



FIRST YEAR EXPERIENCE 2014 Program Review

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

The First Year Experience (FYE) program is designed to assist new and continuing students transitioning from high school to college with academic goals that consist of associates degree and/or certificate attainment as well as transfer to a four-year university. The mission of FYE is to ensure that first-time college students have a positive and smooth transition into college, successfully complete college level English, learn essential college success strategies, have a positive first-year experience and become knowledgeable about the college's programs and services as well as transfer.

FYE uses an integrative approach to teaching and learning where students participate in multiple learning communities (cohorts) for an academic year. These cohorts consists of two or three classes that are linked by an integrated assignment and are organized around a common theme. The program focuses on helping students develop their reading and writing skills while also teaching them important college success and life skills.

The program enhances student success by requiring students to participate in a number of activities including a comprehensive summer orientation, academic counseling, college campus visits, and assistance with financial aid resources such as: fee waivers, pell grants, and loans. Furthermore, the program offers each student a MyECC orientation thereby providing students with the necessary tools to monitor their financial aid disbursement, class schedule, academic transcripts, and registration for classes.

FYE's mission statement is in line with El Camino College's mission which is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Furthermore, the Strategic Initiatives supported by the FYE program are: **Strategic Initiative A:** Enhance teaching to support student learning using a variety of instructional methods and services. **Strategic Initiative B:** Strengthen quality educational and support services to promote student success. **Strategic Initiative C:** Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation. Last, **Strategic Initiative E:**

Improve processes, programs and services through the effective use of assessment, program review, program planning, and resource allocation.

2. Describe the student population served by the program using available data.

On average, the student population of FYE consists of 55% female, 44% male, and 27% of the students participating in FYE are African American while 67% are of Hispanic or Latino decent. Over 74% of the students are the first in their family to attend college and approximately 85% receive some type of financial aid assistance in the form of grants, fee waivers, scholarships, and student loans. Approximately 95% of the students are matriculating directly from high school and have no prior college units.

Currently, the program serves approximately 150 students. 60 students who began at English 1A level, 60 who began at the English 84/A level, and 30 male students who began at the accelerated English 50RR/50WW level. See table below for student population data.

		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		FYE (n=380)	Non-FYE (n=1339)	FYE (n=381)	Non-FYE (n=1427)	FYE (n=375)	Non-FYE (n=1312)	FYE (n=390)	Non-FYE (n=2180)
		%	%	%	%	%	%	%	%
Age	<17	0%	2%	0%	0%	0%	0%	0%	0%
	17-19	68%	34%	73%	29%	80%	30%	92%	26%
	20-24	25%	31%	20%	38%	14%	37%	6%	41%
	25-29	2%	13%	3%	12%	5%	13%	2%	14%
	30-39	4%	13%	2%	14%	0%	12%	1%	11%
	40+	1%	8%	2%	8%	1%	9%	0%	8%
Gender	Male	38%	32%	36%	34%	41%	34%	64%	34%
	Female	62%	68%	64%	66%	59%	66%	36%	66%
Ethnicity	African American	34%	48%	30%	46%	21%	45%	21%	38%
	Indian/ Alaskan Native	0%	0%	0%	0%	2%	0%	0%	0%
	Asian	0%	2%	0%	3%	0%	2%	0%	2%
	Hispanic	59%	42%	65%	44%	70%	46%	75%	53%
	Pacific Islander	3%	1%	1%	1%	3%	1%	0%	1%
	2+	3%	1%	4%	3%	3%	3%	2%	2%
	Unknown	0%	3%	0%	1%	1%	1%	1%	0%
	White Non-Hispanic	1%	2%	1%	2%	1%	2%	1%	2%

In addition to the four traditional FYE cohorts, the Compton Center incorporated one new and very unique all- male cohort for the 2013-2014 academic year. The purpose of this all- male cohort is to address the low enrollment and retention of males in college. FYE designed this cohort to be supported specifically by a male counselor/faculty in addition to the regular FYE staff. FYE also designed specific activities for the male cohort in an effort to create a greater bond and sense of belonging as they embark on their educational journey. Funding for these additional efforts came from a \$40,000 grant awarded to FYE by a local non-profit organization called Learning Works. The grant has paid for the male counselor/faculty position in addition to activities such as: Participation in a UCLA physical challenge team building activity, a community service component with the Compton City Salvation Army, participation in the all-male A2MEND conference, career exploration via the Port of Los Angeles site visit and boat tour, and mentorship program made up of male faculty, staff, and administrators from the Compton Center and surrounding communities.

It is important to note that the inclusion of the male cohort into the FYE program has increased the average percentage of males who traditionally participate in FYE. The following table illustrates specific demographics of the male cohort as well as their pass and retention rate from first to second semester.

