

# Preview

Status: Submitted

## Details

### College

El Camino College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

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Approved by Darcie McClelland PhD

02/17/2021 12:25 PM PST

## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

## Pillar 1. Clarify the Path

### Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

- Meta-majors and program pathways for all degrees and certificates offered at El Camino College are in Program Pathways Mapper and are accessible on our website. They were developed in collaboration with instructional faculty, staff, counseling and library faculty and students. A logo is in development and the official launch will be in coordination with marketing's launch of meta-majors.

- Coordination with the marketing department is has begun to develop meta-major graphic items to help each area establish an identity.

- Meta-major success teams have been established with cross- functional teams to offer students wrap around support.
- Meta-majors were introduced at New Student Welcome Day and the Student Support Expo. Success teams participated and presented.
- General counseling moved from divisional assignments to Meta-majors. Full-time and part-time general counselors are assigned to a specific meta-major. Discussions around wholistic counseling support have begun.
- Student Support hub has been created within canvas with meta-major modules.
- Career center website has been redesigned with specific career resources for meta-majors.
- All currently declarable degrees have been aligned with meta-majors in Ellucian. Attributes have been established in order to align students declared major to a meta-major. This is important for personalized messaging along with data analysis.

Term, if at scale or scaling: Fall 2020

## Timeline for Progress to Date

### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- CCCapply will need to be updated so that students can declare a meta-major if they are unsure of their major at time of application. For financial aid purposes these undecided students will be linked to a general studies or general science degree. Currently this alignment exists for most meta-majors without curriculum changes. Curriculum changes will be examined to determine if changes need to be made to more accurately align the general studies degrees with the new meta-majors. Meta-majors will also be identified at time of application for students who know their major.
- Discussions about including program pathways mapper in curriculum process.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Spring 2021 for Fall 2021- Adding meta-majors to CCCapply; Spring 2021- Discussions about including program pathways mapper in curriculum process.

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### Next Steps Toward Implementing Practice at Scale

Developing the structure of incorporating meta-majors into our SLO process.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

- Ellucian has limitations with meta-major mapping, which is needed in order to update CCCapply with meta-majors.
- How to get everyone on campus to understand their role within a Guided Pathways institution.

#### Support Needed - Detail

- Support from EDD to meet with the Counselors in discussion of labor market trends, and occupations that are in high demand in this area.
- Continuing to connect with other GP teams at other campuses to see how they are incorporating other areas outside of Academic Affairs and Student Services into Guided Pathways work.

#### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training

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## Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

## Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

- All CTE programs have active Industry Advisory Committees that meet at least once a year and provide input on program development, curriculum, and industry needs.
- A College Job Developer has been hired as part of the Career Education Office and Strong Workforce program to increase industry and employer partnerships, provide job placement services and work with college Industry Advisory Committees to leverage industry in order to increase job opportunities, industry partnerships and career networks available to our students.
- The Warriors Hiring Fair will be hosted bi-annually to provide current college students with opportunities to meet employers who are hiring for part-time and full-time jobs. In Fall 2019, over 60 employers, all of whom were hiring, participated in the Hiring Fair.
- Human Development offers multiple sections of HDEV 105 Career and Life Planning and HDEV 115 Career Development Across the Lifespan each semester. HDEV 105 has also offered in contextualized formats to provide career preparation directly relevant to industry and technology programs.
- K-12 Career Pathways include a multi-year sequence of dual enrollment or articulated college courses that lead to high growth, high wage careers based on Labor Market Information data and are clearly linked to ECC certificates, degrees, and/or transfer pathways. Currently the college has the following K-12 Career Pathways: Engineering Technology, Automotive Technology, Education/Child Development, and Construction.
- The library supports career exploration through book displays and program exhibits. Some frequent department displays include photography, art, auto collision and repair and fashion.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- The college is reviewing our Program Review Documents as part of our alignment to the Chancellor's Visions for Success. Career and employment information will be integrated into the program review templates

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

- Work-based learning is being incorporated into High School Career Pathways using cooperative work experience, service learning, summer part-time jobs, and industry workplace fieldtrips.
- A Career Education & Placement office will provide job placement services through a collaborative partnership with the South Bay Workforce Investment Board (SBWIB). Staff from the SBWIB will be providing resume and internship workshops, assistance with hiring events, on-campus recruitment opportunities, and one-on-one job search assistance.

**Term and Year**

Summer - 2020

**Term - Detail (optional)**

Not Entered

**Next Steps Toward Implementing Practice at Scale**

- Career information will be published for each major using “Program Pathways Mapper.”
- The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team.
- Career information is included in the Program Pathways Mapper and the Career Center website has been redesigned with Guided Pathways at the core of their foundation.
- The office of Career Education & Placement will offering mobile career placement services via an electric cart. This cart houses a TV, pc tablets, and printer. The cart will be stationed at various locations across campus in order to better meet student where they are. (This is currently on hold due to the pandemic.)

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Looking at each program and identifying potential barriers to employment as it relates to students with disabilities and providing community resource information for supports needed.

**Support Needed - Detail**

Looking at each program and identifying potential barriers to employment as it relates to students with disabilities and providing community resource information for supports needed.

**Type(s) of Support**

- On-campus/individual training

## Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

- The college currently offers Career Coach to our students and will include link to this support on the Program Maps.
- The college has implemented an online job board Job Speaker as part of the Warriors Jobs program to provide students with access to employment opportunities that range from internship to full-time and part-time employment.
- A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers.
- Career information about each major is published alongside program maps

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

K-12 Career Pathways website is being developed to provide information for service-area K-12 schools, teachers, parents and students about Career Pathways that includes labor market information, dual enrollment, high school articulation and existing K-12 Career Pathway programs.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

Website is being redesigned to incorporate meta-majors and Guided Pathways.

Videos to be developed to add to program pathways mapper.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

College webmaster and ITS Support services.

**Support Needed - Detail**

College webmaster and ITS Support services.

