

# Preview

## 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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## Approvers

### Chancellor/President

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Superintendent/President

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Approved by Dr. Dena Maloney

02/24/2020 06:11 PM PST

**Academic Senate President**

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Awaiting Approval

**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**

Planning to scale

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

- Program pathways are currently in the form of major guide sheets that list numerous possible transfer institutions.
- Allied health majors, such as nursing and CTE career pathways are well developed. Career pathways in the CTE area use clear, visual diagrams to represent pathways to students.
- In the academic year 2019-2020, the College collected data from card sorting activities with various campus groups (including faculty, staff, administrators and students) in order to determine the meta-majors. There were 12 card sorting events (4 in fall and 8 in spring); part of the Guided Pathways summit in January 2019 was dedicated to card sorting; in addition, the Guided Pathways coordinators visited classrooms as well as meetings to lead card sorting activities. In all, 130 groups consisting of 680 people participated; 75% of the participants were students.

The data was compiled using “Optimal Workshop,” which is web-based software developed by a company in New Zealand. Then data was analyzed and presented at various committees, including the Guided Pathways committee, Academic Senate, and College Council. The results were announced at Fall 2019 PD Day. Then departments had an additional opportunity to appeal their placement at the Oct. 1, 2019 meeting of the Guided Pathways Committee. Finally, the President approved the placement of the majors within the meta-majors and results were sent out to the campus shortly afterwards.

## 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

- The meta-majors will be published online using “Program Pathways Mapper.” Program maps for degrees and certificates within each meta-major will be included as well as career information (including average salaries).
- Program maps will be input into Program Pathways Mapper and published.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

- Course and program data was sent to Program Pathways Mapper in Summer 2019; it is currently being “cleaned.” Meta-major data as well as course-grouping data is being prepared and will be sent.

### Term and Year

Fall - 2019

### 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.

- More training opportunities for Counselors to look at Careers and Labor Market Statistics with what careers are in demand v

### 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.
- Connecting with other GP teams at other campuses would be useful in seeing how other campuses are accomplishing the work of reorganizing their campuses around meta-majors. In addition, it would help with more practical questions, particularly for those using Program Pathways Mapper (PPM), such as how to keep up with updating the PPM moving forward.

### Type(s) of Support

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

## 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 is 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 - 2019

### Term - Detail (optional)

Not Entered

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#### 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.
- 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.

### Term and Year

Spring - 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

## 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.

## 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

- The college will add information about employment and further education opportunities as part of the program maps completed and onto the web pages using “Program Pathways Mapper.”
- The College will complete the review of program data and then publish using “Program Pathways Mapper.”
- Career information about each major will be prepared and published alongside program maps.
- RoadTrip Nation (the College is part of a pilot) will be used to provide career information.
- 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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## 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**

Planning to scale

#### **Progress to Date**

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

- The College held a number of mapping workshops in the fall 2018 semester for departments.
- Guided Pathways division liaisons met with individual departments to further work on the program maps.
- 194 (out of 203)program maps are completed to date.
- The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Hobson's Starfish) with a goal of 90% of ed plans in Degree Planner by May 2019.
- Educational planning is a core theme and student learning outcome in all Human Development courses.

#### **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**

- Program maps will be published online using Program Pathways Mapper.

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

Spring - 2020

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

Not Entered

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##### **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**

Spring - 2021



**Term - Detail (optional)**

Not Entered

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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 - 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.**

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 college has implemented the use of multiple measures in accordance with AB 705 to place students in math and English courses. The college selected to use co-requisite courses to support students placed into transfer level math. In this placement process, the students identify whether or not they are business or STEM majors. Students identifying as a business or STEM major are counseled into the appropriate math courses.
- The students are able to self-place into math and English courses through the use of a multiple measures survey on the ECC portal.
- Co-requisite clearances were programmed into the systems and were implemented Fall 2019 for math and English.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- The co-requisite clearances are being programmed into the system and will be implemented for Fall 2019 registration.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

- Train Counselors on clearance levels for the new math co-requisite courses.

### Term and Year

Spring - 2019

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

Student placement into transfer-level math and English will be evaluated and any needed adjustments incorporated.

### 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.**

Training is needed on implementing AB 705, its connection to Guided Pathways, and models on how other campuses are accomplishing this work.

**Support Needed - Detail**

Training is needed on implementing AB 705, its connection to Guided Pathways, and models on how other campuses are accomplishing this work.

**Type(s) of Support**

- Regional training
- Connections with other Guided Pathways teams
- 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.

## 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.
- Career information will be added to program maps.
- 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.
- Implement the resources of Roadtrip Nation.
- 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 - 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.