Fall 2013		FYE (n = 251)		Non-FYE (n = 751)	
		n	%	n	%
Age	<17	0	0.0%	0	0.0%
	17-19	235	93.6%	204	27.2%
	20-24	11	4.4%	338	45.0%
	25-29	5	2.0%	81	10.8%
	30-39	0	0.0%	79	10.5%
	40+	0	0.0%	49	6.5%
Ethnicity	African American	48	19.1%	267	35.6%
	American Indian/ Alaskan Native	0	0.0%	2	0.3%
	Asian	0	0.0%	21	2.8%
	Hispanic	189	75.3%	412	54.9%
	Pacific Islander	0	0.0%	8	1.1%
	2+	8	3.2%	20	2.7%
	Unknown	3	1.2%	2	0.3%
	White Non- Hispanic	3	1.2%	19	2.5%
	Blank	0	0.0%	0	0.0%
Pass Rate		178	70.9%	424	56.5%
Retention Rate		220	87.6%	558	74.3%

The other unique characteristic about this all male cohort is their placement into the English 50RR and English 50WW course sequence—an accelerated English track allowing students to satisfy the English transfer requirement in two semesters versus three semesters. The Office of Institutional Research evaluated where males traditionally placed and found that most males placed two levels below college level in Reading and one level below in Writing. Deciding to offer the accelerated 50RR/50WW seemed the most appropriate for our pilot male cohort, and it allowed us to maximize on the number of male students we could serve while also accelerating the pace that it would take them to get to the transferrable level English course to meet transfer requirements. The data from the table above illustrates that 71% of FYE students from the male cohort passed their accelerated English course versus the 56% of the general student population. FYE also retained 88% of the students as compared to the 74% retention rate of the general student population.

3. What happens after students participate in the program’s activities? If applicable, address whether students are successful in meeting their educational goals.

The Office of Institutional Research, FYE program at the Compton Center has not been around long enough to provide longitudinal data that illustrates the tracking of students up to transfer and beyond. Community Colleges are given at least 6 years to complete their educational goals. The California Community College Chancellor’s Office developed the following transfer rate methodology:

The “Intent-to-Transfer” cohort (which becomes the denominator in the transfer rate calculation) includes those students who:

1. Begin college as first-time students in a fall term, and
2. Attempt transfer-level math or English within 6 years, and
3. Complete at least 12 units in the CCC system within 6 years.

In the Fall 2015, FYE will submit a research request for additional transfer data for the initial 2009-2010 cohort.

Most of the data presented illustrates the success rates of individual coursework and retention from first semester to second semester for the last four years in FYE (since its last program review). It is also important to note that the “Non-FYE” control group in these tables is defined as students taking the same course and not first-year college students. The Office of Institutional Research is currently working on proving FYE with this data to be able to have a more precise comparison.

Course	Fall 2010				Fall 2011			
	FYE		Non-FYE		FYE		Non-FYE	
	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate
Eng 1A	37	86%	410	68%	35	89%	473	68%
Eng 50RR	-	-	-	-	-	-	-	-
Eng 50WW	-	-	-	-	-	-	-	-
Eng 84	99	77%	289	72%	92	84%	291	66%
Eng A	66	82%	452	72%	90	83%	423	66%
Hdev 10	141	79%	76	24%	128	84%	78	50%
His 102	37	81%	112	56%	36	89%	162	58%
Poli 1	-	-	-	-	-	-	-	-

Course	Fall 2012				Fall 2013			
	FYE		Non-FYE		FYE		Non-FYE	
	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate	<i>n</i>	Persistence Rate
Eng 1A	32	75%	476	68%	57	-	544	-
Eng 50RR	-	-	-	-	28	-	34	-
Eng 50WW	-	-	-	-	29	-	35	-
Eng 84	96	81%	263	67%	64	-	322	-
Eng A	94	83%	378	67%	64	-	448	-
Hdev 10	121	82%	64	80%	92	-	108	-
His 102	32	75%	131	62%	28	-	240	-
Poli 1	-	-	-	-	28	-	449	-

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

Under Strategic Initiative 1a. *“Enhance college services to support student learning using a variety of instructional methods and services.”*

- A. FYE at the Compton Center, in partnership with the Faculty Inquiry Partnership Program (FIPP) funded through the Wal-Mart grant, currently has 7 full-time faculty who have participated in “On Course Training.” Synthesizing the best wisdom from innovators in psychology, education, business, sports, and personal effectiveness, the On Course Learning Principles represent eight of the essential practical success tools. By guiding students to adopt these principles and tools, they are empowered to become effective partners in their own education by giving them the outer behaviors and inner qualities to create greater success in college and in life.

B. FYE faculty will implement activities and pedagogical methods learned during the FIPP training and use it to improve student success and personal responsibility among FYE students. FIPP's in-class activities will be discussed at FYE faculty meetings. It is the goal of the FYE program to encourage all new FYE staff to participate in FIPP.