**Type(s) of Support**

- Technology support

**Practice D**

**Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

- Program maps have been published online using Program Pathways Mapper.
- Guided Pathways division liaisons met with individual departments to further work on the program maps.
- 1 All 203 program maps are completed.
- The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Hobson's Starfish).
- Educational planning is a core theme and student learning outcome in all Human Development courses.

**Timeline for Progress to Date**



**Term and Year**Fall - 2020

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Additional maps will be created to account for part-time student pathways (3 or 4 years) as well as various transfer destinations. These maps will be input into ECC Connect in order to provide students with clear and consistent information across the board.

**Term and Year**

Summer - 2021

**Term - Detail (optional)**

- Starting in Summer 2021(and beyond) additional program maps will be created, starting with the degrees and transfer destinations that the most students choose.

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**Next Steps Toward Implementing Practice at Scale**

- Milestones for each major will be identified and incorporated into Degree Planner

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

- Fall 2020-Spring 2021– Milestones will be identified by success teams for the majors. • Fall 2021--Milestones implemented into Degree Planner.

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

The challenges are mostly lack of training.

**Support Needed - Detail**

The campus needs training with respect to setting and utilizing milestones for students. How many milestones should there be in a pathway? What does it look like for a students to follow a path that includes particular milestones? What types of milestones should be set? Practitioners need models and processes to utilize in order to accomplish this work.

**Type(s) of Support**

- Regional training
- Connections with other Guided Pathways teams
- Technology support

## Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

- The co-requisite clearances have been programmed into the system
- Counselors have been trained on clearance levels for the new math co-requisite courses.
  
- Evaluation of co-requisite clearances for math and English are continuing

### Timeline for Progress to Date

#### Term and Year

Spring - 2020

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continue to evaluate Math and English corequisite and overall success data being sure to disaggregate for disproportionately impacted groups.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Fall 2020 and beyond.

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### Support

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Training and commitment from our full and part-time teaching faculty in all areas.

**Support Needed - Detail**

- Incorporating equity minded teaching practices in all of our courses to continue to help closing the equity gap for our disproportionately impacted populations.
- Data evaluation in order to see what is working and what isn't so that adjustments can be made as needed.

**Type(s) of Support**

- Regional training
- On-campus/individual training
- Reporting/data

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

**Scale of Adoption at Our College**

Planning to scale

### Progress to Date

**Progress to Date Implementing Practice**

- Career questions have been added to the self-assessment ECC Connect Intake Form that incoming students take to identify undecided students or students that may need additional career service support. The questions asked on the intake form are currently being fine-tuned and a marketing strategy is being developed to increase the number of students who complete the intake form in ECC Connect. Plans of follow up services to address student needs are being expanded. In Fall 2019, several Undecided Majors workshops were offered. Students who indicated that they were undecided of their major or career were invited to attend these workshops. These workshops will introduce students to online career resources to further research majors, careers and the current labor market. Students who need additional support will be referred to Human Development career courses.
- Career advisory has participated in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot.
- In addition to Human Development's campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation to College and Educational Planning courses are offered as dual enrollment courses with local high schools.
- El Camino counselors have provided training to local high school educators on career assessment tools that can be utilized at area feeder schools.

•ECC connect is being used for educational planning by all outreach counselors. This educational planning process assists new students to select a program of study and develop a program plan prior to the start of that semester. As of November 18, 2019, 1,417 students have completed the intake form, of which 430 students responded slightly certain or not certain at all for one or both of the questions asking about their certainty for their career goals and major they chose. This is 30% of the respondents. The Career Center has offered workshops to these students in the summer and fall terms.

• Non-credit versions of HDEV 101, 105 and 107 courses and certificate have been developed and are being reviewed by curriculum committees.

• HDEV 107 Navigating the Transfer Process is being offered in Spring 2021 for the first time in several years. It is being taught by counselors from the Transfer Center.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Follow up career service protocol is being designed to respond to personal self assessment.
- Discuss further integration of career support and information into Guided Pathway efforts.
  
- HDEV career courses are being contextualized to degree programs and added to program maps. These efforts will be expanded.
- Additional sections of Human development courses will be offered at partnering high schools through dual enrollment.
  
- The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions.
- Discuss further integration of CTE programs, career and job placement support services with Guided Pathways.
- Clearly map K-12 Career Pathways with the college's Meta-Majors and programs.
- Consider how students with disabilities are affected by a faster timeline to choose a program of study and adjust as necessary.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.

### Support Needed - Detail

On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.

### Type(s) of Support

- On-campus/individual training

## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

- Since Spring/ Summer of 2016 ECC Connect has been used for mid-term and progress reports enabling professors to flag/ refer students in need of additional support.
- Currently the Natural Science division is offering support workshops to support students in Chemistry 4.
- Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. PASS mentors are embedded in all myPATH classes in BSS. These PASS mentors are also available all BSS students.
- HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History.
- During the Fall 2020 semester, the Counseling department is piloting Counselor Partners in gateway courses that span across six of the meta-majors. This is an attempt to scale some of the best practices from embedded counseling into more sections. Counselor Partners have been assigned to 185 sections across 23 courses.
- Counselor Partners are a success network that allows counselors to assist students in meta-major gateway courses. Counselors are focusing on ensuring students that have needs are connected to the appropriate resources, including academic and basic needs resources. In order to address the equity gaps, there is focus put on disproportionately impacted students and data is looked at to intentionally reach out to students. For example, students that are not meeting Satisfactory Academic Progress (SAP) or students that do not have an educational plan are reached out to for a Counseling appointment.
- Counselors can make class visits upon request of the instructor or create video message for asynchronous sections. Student services and meta-majors are also creating canvas modules to connect students to services. Pre-recorded videos and workshops, as well as links to services are consolidated in the Canvas Student Services Hub.
- The identification of gateway / gatekeeper courses continues to be developed. Starting in Spring 2021, a data model, which originated at Irvine Valley College, will be used to identify gateway courses.