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

- A meeting with our embedded counseling program took place in Fall 2018 and the possibility of placing counselors in gateway courses for specific majors instead of just English and Math was discussed. Student Success teams that would be assigned to each meta-major is currently in development.
- ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. The college continues to increase system utilization of ECC Connect and system usage has expanded to courses with low retention rates. Incentive program launched in Spring of 2019 to encourage faculty to use ECC connect and canvas. There were 82 faculty members who signed up for the incentive. In Fall 2019, ECC connect progress surveys were sent to 546 sections.
- 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.
- HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History.
- In Fall 2019, the first "success team" for a meta-major has been piloted (in the Business meta-major). The members include: Guided Pathways lead, Business faculty lead, counseling leads, Dean of the Business Division, Librarian, Career Counselor, Career Pathways Coordinator, data coach (Institutional Researcher). The discussions have been around which data to use to determine the needs of students in the Business meta-major, and an embedded counseling project has been started to meet some of these needs.

### 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 promote use of ECC connect.
- Pilot embedded counselors in key major courses in 3 of our most popular majors.
- Evaluate effectiveness of support courses in Math and English.
- Embedded counseling in key major courses is where we would like to scale and measure effectiveness.
- Evaluate effectiveness of embedded counseling.
- Increase links between Human Development success courses (which include educational planning and study skills instruction) with other academic departments.
- Implement Success Teams in all meta-majors, with the addition of an “Undecided” success team.

**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 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 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)

Not Entered

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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

- Support courses are established and currently being offered for our college level English course. English has an established rubric for multiple measure placement.
- Embedded counseling and embedded tutoring programs are established in English support courses.
- ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. All support sections were included in Fall 2019 progress survey.
- SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with AB705 implementation, and it is continuing to support English faculty teaching gateway, and support courses.
- Human Development and English have created FYE learning communities to support 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

- 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.
  
- 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.
  
- ECC connect is currently being used for the early alert feature. Referrals and flags are responded to in a timely manner.
  
- 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 English support Educational Development classes and labs.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

## 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.
- The goal is to keep the embedded counselors in English and Math courses, possibly embed them in SER course listings, and through this targeted counseling/student services approach we can then further bridge the equity gaps currently

in existence.

- This framework would directly align with Guided Pathways and Equity visions while specifically incorporating various Vision for Success Goals.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

### Support

No support requested

## 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. The theme for the 2020 El Camino College Collaborative is Guided Pathways.
- 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 and School Relations department provides prospective students with college admissions assistance, workshops, campus tours, special events and other support services 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.

- The K-12 Career Pathways office coordinates with the Outreach department to provide CTE-specific workshops, CTE tours, school 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.

## 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.
- Consider how disabled students with IEPs are affected by the faster timeline to be ready for college-level coursework. Many disabled students in the High Schools are in a special program as part of IEP, which does not prepare them for college-level work.

### 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.

- 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

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

- Campaign for students to update their major began in Spring 2019 at the Career & Majors Fair. Counselors are being trained to update student majors in the Colleague system. 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.

- 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

Spring - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

- Meta-majors and program maps will be published online using “Program Pathways Mapper.”
- Program maps will be input into ECC Connect for use by counselors when creating educational plans.
- Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data.
  - Affinity and meta major success teams will be refined and developed. These are models for comprehensive student support.
- Program maps will be added to ECC connect starting in Winter/Spring of 2020 and continuing through completion.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

- Success teams will be developed and fully established by Fall of 2022.

### 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.

- 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**

Planning to scale

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

- The Counseling division is working towards a goal of completing 90% of ed plans on ECC Connect.
  - Program maps are being designed to include milestones to help students towards completion.

**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**

- Improve ECC Connect degree planner by incorporating counselor and student feedback.

**Term and Year**

Fall - 2019

**Term - Detail (optional)**

ongoing

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**Next Steps Toward Implementing Practice at Scale**

- Work with Admissions and Records to hire or assign an evaluator to begin to input outside course equivalencies into Colleague.

**Term and Year**

Spring - 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.**

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**

Not systematic

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

- ECC Connect may have the ability to send an automatic flag when a student falls off their program plan. Currently counselors manually reviewed previous academic plans to monitor if a student has fallen off their program plan.
- Faculty can currently flag students that are having difficulty in their class.
- Equity consideration: In addition to academic support, student support services have been put in place to assist students with financial stability needs. El Camino College has a Warrior Pantry which provides food to students in need. El Camino College also has an outreach partnership that assists students in applying for Cal Fresh benefits. The Metro

Upass program provides students with transportation with a no-cost to low-cost bus pass and the Warrior Closet provides free clothing to students in need. Options to make emergency grants to students is currently being explored.

