change management as we implement significant reforms. Lastly, we will provide requisite training to ensure efforts advance with an equity-minded framework, such as through our Student Equity Re-envisioned program.

6. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will evaluate progress toward our student success goals at the end of each academic year (or as appropriate), using the following indicators:

- Core services completion rate among first-time students
- Comprehensive education plan completion
- Qualitative and quantitative measures of student engagement
- Successful course completion rate
- Remedial English/math completion rates
- Three-term persistence rate
- Utilization of early alert tool and other academic and student support services



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- Student, faculty, staff, and administrator assessment of campus climate

We will assess disproportionate impact by disaggregating student data by gender, ethnicity/race, disability status, economic disadvantage, veterans, and foster youth, where appropriate.

7. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

ECC and Compton College have coordinated many efforts as part of our partnership, including those that overlap with SSSP, SE, and BSI. For example, we have had dual representation on and participation in the Student Success Advisory Committee (SSAC), shared plans and ideas, and implemented Starfish Early Alert at both campuses. With the accreditation of Compton College, our integrated efforts will separate, allowing for replication at both sites. Personnel from both colleges continue to collaborate in various venues, such as Student Services manager meetings, and on many efforts, including early alert, streamlining probation and dismissal processes, and transition planning teams.



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8. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

El Camino CCD
El Camino College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 251,489	\$ 467,920	\$ 1,694,293	\$ 2,500,000			
2000	Classified and Other Nonacademic Salaries	\$ 146,820	\$ 1,198,653	\$ 907,493	\$ 400,000			
3000	Employee Benefits	\$ 54,443	\$ 427,484	\$ 677,667	\$ 693,685			
4000	Supplies & Materials	\$ 217,483	\$ 31,244	\$ 33,000				
5000	Other Operating Expenses and Services	\$ 120,000		\$ 306,232	\$ 25,000			
6000	Capital Outlay							
7000	Other Outgo							
	Program Totals	\$ 790,235	\$ 2,125,301	\$ 3,618,685	\$ 3,618,685	\$ -	\$ -	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$ 6,534,221

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

9. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Student Equity Executive Summary: <http://www.elcamino.edu/student/services/co/docs/SEP-Executive-Summary-Revised-2.0.pdf>

Student Equity Executive Summary Appendix:

<http://www.elcamino.edu/student/student-services/counseling/docs/Student%20Equity%20Plan%202017-2018%20Executive%20Summary%20Appendix.pdf>

10. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

In order to achieve our student success goals and maximize the impact of our integration efforts, we have to shift our mindset to one that welcomes change. While we need support in making organizational change at a high-level, we also could benefit from specific technical support. Below, we describe specific areas in which we could benefit from additional support:

Organization-level practices that will enable change:

- Change Management webinars: preparing and supporting individuals, teams, and organizations in making organizational change.
- Lean Six Sigma training: a methodology that relies on a collaborative team effort to improve performance by systematically removing waste and reducing variation.
- Big Data Analytics training: techniques that provide a means of analyzing data sets and drawing conclusions about them to help us make informed business decisions.

Integration efforts:

- Resources to promote effective practices for integration and coordination of initiatives across the system.
- Resources to motivate a critical mass of instructors and administrators to get involved in the integrated plan. Incentives. At the leadership level, the Chancellor's Office can support, publicize, and direct these resources and pair high expectations

with high support.

Goal setting and evaluation:

- We would like to simplify the goal-setting process. To what extent should our institutional goals align with or integrate the system-wide Vision for Success?
- We could benefit from more specific guidance on writing our goals in the context of how they will later be evaluated. Is there a preferred model or criteria for effective goals, such as the SMART goal template? Must our goals enumerate specific, numeric targets?
- We also want to make sure that the state will be able to provide us with the appropriate metrics to enable short-term, formative assessment, as well as a long-term, summative assessment of progress toward our goals.
- Similarly, what is your vision for evaluating goals and how should we be preparing for future evaluation now? Is there a specific assessment timeline? Will we be looking at short-term outputs or long-term outcomes?

Eliminating equity gaps:

- The Chancellor’s Office articulated that we must eliminate equity gaps system-wide in 10 years. We would like guidance on how that should be integrated into our institutional goals (e.g. must we adopt the same goal of no equity gaps in the same timeline?).
- Is the expectation that, by eliminating “equity gaps,” every demographic group will have the same success, persistence, and completion rates, or at least that each group’s individual rate be less than one margin of error away from the all-student rate? Alternatively, is it sufficient for all groups to meet a particular institution-set goal, even if some groups continue to outperform? We, of course, would like all groups to improve, but if that happens, and then gaps will necessarily remain. Should we expect some groups’ performance to plateau, which would allow others to catch up? Are we instead chasing moving targets as all groups improve?
- For example, for basic skills completion, does each group’s completion rate need to be less than one margin of error away from the all-student rate in order for gaps to be considered eliminated?

11. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name: Mr. César Jiménez
Title: Associate Dean, Counseling and Student Success
Email Address: cjimenez@elcamino.edu
Phone: (310) 660-3593 x 3627

Alternate Point of Contact:

Name: Mr. Scott Kushigemachi
Title: Basic Skills Coordinator
Email Address: skushigemachi@elcamino.edu
Phone: (310) 660-3593 x 5162

Part III – Approval and Signature Page

College: El Camino College

District: El Camino Community College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the

Dena P. Maloney, Ed. D., President	Date	dmaloney@elcamino.edu
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Brian Fahnestock, Chief Business Officer	Date	bfahnestock@elcamino.edu
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Jean Shankweiler, Ph.D., Chief Instructional Officer	Date	jshankweiler@elcamino.edu
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Mr. Ross Miyashiro, Chief Student Services Officer	Date	rmiyashiro@elcamino.edu
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Kristie Daniel-DiGregorio, Ph.D. President, Academic Senate	Date	kdaniel@elcamino.edu
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