- The library and learning resources division is redeveloping the academic strategies courses (which were previously housed in Humanities), and will start offering them in Fall 2021.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- The BSS Success Team will work on increasing the number of LLR tutors for social science disciplines from 1 to at least 4 in Spring 2021.
- Regional strong workforce is supporting the installation of technology-enhanced “Zoom” classrooms. These rooms will have cameras at strategic locations to allow instructors to focus more closely on the demonstrations in class while we are all online during the pandemic.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

- Pilot for community collective model to student support will occur in the Fall of 2019 with a goal for full implementation in three years.
- Supplemental instruction and tutoring are moving to key program courses.
- Success Teams will be were formed for each meta-major in Spring 2020, and will continue to develop.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## Support

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.

**Support Needed - Detail**

A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.

**Type(s) of Support**

- Connections with other Guided Pathways teams

**Practice C**

**Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

- The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705.
- Embedded counseling program is being implemented in gateway Math courses in Spring 2020.
- ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process.
- SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. SITE Inquiry groups have formed.
- The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support classes which provide the extra support needed in successful completion of the class.
- The EDEV-38 class is a math support class that students with disabilities can take in addition to My Math Lab. Students work with faculty who have expertise in the education of students with disabilities. The additional supplemental instruction in a smaller class environment will enable the student to better comprehend and understand their material. The EDEV-38 class also has Instructional Assistants who assist the Instructor and work more closely with groups of students who require more work and practice in the subject matter.

**Timeline for Progress to Date****Term and Year**

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

• Continue to promote use of ECC connect. Evaluate effectiveness of support courses in Math. ECC Connect presentations were delivered at math department meetings in Fall 2019.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

• Promote ECC connect ongoing. • Pilot for embedded Evaluation of Math support courses is ongoing.

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## Support

No support requested

## Practice D

**Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

#### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice

- The math division and English department have developed co-requisite support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705.
- ECC Connect continues to be utilized for the Early Alert Feature. Referrals and flags are normally responded to within 48 business hours,
- Instructors use ECC Connect referrals to identify students that may need additional support. Scaled in Fall 2020, success coaches also assist in outreaching to students and responding to and following up on ECC Connect referrals. Further, designation of the meta major is in process of being added to ECC Connect to allow for streamlined response by success coaches and for counselors assigned by meta major or within special programs.
- SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with faculty adjust to AB705 implementation, and it is continuing to support English and math faculty teaching gateway, and support courses. SITE has evolved and broadened. It now helps instructors and programs across disciplines and campus. It functions to



create equity focused classrooms. It offers Summer and Winter Institutes and FLCs, which all have deliverables. It has also created the Teacher's Lounge <https://sites.google.com/view/eccenglishteacherlounge/site>, which houses resources for faculty; it puts out a regular news letter Off-SITE Blasts all tied to equity, and offers resources; it offers trainings of various kinds. SITE is now working with GP success teams, and SITE is involved with the First-Gen Conference.

- Human Development and English have created FYE learning communities to support students.

- The Special Resource Center has 15 Educational Development Classes which assist students with disabilities who are academically underprepared to succeed in the program-relevant courses. This includes a math support Educational Development class and lab.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Continue to support use of ECC connect.
- Evaluate effectiveness of support courses for English.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

- English support courses in place starting Spring 2019.
  - Math support courses will be in place Fall 2019.
  - Support courses in both areas are based on multiple measure information from the student's high school academic background.
  - Embedded counseling and embedded tutoring programs are established in English support courses.
- A survey places students into the appropriate classes based on the self reported information that they provide. This process will continue to be evaluated and updated as needed.
- The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support class labs that students with disabilities can take in conjunction with collegiate level courses to provide the extra support needed for successful course completion.
- The EDEV-37 class is an English support lab class which offers students with disabilities more support above the Learning Resource Center and the Writing Center. Students work with faculty who specialize and have expertise in the education of students with disabilities. Peer tutoring supports are provided for students whose primary language is not English, and more individualized assistance is needed. .
- Designated sections of HDEV 101 and 110 are scheduled for SRC students.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Embedded counselors in key major courses will be piloted. The success team model for the Business meta-major is currently being designed.
- Students will be referred to Human Development's success classes instruction in educational planning, study skills, and soft skills necessary for success in college.
- TOP has a working embedded counseling model that can be expanded upon to hit various equity initiatives and incorporate equity-minded pedagogy while beginning to cultivate more student participation via leadership roles.
- In Fall 2020, MyPath (formerly SER) is also piloting extending sections into meta-majors. In these sections, instructors receive equity training and there is a dedicated access to an assigned counselor. For Fall 2020, there a 3 sections within two courses being piloted in STEM and Health and Community Wellness.

### Term and Year

Fall - 2020

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

• The Counseling Partners model continues to evolve as the effect of best practices are evaluated. The Counseling Partners and MyPath initiatives are aligning to support Guided Pathways and Equity initiatives. Although English 1A with support sections were included in the counseling partnerships during Fall 2020, in Spring 2021, the Counseling department will assign an embedded counselor to the English 1A/1AS sections. This will allow for a one to one partnership for faculty and counselor, similar to the previous TOP model. Math courses with support, Math 150/150S, Math 170/170S, Math 180/180S, and Math 130/130S were among the math courses with counselor partners.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

• The goal is to eventually merge the culturally responsive pedagogy components of MyPath with the Counseling Partners models to scale across multiple sections in each meta-major