## 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

- Check with Hobsons to see if ECC Connect has this ability.
- Check about ECC Connect- A demo to explore Starfish analytics is scheduled for December 2019.

### Term and Year

Fall - 2019

### 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.

## 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

• 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

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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.
- 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.
- Counselors are being encouraged to utilize the ECC Connect degree planner for at least 90% of all educational plans. Counselor trainings continue to be offered to increase system utilization.

## 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

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Transfer programs continue to develop Associate Degrees for Transfer.

**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.

---

**Next Steps Toward Implementing Practice at Scale**

The college is currently planning for PLOs to align with meta-majors rather than departments. This will 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**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

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**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, in Spring 2019, four campus-wide professional development On Course seminars were offered that provided faculty with research-proven approaches to student centered learning. Another opportunity is the annual Tech Conference, which is instrumental in exposing faculty to the latest technological tools to engage students.
- Meta-majors were established Fall 2019, which provide a further opportunity for active learning as students can engage in learning that they can use to choose a path. For example, a recently approved course for the Behavioral and Social Sciences meta-major introduces students to several different disciplines within the meta-major and how each discipline would approach a particular theme or problem.

### 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.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

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.

#### Term and Year

Summer - 2021

#### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

Implement “Teaching with Technology” lab to support equity-minded technology use in the classroom.

#### Term and Year

Winter - 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.

- 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.
- 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.
- 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.

### 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

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

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Meta Majors were established Fall 2019. Success Teams are starting to meet Spring 2020.

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#### Next Steps Toward Implementing Practice at Scale

Cooperative work, jobs, internships, and apprenticeship opportunities will be posted on the Job Speaker system

#### Term and Year

Summer - 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.**

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.

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

#### **Term and Year**

Summer - 2016

### **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.

## 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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## 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**

Fall - 2019

**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**

Winter - 2019

**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="#">CCRC SOAA CCC 4-26-19.pdf</a>	Self-Assessment	2/24/2020, 5:08:00 PM	N/A

## Success Story

### Success Story

#### Title

Student Spotlight: Shazia Bushra

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

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

#### Challenge

Shazia Bushra is ready to restart her career as an early childhood education teacher, a journey that started with just one class. Bushra took a preschool teaching course at the Torrance Adult School last fall and was soon encouraged by her instructor to enroll in El Camino College to pursue her career goals. An elementary school teacher in her hometown in Pakistan, Bushra left the profession to raise her children. She is now working to earn assistant teacher and associate teacher permits.

### Success Story

Bushra is participating in the Child Development Pathway program, where she co-enrolled in classes at El Camino College and the Torrance Adult School, through the South Bay Adult Education Consortium. In this partnership, ECC's Child Development program prepares students to earn a child care state license after taking two child development classes. El Camino College provides the content courses, and Torrance Adult School offers ESL classes and transitional support, which can include ESL for child development classes, access to career and education counselors, work readiness courses, and more.

### Outcomes

ECC is a good fit for Bushra, who is able to register for classes that suit her schedule and can progress through the program at her own pace.

"I found a lot of help and guidance both from my counselor, as well as my teachers, who are helping me achieve my goal of becoming a preschool teacher," she said. "The class environment is great and student participation of sharing childhood experiences makes it interesting."

### 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 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

## Success Story

### Title

Student Spotlight: George Rodriguez

### Follow-up Contact Persons(s)

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

### Challenge

Returning to school wasn't what El Camino College student George Rodriguez thought he would be doing at this point in his life. At age 55, he had just spent 10 years on leave from his work as a carpenter so he could care for his ailing parents. But he set a goal to start a new career with Culver City's transit department and soon learned that education was the key.

Though he has 30 years of experience in the field, Rodriguez needed a high school diploma, in addition to some job training, due to his absence from the workforce.

### Success Story

His first stop was the South Bay Adult School; soon, he was invited to join El Camino College's pre-apprenticeship program in construction technology.

"Ever since then it has been a wonderful time of great classes and meeting new people," said Rodriguez, who landed that job, earned multiple certificates and is now planning to work on a degree in construction management. "This is just what I was looking for. I've learned so much; it has been amazing. After about a year and half, I got amazing college classes, and my dream job. I never want to stop learning."

At El Camino College, Rodriguez found relevant, real-world career training that leads to jobs. Through a partnership with the South Bay Adult School, ECC offers free, pre-apprenticeship programs in construction technology and machine tool technology. The program includes four eight-week courses; fees, books and supplies are provided at no cost.