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

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**Practice F**

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

**Scale of Adoption at Our College**

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

- Currently the college holds an annual El Camino College Collaborative in which local high school counselors, psychologist, and teachers are invited to campus to collaborate on how to best meet the needs of their students.
- Annual Warrior College Night and Smart Start Saturday events provide prospective and new college students with enrollment services, campus tours, and information about Meta Majors, academic & CTE programs and student support programs.
- The Office of Dual Enrollment facilitates communications, CCAP and ISA agreements/MOUs and coordination with high schools, districts, and college divisions and faculty to expand new and support existing dual enrollment classes. In Fall 2019, the college offered 103 dual enrollment courses at 20 high schools.
- Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students.
  - Industry and Technology counselor conducted a training for all outreach counselors.
  - El Camino College counselors presented to Centinela Valley USD counselors regarding the changes due to AB705 and the new support courses.
- The Outreach department provides prospective students with college admissions assistance, workshops, campus tours, special events etc. to educate prospective students about the college, including information about Meta Majors.
- The South Bay College Promise continues to expand to more students and now offers two years of tuition fee waivers, priority registration, counseling services and other support services through the college success & support programs or meta-major communities.
- The K-12 Career Pathways office coordinates with Outreach department to provide CTE-specific workshops, tours, career fairs and classroom presentations.
- Dual enrollment classes and structured K-12 Career Pathways expose high school students to college level work, help students who are undecided about going to college to develop self confidence in their ability to succeed in college and clearly communicate the many career pathways available at the college.
- Industry site visits and work-based learning are embedded into all K-12 Career Pathway programs.
- The Engineering Career Pathway program has 41 articulation agreements with 10 high schools.
- The college has 50 active high school articulation agreements.
- The SRC works closely with local area high schools in providing information about services and programs offered by the SRC.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- The Engineering Technology, Automotive Technology & Education Career Pathways add new student cohorts at the start of each academic year thus expanding all three pathways.
- K-12 Career Pathways in Construction & Cloud Computing are confirmed and Public Safety & Cybersecurity are in development.
- Host a parent and student Orientation event in Spanish and English for high school students enrolled in Dual Enrollment classes and K-12 Career Pathways.
- A Student Support Taskforce is convening to identify support services for high school students enrolled in dual enrollment classes and K-12 Career Pathways.

- Translate into Spanish the high school Dual Enrollment & Articulation student information packets.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

#### Next Steps Toward Implementing Practice at Scale

• The Educational Development Program is looking to pilot specific Educational Development Courses into the Dual enrollment program where local high school program students in Special Education may begin to take the Special Resource Center's Educational Development Classes while students are in their junior or senior year. The Special Resource Center has reached out to 2 High Schools with this project and both have expressed an interest in this collaboration.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

- College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and K-12 Career Pathways.
- Academic divisions encourage their existing faculty and/or hire adjunct faculty to teach dual enrollment classes.
- Adjunct job descriptions include a statement about the possibility of teaching off-campus dual enrollment classes.
- Stipends incentivize and compensate college faculty & high school dual enrollment liaisons and teachers to attend the Dual Enrollment Faculty Orientation & Training event.
- Funding for high school Career Pathway industry site fieldtrips and Career Pathway parent & student Orientation events.
- Funding to purchase a Portable College Id Machine that can be taken to high schools for dual enrollment & Career Pathway students to get their student id card so they can access college support services.
- Dual Enrollment and K-12 Career Pathways needs multi-lingual written and presentation speakers to provide information in Spanish.

#### Support Needed - Detail

- Attracting, recruiting & retaining faculty to teach off-campus dual enrollment classes.
- College faculty and K-12 teacher collective bargaining understanding and support for dual enrollment.
- College faculty need training and division support to adapt to the unique challenges and needs of teaching high school students enrolled in dual enrollment classes.

- Dual enrollment & K-12 Career Pathway students cannot access many college student support services without a college id card.
- A majority of the college's service area high schools have large numbers of parents who are non-native speakers.
- Transitional programs between the High Schools and the Colleges are weak. Stronger transitional programs to assist students in preparing for college and knowing what the expectations are need to be strengthened.

#### Type(s) of Support

- Policy guidance
- On-campus/individual training
- Technology support
- Other

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

- Campaign for students to update their major began in Spring 2019 at the Career & Majors Fair. An additional campaign to make sure students are in the correct major took place from Oct. 19-23, 2020 and will continue to be offered on a yearly basis. This will ensure that student educational plans that are being developed with students align with the declared major in the student information system.
- Meta majors have been determined, and program maps have been drafted in order to provide clear information to students about pathways they should follow and give counselors a basis for monitoring student progress. The program maps have been published in Program Pathways Mapper so that the information is available to students.
- ECC Connect is being used for educational planning for most majors, this allows the student to monitor their progress and plan their courses.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

### Next Steps

#### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

- Program maps will be input into ECC Connect for use by counselors when creating educational plans to make it possible to monitor student progress.
- Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data.

**Term and Year**

Summer - 2021

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

- Affinity and meta major success teams will be refined and developed. These are models for comprehensive student support. Their efforts include participation in New Student Welcome Day, the Student Support Expo, and Majors Week; they are working on increasing usage of ECC Connect among faculty, and establishing the “MyPATH” model in the various meta-majors. They are also working on their own efforts to increase student retention, increase the number of students who complete transfer-level math and English in the first year, and increase the number of units students complete each year.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

- The communication workgroup has developed a list of milestones and check-in points as well as message templates to send messages, reminders, and nudges to students to help them stay on the path. These messages will mostly be sent through ECC Connect, but other platforms such as REGROUP and CRM Recruit will also be used.
- Advisors and success coaches are currently being hired in order to respond to referrals raised in ECC Connect.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

- Technology and integration with the Colleague system continues to be a challenge.
- More understanding and awareness in that students with disabilities may take longer with “keeping students on path” than traditional students who are not disabled.

**Support Needed - Detail**

Solutions and support to help with technology integration.

Best practices on how to best support students with disabilities under the Guided Pathways framework.

**Type(s) of Support**

- Regional training
- Connections with other Guided Pathways teams
- Technology support

**Practice B**

**Students can easily see how far they have come and what they need to do to complete their program.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

- The counseling division is now entering all educational plans into ECC Connect.
- With their educational plan entered into ECC Connect, students can easily see how far they’ve come and what they need to do to complete their program.
- Admissions and Records hired a consultant to create a course equivalency table to match El Camino courses with equivalent courses at nearby community colleges.
- The communication workgroup has worked to create messaging to send to students who reach particular milestones such as completing their transfer-level math and English requirements, reaching 30 units, and the point at which to apply for graduation.

**Timeline for Progress to Date****Term and Year**

Fall - 2020

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**Next Steps****Timeline for Next Steps**



**Next Steps Toward Implementing Practice at Scale**

- The equivalency tables need to be input into Colleague to facilitate the course equivalency determination process.

**Term and Year**

Summer - 2021

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

- Some of the messaging developed in the communication workgroup will be piloted on ECC Connect.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Technology and integration with the Colleague system continues to be a challenge.

**Support Needed - Detail**

Solutions and support to help with technology integration.

**Type(s) of Support**

- Technology support

**Practice C**

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

**Scale of Adoption at Our College**

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

- ECC Connect may have has the ability to send an automatic flag when a student falls off their program plan; however, this capability is still being investigated as to the prospect of using it at ECC.
- Faculty can currently flag students that are having difficulty in their classes.
- ECC Connect now has the ability to filter students based on metamajors, and success coaches (grad interns) are assigned students to follow up based on meta-major. However, more staffing is needed to meet the demand for following up with students.
- During the pandemic, the Warrior Pantry has continued to serve students utilizing a drive-through model. The Drive-Thru Warrior Pantry is open twice per week. The Warrior Pantry is also offering a drive-thru Trick or Treating event for students with families. Cal Fresh application assistance continues to be available to students in a virtual environment. Metro U-Pass is available, however there are also many bus lines offering free rides as a result of COVID-19. The Warrior Closet has paused in-person services, but the option of drive up services are being considered for students who may have an immediate need.
- Emergency grants are available to students using SEA and foundation funds. Additionally, there are COVID-19 emergency grants available from CARE funds.
- The college purchased laptops and hot spots to lend to students using CARES funding, and this has benefitted students in being able to access remote courses.

## Timeline for Progress to Date

### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Investigate the possibility of sending automatic flags to students when they fall off the path.
- Continue to increase staffing for success coaches.

### Term and Year

Spring - 2021

### Term - Detail (optional)

still requires exploration

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## Support

- ✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Technology and integration with the Colleague system continues to be a challenge.

**Support Needed - Detail**

Solutions and support to help with technology integration.

**Type(s) of Support**

- Technology support

**Practice D**

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

- Counselors encourage students on these academic paths to meet with their major counselor on a regular basis. Students that are unlikely to be accepted into a competitive program are redirected to another school's program or to a different program. Information sessions, workshops and school panels are offered to provide students the information that they need to become a competitive applicant.
- Meta-majors have been established and are being developed. One beneficial feature of this model is that related majors are grouped together so information about majors related to limited-access programs is readily available. This information is available both on the Program Pathways Mapper website as well as on the modules for each meta-major on the Student Success Hub on Canvas.

**Timeline for Progress to Date****Term and Year**

Fall - 2016

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Community collective model for support services will be designed to be implemented. Student success teams will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and to provide redirection options immediately.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

- A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.
- Understanding the amount of time during this process and not rushing students, especially those with disabilities into choosing another career path once they've discovered that it would be unlikely that they would be accepted into limited-access programs. More Vocational Guidance and Counseling around this will be needed in assisting this population of students in selecting another career.

### Support Needed - Detail

Training support for Counselors and Advisors in terms of working with students in re-directing them to another more viable path to credentials and a career.

### Type(s) of Support

- On-campus/individual training

## Practice E

**The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

- Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins.
- All Counselors are using ECC Connect degree planner, and there are now only rare instances where degree planner is not used to complete educational plans.
- BSS identified and scheduled more sections of bottleneck courses in Psychology, Childhood Education, and Political Science. Additional sections of Psychology 9B, CDEV 125, POLI 7 & POLI 10 are helping students move more quickly to degree completion.

### Timeline for Progress to Date

**Term and Year**

Spring - 2018

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Continue to encourage use of ECC Connect by all faculty including counselors. These educational plans along with data from Civitas College Scheduler to determine when to offer specific courses.
- Consider how the faster timeline to complete programs affects special populations such as students with disabilities. The concern here is; “completing their programs in as short a time as possible”. This is an area of concern as it relates to students with disabilities. Their disability may prevent them from completing their programs in as short a time as possible and to have this be the focus is of concern. Or, their disability requires that they take more time in completing their program in order for them to succeed. The emphasis on success should not be based on the shortest length of time, especially for this population.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

current and ongoing

**Support**

- ✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Technology and integration with the Colleague system continues to be a challenge.

**Support Needed - Detail**

Solutions and support to help with technology integration.

**Type(s) of Support**

- Technology support

**Pillar 4. Ensuring Learning****Practice A**

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

#### **Scale of Adoption at Our College**

Scaling in progress

#### **Progress to Date**

##### **Progress to Date Implementing Practice**

- Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs.
- General Education courses are aligned to CSU/UC admissions requirements.
- Several programs have developed ADT degrees which articulate to CSU standards for lower level major course work.
- Program Learning Outcomes are regularly assessed and periodically reviewed.

#### **Timeline for Progress to Date**

##### **Term and Year**

Fall - 2016

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#### **Next Steps**

##### **Timeline for Next Steps**

##### **Next Steps Toward Implementing Practice at Scale**

- Transfer programs continue to develop Associate Degrees for Transfer.
- The college is currently planning for PLOs to align with meta-majors; the question of whether to replace department PLOs with meta-major PLOs, have both exist simultaneously, or create new ILOs based on the pillars of Guided Pathways is being explored. Assessment of ILOs/PLOs at the meta-major level will decrease “siloing” as counseling, student support and tutoring functions can all be brought in under the meta-major umbrella as a team approach to student success; this will also increase the usefulness of assessments, particularly in assessing how entire meta-majors are ensuring students are learning. It will open up an entirely new level of discussion and planning that does not exist yet as PLOs are currently assessed within departments rather than across several departments or collection of departments.