### Outcomes

"Everything about this program changed my life," said Rodriguez, a lifelong South Bay resident, who also aspires to earn a general contractor license and a real estate license. "I set goals, which got the ball rolling to continue my education, which was harder for me when I was younger. High school was rough for me and for my parents, but now I have this chance and I'm taking it. I'm the first in my family to go to college, and I'm very grateful to everyone at El Camino for helping me."

Rodriguez recommends the ECC program to everyone he meets.

"Everywhere I go, I tell people about El Camino College: people at the barber shop, people walking down the street, the guys at the bank," he says with a chuckle. "I tell people I will bring them there myself. Your education is so important, and El Camino is right here. There are no excuses."

### 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 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

## Success Story

### Title

Student Spotlight: Juan Mendoza

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

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

**Challenge**

As a kid, film and psychology major Juan Mendoza was drawn to television programs and movies as an entertaining escape from a hectic life that included time in the foster care system. Now as an ECC student, Mendoza has turned his love for TV into a career pathway.

**Success Story**

This past summer, Mendoza was selected as just one of 50 students chosen from across the country to participate in the Television Academy Foundation's 2019 Internship Program. Mendoza interned in the creative affairs/production department at Shonda Rhimes' Los Angeles-based Shondaland production company, which produces "Grey's Anatomy," "Station 19," "Scandal," and "How to Get Away With Murder" – an experience he called "life changing."

"I was able to go into different departments and learn how things are done behind the scenes," he said. "Seeing the entire process from beginning to end was just mind blowing. The Television Academy and Shondaland have definitely changed my life with this opportunity, and I was extremely grateful and happy every single day I walked into the studio."

Mendoza enrolled in El Camino College after deciding to change his path that so far had him on his own after an unstable childhood that included multiple moves and neighborhood violence.

"I wanted to become someone who could make an impact and help others, follow my dreams, and be someone I could be proud of," he said. "So, I took a chance on myself and with support from the community at El Camino College, I can say I am proud of who I am and how far I have come. I cannot wait for what the future has in store."

Mendoza credits his success to the college's Guardian Scholars Program, which provides a welcoming and supportive environment for current and former foster youth.

"I failed a math test and was about to give up, but Keiana Daniel in the Guardian Scholars Program convinced me not to. She helped me study and pass the class; she wouldn't give up on me even when I was ready to give up on myself. She does this for every student and continues to push us to be our very best. I ended up passing the math class, which I never thought was possible, and since then I have not failed a single class.

"Other programs like EOPS and KEAS are also there when I need help with classes, tutoring, financial aid, or anything at all; their doors are always open for the students. There is a community for everyone at El Camino College; you're always supported and you're never alone."

**Outcomes**

And yet, it got even better. He attended the 71st Emmy Awards!

"Not only did I attend the Emmys, I walked the red carpet, saw so many celebrities I admire, and just experienced the whole thing," he said. "That moment changed so much for me because it made me realize that if you really want something, you can do it, no matter your past, your mistakes, etc. It doesn't define you; you can accomplish anything if you work for it. Just keep getting back up. Now I plan on being on that stage one day, winning an Emmy of my own."

**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.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups



## Success Story

### Title

Student Spotlight: Cameron Jackson

### Follow-up Contact Persons(s)

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

### Challenge

Biochemistry major Cameron Jackson is looking forward to continuing his studies at UCLA in the fall. And though he's anticipating a bright future, he plans to focus on the past when he addresses the Class of 2019 as student speaker for the 72nd El Camino College Commencement Ceremony.

"I want to reflect on what we have right here at El Camino College," said Jackson, a Hawthorne resident and the first in his family to attend college. "El Camino College not only provides knowledge; this is a place that can change how we perceive the world. It is also a place of opportunity because many ECC students are the first in their family to go to college, and they make all kinds of sacrifices to get here. Education is the answer to everything, and El Camino College facilitates change in our community."

### Success Story

Jackson first enrolled in a summer biology class at El Camino College two years ago, while still a student at Hawthorne High School. He enjoyed the class so much he decided to take the high school exit exam so he could become a full-time college student at the age of 16. Jackson has made the most of his time at ECC, becoming an active member of the Science Club and joining the Honors Transfer Program, where he received the Exemplary Achievement Scholarship Award for his original scientific research at the statewide annual honors student conference. Jackson found time to take 21 units this semester (including three STEM courses) while working two jobs to cover school expenses. He will graduate from ECC in June after earning 80 units in just a year and half. He credits El Camino College faculty and staff for helping him meet his goals.

### Outcomes

"Everyone is so helpful and though it was a lot of work, my counselors and teachers never said, 'No, you can't do this;' they all care that students get to the next step," he said. "El Camino College is the bridge between wherever you want to be in life to where you are now. I believe El Camino College can get you to any university and to any job."

### 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
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups



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