##### **Term and Year**

Fall - 2021

##### **Term - Detail (optional)**

This is an ongoing project. The term is a guideline where we would like to have added a number of new ADT degrees.

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##### **Next Steps Toward Implementing Practice at Scale**

Job and career outcomes are being added to program review.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Program review templates are being reviewed and should begin use in the next cycle starting Fall 2020.

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**Next Steps Toward Implementing Practice at Scale**

- The idea of using Canvas to collect assessment data is being explored. This will facilitate data collection at the various levels as different course-level SLOs can be aligned with PLOs at the department and meta-major level, which can also filter up to the ILOs. In addition, it will be possible to disaggregate data into race/ethnicity, sex/gender, and other categories as Canvas can collect data that includes student ID numbers, which is not possible with the current system, Nuventive (or at least so labor-intensive as to make the effort close to impossible on an ongoing basis).

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice B**

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

**Scale of Adoption at Our College**

At scale

**Progress to Date****Progress to Date Implementing Practice**

- Course approval requires demonstration of critical thinking assignments.
- Professional Development opportunities exist in which faculty learn techniques to engage students. For example, the ECC Scholarly Inquiry for Teaching Excellence (SITE) team “provides professional learning opportunities that are in line with the principles of a Guided Pathways college and organized by highly challenging learning goals, supported by educator-centered facilitators, and channeled through communities of peers.”

- Meta-majors have now been identified, and learning experiences are being designed around meta-majors. The “MyPATH” course model, which brings the four pillars of Guided Pathways to the classroom level, has been successful in the Behavioral and Social Sciences for four years. In courses designated as “MyPATH,” the instructor uses culturally-relevant pedagogy; a counselor is embedded in the course and students prepare to meet with the counselor to create their educational plan by filling out a career assessment; also, each section includes a PASS mentor, a successful former student, to guide students through not only the content, but also through the college. Also in the Behavioral and Social Sciences, a Social Sciences 101 course has been implemented, which is in the CSU GE and IGETC general education requirements. This course helps students explore the different majors within Behavioral and Social Sciences, and is a good fit for students who know they want a major within this meta-major, but are not sure which one to choose.
- Due to the pandemic, professional development opportunities have been offered to faculty in effectively using Canvas as a teaching tool to comply with the OEI rubric. The DE coordinator has developed a comprehensive online professional development course named “SPOCK” (Self-Paced Online Canvas Knowledge”), which many faculty have gone through in order to enhance their teaching in the remote environment and become DE certified. Another professional development opportunity offered to faculty was the “Faculty Online Innovation Grants.” The announcement called for teams of 4-6 faculty, including a librarian or counselor, to come together to collaboratively work on designing Canvas modules for either one course in their area, a group of courses which would be designed around an “ideal module,” or other project around online education in their area. As a result, 13 groups were accepted to receive grants.

## Timeline for Progress to Date

### Term and Year

Fall - 2016

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Continue professional development to encourage active learning strategies.
- Assess whether other meta-majors can design courses or learning opportunities for students which involve learning about more than one discipline within the meta-major.
- Implement “Teaching with Technology” lab to support equity-minded technology use in the classroom. This is in progress, but progress has been hampered by the pandemic. This effort will resume once students and employees are back on campus.
- Implement MyPATH courses in all the meta-majors, starting with STEM (Chem 4) and Health and Community Wellness (AJ 103) in Fall 2020.
- Write curriculum for courses in additional meta-majors that follow the model of “Social Sciences 101” where appropriate. The STEM meta-major team is already working on a STEM 101 course.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered



## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

- There is just a desire to learn about best practices in using meta-majors as a vehicle for active learning.
- We need to ensure that all learning is equity-minded and inclusive.

### Support Needed - Detail

- It would be useful to learn how other campuses are using their meta-majors as a vehicle for active learning—particularly when it comes to students “choosing a path.”
- Campus wide training in that all instruction programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all classroom instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom.

### Type(s) of Support

- Connections with other Guided Pathways teams

## Practice C

**Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

- Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences and emergency services.
- There is a study abroad program that runs once per year; however, this has been put on hiatus due to the pandemic.
- Each semester, Human Development courses require service learning assignments which result in students completing over 5,000 hours of service per year with nearly 50 community organizations. Service learning is on hiatus during the pandemic.
- Apprenticeship grants are offered during the summer. •MESA coordinates internships with university and industry partners.
- The college’s Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students.
- Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. Internships, cooperative work experiences, and apprenticeships are posted to the Job Speaker system as they become available; however, the pandemic has severely limited these opportunities, so very few are currently available for students.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- We have established meta-majors and meta-major success teams, which will open up possibilities for more experiential learning tied to major clusters.

### Term and Year

Spring - 2021

### Term - Detail (optional)

- As the pandemic lessens in severity, efforts will continue with respect to service learning, internships and the like.

---

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Ensuring that all projects, internships, co-ops, clinical placements, group projects outside of class are accessible for students with disabilities. Students will need ample time in this area as well, and faculty will need to take this into consideration when building these activities into their coursework.

### Support Needed - Detail

Campus wide training in that all instruction programs and experiential learning programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom or beyond.

### Type(s) of Support

- On-campus/individual training

## Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

## Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

- Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle.
- Program level assessments include a combination of course level assessments taking place during a particular assessment cycle.
- The review cycle is on the website.
- SLO results are in the program review which is reviewed by committee and available on the website.
- MyPATH and Social Science 101 instructors conduct student surveys in their classes to gauge student need, learning, and skills acquisition.

## Timeline for Progress to Date

### Term and Year

Summer - 2016

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The college is planning for PLOs to align with meta-majors rather than departments. Please see 4a (Next steps) for more information.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice

Results of Course and Program level learning outcomes are a component of program review.

### Timeline for Progress to Date

#### Term and Year

Fall - 2016

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Update the current planning and budgeting cycle to more systematically include assessment results in decision-making.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

### Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

•Various programs within the Fine Arts division (e.g. Art and Communication Studies) include videos or portfolios to show student work.

- Career Services conducts mock interview and resume workshops.
- HDEV 105 and HDEV 115 courses include assignments in resume writing, interviewing and other career readiness concepts and skills.
- Childhood Education classes include assignments that culminate in the creation of a student portfolio of work intended to be used in the job application process.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Now that Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

This activity will coincide with the restructuring of program level outcomes to be coordinated by meta-major.

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#### Next Steps Toward Implementing Practice at Scale

Regional Strong Workforce is supporting the implementation of Digital badging in the Nursing, Rad Tech and Respiratory Care areas as a pilot.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

- ✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Faculty are used to thinking of students' learning only within courses, not across an educational journey. The challenge is in faculty thinking about student learning not as a process within one course, but across many different

courses that a student may complete as they proceed through a pathway. So, there is the problem of faculty mindset. But there's also the problem of technology—the campus does not yet possess the technology or have any idea about the technology involved in keeping track of student learning throughout a student's educational journey.

#### Support Needed - Detail

It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.

#### Type(s) of Support

- Connections with other Guided Pathways teams

## Practice G

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

- The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings, but does not yet have a systematic process that turns assessments into PD topics.
- Institutional Research plan is being assessed.
- The Student Equity Re-envisioned program, SER, in collaboration with the Dean of Behavioral and Social Sciences, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to assist students in staying on track to degree completion.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

The PD Plan will be going through Collegial Consultation process during the 2019 calendar year. Most professional development is geared towards faculty, but funding has been secured to offer more professional development for classified staff.

**Term and Year**

Not Entered

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale**

Implementation of Cornerstone for scheduling and tracking professional development will allow us to track trainings.

**Term and Year**

Not Entered

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

## Student Engagement & Support

### Student Engagement: Implementation

**In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)**

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

### Engagement Efforts - Details

Students have been involved in many aspects of the Guided Pathways implementation efforts. In forming our meta-majors, students had the majority of the input—130 groups of faculty, administrators, staff and students participated in a card-sorting activity at various college events, meetings, and in classrooms. 75% of the people who participated in these activities were students.

In addition, the college organized 5 focus groups with students as part of a study by the Career Ladders Project. 3 took place with students in learning communities such as Puente, FYE, and Project Success. The others involved students not in learning communities. The study helped illuminate the difference between the students who had a lot of support as a result of the learning community, including dedicated counselors and instructors, as well as access to tutoring and other campus services.

## Course Alignment



The college has created first drafts of program maps for each degree and certificate offered, assuming a full-time load. The college plans to create additional program maps for various time frames, as well as for the most common transfer destinations for each of its degrees, starting with the transfer degrees.

ECC Connect (Starfish) is being developed as the central repository of information: counselors are now using ECC Connect to enter students' educational plans, and an intake form has been developed to identify students who are uncertain or undecided about their choice of majors, and these students are targeted for additional services to help in their decision-making such as "Undecided" workshops, and Career Center workshops.

25 Live should allow the college to plan schedules better.

The college is implementing block scheduling in order to reduce the number of possible start times of classes help students maximize their time on campus and eliminate big gaps in their schedules.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">SOAA gp proposals gp v2 80 85 preview.pdf</a>	Self-Assessment	2/17/2021, 8:16:12 PM	N/A
 <a href="#">CCRC SOAA CCC 4-26-19.pdf</a>	Self-Assessment	2/24/2020, 5:08:00 PM	N/A

## Success Story (Optional)

### Story: El Camino College Foundation Awards Over \$18,000 in Grants for Students in Health Care Programs

#### Title

El Camino College Foundation Awards Over \$18,000 in Grants for Students in Health Care Programs

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Jenny Simon	Professor	jsimon@elcamino.edu	(310) 660-3593

#### Challenge

When Midori Norris enrolled in the El Camino College Nursing Program, she considered it a second chance to do exactly what she always wanted – become a nurse. After starting and stopping college several years ago, this time she was ready and there was nothing in her way.



Until the pandemic. With her elementary school-age daughters now at home full time and her own busy day of nursing schoolwork, she was unable to keep her job, making it difficult to cover her bills.

### Success Story

Just when she was about ready to quit nursing school, a grant from the El Camino College Foundation changed everything.

“This grant came at the perfect time,” Norris said. “I was really struggling. Honestly, I almost gave up and dropped out. If it wasn’t for this grant, I was ready to go into the nursing office and tell them I had to stop. I’m so glad I didn’t. I am really grateful for all the help. I can’t believe how much they care.”

Norris is among the many students in the El Camino College Nursing Program who will benefit from \$7,100 in funding recently supplied by the First Response Healthcare Student Support Fund. The El Camino College Foundation administers the grant program designed to help students struggling from the financial impacts of COVID-19 so they can continue with their classes and complete their education.

Created by the Foundation for California Community Colleges, in partnership with the CCC Chancellor’s Office, the First Response Fund is designed to help students statewide advance in health care fields. This is the second round of funds administered under the guidelines of the Campaign for Relief and Recovery. El Camino previously received \$5,500 for the nursing program in May, in addition to a \$5,500 grant for students in the college’s respiratory care program. Overall, the Foundation was able to award about \$500 grants to 34 deserving El Camino students.

“We are extremely grateful for the support of the First Response Fund that ensures students have access to emergency financial aid at the time they need it most,” said El Camino College President Dena P. Maloney. “These funds will truly make a difference in the lives of our students.”

Norris enrolled in El Camino after a high school and college experience where she didn’t focus on classwork, stumbled without support, and lacked the motivation to set goals. Raised in Torrance among a family full of medical professionals, she aspired to become a nurse, but put that idea on hold to raise her two daughters and pursue a job in the entertainment industry. Finally, she decided to follow her dreams toward a nursing career. After researching many schools, Norris chose El Camino because of its tradition of academic excellence and consistently high licensure exam pass rates. She makes the drive from her home in North Orange County and says the commute is worth it.

“I really believe in this program; I like the process and the teaching methods,” Norris said. “I feel prepared for my exams and now that I started my clinical work, I still feel prepared. I was actually surprisingly not nervous when I met my first patient. I adapted really fast to patient care. I think I have a high level of motivation and dedication to nursing. This is my passion and now I am more determined than ever to make it happen.”

When El Camino closed in March due to COVID-19, the college quickly moved instruction online and faculty found ways to connect with students on virtual platforms. Although the campus remains closed, many nursing courses, including labs, are taking place in person, following guidelines set out by the governor designed to continue the training and staffing of essential sectors during the pandemic.

Keeping students on track with their coursework helps them progress with their academic and career goals so they can contribute to the state’s pressing need to increase the number of potential workers in the health care system.

Norris plans to graduate in June 2022 and is looking forward to a nursing career in cardiology. She credits her success and confidence in her work to El Camino faculty and staff members.

“I’ve had many teachers who took extra time to help me with my classes,” she said. “They didn’t have to do that; they went above and beyond to help me. That turned me around. No one ever took the time to help me like that.

“To me, being at El Camino means that one day I will have a better life, my daughters will have a better life, and my professors are making sure I’m successful. Because of El Camino, my daughters see me studying every day and they know that I’m not giving up. This then motivates them in their own schoolwork, and they have become more independent. Being at El Camino has been good for me and good for my girls.”

### Outcomes

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### Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✗ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

## Story: Student Spotlight: Jenifer Tovar

### Title

Student Spotlight: Jenifer Tovar

### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Jenny Simon	Professor	jsimon@elcamino.edu	(310) 660-3593

### Challenge

A communication studies major, Tovar enrolled at El Camino right after graduating from Hawthorne High School because she didn't feel ready for a university mentally, physically, or financially. The first in her family to graduate from college, she has faced triumphs as well as challenges that included a serious family medical emergency. Becoming a dedicated student and taking advantage of enrichment opportunities helped her succeed.

### Success Story

For Jenifer Tovar, being a Warrior means that you never give up. Tovar will graduate with the El Camino College Class of 2020 in June, and as student speaker at the virtual commencement ceremony, she plans to discuss resiliency and meeting challenges, while sending a message of love and unity.

"Sometimes life gets the best of us, and it teaches us how to balance school life, personal life, and the things that go in between," she said. "Some people work full-time jobs, have people to take care of, take public transportation, and still pass their classes. Some people start school later in life to find a better future. Being a Warrior is about picking up the armor, dusting yourself off, and living to fight another day."

Joining the Science Club was a highlight of her time at El Camino, offering profound experiences that impacted her education. She became the first person in her family to travel to a number of California's most prolific parks to study

the geology, biology, and geography of some of the world's most spectacular landscapes. Camping at Yosemite National Park and at Lake Tahoe were among her most memorable Science Club field trips. Even though she is a communication major, Tovar also had access to different scientific research opportunities as an El Camino student.

“Conducting geological fieldwork at multiple locations all throughout California was one of the best eye-opening experiences I ever had,” she added. “It’s very humbling, and a privilege to be able to obtain this kind of hands-on experience.”

### Outcomes

Although Tovar acknowledges that these are uncertain times, she remains optimistic for the future and will transfer to a university next year. She hopes her classmates remain steadfast in their pursuit of their dreams and continue to make an impact on the world as Warriors.

“Going to El Camino College was probably the best decision I’ve ever made,” she said. “After all these years trying to find myself, I’m finally here. And this is just the beginning. COVID-19 may have impacted my time now, but life has bigger and better plans waiting for me.”

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## Story: Student Spotlight: Alex Delperdang

### Title

Student Spotlight: Alex Delperdang

### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Jenny Simon	Professor	jsimon@elcamino.edu	(310) 660-3593

### Challenge

Alex Delperdang has been playing the French horn for seven years, since he first picked up the instrument in middle school. “I have been borrowing instruments all this time, and now I have one of my own. I still can’t believe it.”

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic.

### Success Story

Alex Delperdang was extremely honored to learn that he secured a scholarship to continue his studies as an El Camino College music major. A beneficiary of El Camino's Norma Kayser Memorial Scholarship Endowment for the Arts, Delperdang won a \$2,000 award to help pay for college fees and supplies. He soon found out that this was only the beginning.

The aspiring musician was awarded additional funds to purchase a new French horn, the first he's ever owned.

"At first, I was just shocked, as in, 'Wait, are you serious?' I was so grateful; I can't believe the generosity of this gift," said Delperdang, who has been playing the French horn for seven years, since he first picked up the instrument in middle school. "I have been borrowing instruments all this time, and now I have one of my own. I still can't believe it."

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic. Delperdang also received the Phyllis Hausman Loeb Scholarship, a \$2,500 award sponsored by the Los Angeles Alumni Chapter of Mu Phi Epsilon. He is one of more than 470 students who were awarded scholarships for 2020-21 by the El Camino College Foundation Scholarship Program. More than 30 additional scholarships will be awarded this summer, bringing the total amount to over \$600,000.

"These scholarships mean a lot to me," he said. "It helps me because now I do not have to work so much to pay for school. I can really focus on my classes. El Camino is a great place; I love it. There are so many interesting people and so many outstanding instructors in my major and outside my major. I have loved getting to know everyone."

### Outcomes

Delperdang is working toward a career as a studio musician and a member of a professional orchestra. He's had many opportunities at El Camino to play with a variety of musicians with the college's jazz band, concert band, and orchestra. He even sings in the chorale. Being able to explore many musical interests has been a highlight of his time at El Camino so far; his professors have made a huge impact on his experience.

"El Camino is full of amazing people, and professors Joanna Medawar Nacheff and Dane Teter have been so helpful and taught me so much about music and performing," he said. "And the fact that they helped me with finding scholarships and my own French horn is indescribable. I will never forget what they did for me."

### Vision for Success Goals

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