Ten new FYE faculty and staff will also be participating in the National Summer Institute on Learning Communities at the Washington Center. The Washington Center, a public service center of The Evergreen State College, is a statewide resource for two- and four-year higher education institutions with a national reach and a sustained record of educational reform.

Their work is focused on:

- Helping campus teams design and implement sustainable, high-quality learning community programs that engage and support all learners
- Working with faculty at local, state, regional, and national institutes to design and assess integrative and interdisciplinary learning experiences for students
- Organizing national action-research projects aimed at building the field's collective knowledge and skills on the foundational practices of learning communities done well
- Designing intensive curriculum planning retreats and consultations aimed at strengthening classroom and institutional practices
- Helping campuses find qualified consultants to support their work
- Providing professional development, technical assistance, and developmental evaluation for national reform projects
- Expanding connections between campuses and communities through projects like *Curriculum for the Bioregion*

As the National Resource Center for Learning Communities, the Washington Center organizes the National Summer Institute on Learning Communities, assists with the development of regional learning community networks, offers an online integrative learning library, hosts the learning communities' directory and the LEARNCOM listserv, and publishes Learning Community Research and Practice, a biannual, peer-reviewed electronic journal.

C. Now that the FYE program at the Compton Center counts with a full-time coordinator and as the program grows, the goal of the program is ensure that its staff and counselors participate in ongoing trainings as it relates to programs like the AAT/AST and Transfer Admissions Guarantee (TAG). For this, FYE will be collaborating with the Transfer Center and the University of California office to ensure that all FYE students are knowledgeable about, and have access to, applying for these programs as part of their

transfer preparation. FYE students will also have access to more career orientations via the recent MBTI training completed by FYE counselors.

- D. FYE conducts an all day summer orientation one week before the fall semester begins that introduces students to members of their cohort, FYE faculty, program guidelines and expectations, college etiquette, and a campus tour. For the 2014-2015 year, FYE will be providing its first English and Spanish orientation for FYE parents to help them learn more about the educational journey that their child will embark on and how they can help them through their journey
- E. As the FYE Compton Center program continues to grow, another one of its goals is to develop a strategic plan to provide better services to students who have completed FYE and are well into their second or third year at the Compton Center. The number one challenge in providing this type of support in the past is directly related to funding and staffing support. Starting 2015-2016 academic year, FYE's goal is to begin conducting annual graduation evaluations for current and past cohorts during the month of January to encourage the graduation of any pending student.

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

When the first program review was conducted about four years ago, the FYE program was in its first year of operation and was serving approximately 65 students with the support of a part-time coordinator (17hrs a week). No known recommendations were made during this time.

Service Area Outcomes (SAO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SAO – statements, assessment results, and reports.

The Compton Center FYE program SAO rubric was created in collaboration between the FYE Coordinator and the teaching faculty. The assessment tool consisted of a pre and post exam that would measure a students' ability to formulate his/her own educational plan and included transfer terminology as well as graduation and transfer requirements. According to the findings, the rubric did not accurately measure the SAO in place. The rubric was later simplified but still did not measure the SAO. Current discussion with faculty and staff suggest that there may be a need to modify the FYE program SAO, so that it references the success and retention rates of the program as well as important attitudinal data that speaks to

the positive experience students have as participants of the program. However, in the meantime, the SAOs of the FYE program at the Compton Center is now aligned to the SAOs of the FYE program at the Torrance campus, and both programs utilize multiple surveys to measure the program's effectiveness.

The FYE SAOs now read:

- #1 As a result of participating in the First Year Experience Program, students will gain an understanding of the academic programs and services offered through El Camino College.
- #2 As a result of participating in the First Year Experience Program, students will understand the various certificates, degrees, and transfer programs that are offered at El Camino College by the end of their first academic year.

See appendix for sample SAO surveys.

2. How does the program ensure that SAOs are assessed consistently?

Beginning Fall 2014, the FYE program will be more diligent about setting specific deadlines to stay on track for timely completion of each section of the SAO cycle.

Furthermore, the program needs to develop an internal SAO calendar for SAOs that need to be assessed each semester. The current limited administrative support of the FYE program has not allowed for further development, administration and evaluation of the program's SAO. The 2014-2015 FYE budget is projected to allow the hiring of a part-time administrative staff which will alleviate some of the more time consuming administrative duties the program coordinator is currently taking on. This kind of consistent support to the FYE program would allow the program coordinator time to develop the SAO further in collaboration with the FYE faculty, staff, and the FYE program at the Torrance campus as well as the Office of Institutional Research.

3. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The SAO assessment results indicated that some students felt that there were too many activities required in the FYE program. A few students also indicated that FYE can improve in the quality of the all-day FYE Orientation. The assessment also showed that FYE can improve in guiding students on how to form study groups with classmates outside of class as expected; thus, it may be necessary to help students learn how to initiate things like study

groups. And finally, assessment results indicated FYE needs to do a better job at helping students understand how the work done in one class compliments the work in the other class.

FYE continues to plan and discuss improvements to these areas and implement changes for the 2014-2015 academic year.

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?

There are several activities that the FYE program has engaged in to improve services for students. These activities range from collaborating with various programs and services, to the hiring of staff, the development of special activities for the male cohort, and the creation of the FYE Peer-to-Peer Student Ambassador program.

- a. Hiring of Student Staff**—With the awarding of the Learning Works grant, FYE was able to hire two students from our male cohort to support the daily operation of the program. However, more importantly, these student workers are instrumental in assisting other FYE students in navigating their MyECC portal or directing them to additional support services.
- b. FYE Peer-to-Peer Student Ambassador program**—Upon completion of the FYE program for the 2012-2013 academic year and in an effort to create a sub group of students to serve as mentors to the incoming class, the FYE Peer-to-Peer Student Ambassador program was created. An application process was established and 25 students demonstrated an interest in paying it forward and helping more students be successful in college via the FYE program. These students were required to participate in a team building activity at UCLA. They were also required to enroll and successfully complete the Tutoring 200 course to learn how to become tutors and mentors.
- c. Male Cohort Activities**—In addition to regular FYE activities, the FYE program incorporated four additional activities designed specifically for the male cohort. The additional activities were designed to create greater camaraderie, mentorship, community involvement, and career exploration.
- d. Collaboration Efforts**—FYE has worked tirelessly to develop a strong working relationship with Administration & Records who help ensure that the enrollment process is successful for every new FYE students, the Assessment Center and the Outreach team who are instrumental in the recruitment of new FYE students, LRC who provides

significant tutorial support to the FYE students, and last but equally as important, the Financial Aid office works very closely with the FYE coordinator to ensure the timely submission of the FAFSA and disbursement of financial aid.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

The metrics have been instrumental in affirming that the additional support services provided to students in the FYE program are effective and directly related to the higher retention and success rates of FYE students as compared to those of the general student population.

FYE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students Enrolled	67	120	120	120	150
Retention Rate	86%	85%	87%	90%	IP
Success Rate	64%	66%	71%	73%	IP

General Student Population	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Retention Rate	75%	77%	77%	80%	IP
Success Rate	61%	62%	61%	65%	IP

The goal of the FYE program is to come as close as possible to 100% of retention and success. The metrics have been used in FYE faculty meetings and planning retreats to analyze the direction FYE. It also has been useful encouraging FYE faculty and staff to continue to do an amazing job—in spite of the natural attrition on both success and retention rates since the program's inception in 2009.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

For the 2013-2014 academic year, FYE increased the number of students served from 120 to 150 incorporating a new pilot cohort. This cohort included two unique characteristics, 1. the community was an all-male cohort and 2. FYE offered its first accelerated English sequence course. For the male cohort, 30 students enrolled starting fall 2013 and at the beginning of second semester 27 were enrolled. Considering the low attrition rates for males in general, the high retention of the FYE male students from first to second semester was

noteworthy. The male students showed clear signs of bonding and excitement about being part of the male community starting with the UCLA team building activity. When inquiring from students how they felt about being in an all male cohort mid way through the semester, the male students all seemed to agree that it was much easier to be in an all male class because it allowed them to focus on their academics without feeling the additional stress of having to impress girls in class. They also mentioned that being in an all male class brought out the typical male competitiveness for good grades and performance in their FYE courses. Both of these factors may have attributed to the male student success and retention.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

The FYE program is currently housed within the same building where the Assessment, Welcome Center, Transfer Center, and the YESS Program (D29) are housed. Students, faculty, and campus staff, in general, identify the FYE coordinator's office as the FYE office. The FYE students normally make their counseling appointment and inquire about the availability of FYE staff at the entrance desk of the Transfer Center. FYE counseling appointments are conducted in an open multi-use office located adjacent to the office of the FYE Coordinator and the Director of Enrollment Services. FYE Counselors conduct their counseling appointments at a desk shared by multiple transfer adjunct counselors on a revolving schedule. This office is also used by the Transfer Center outreach staff and does not allow for the adequate privacy required for counseling appointments.

The Administrative Assistant that supports the Transfer & Career Center also supports the FYE program and is responsible for providing support to the FYE program as it relates to student worker payroll, purchase orders, facilities reservation, scheduling, and parking.

FYE Coordinator maintains an open door policy and meets with students and faculty on a regular basis. The relationship among the program staff is positive, collegial, and cooperative; the staff interacts well with students. Refinement of the recruitment, enrollment and program operation process has produced a greater cohesiveness between faculty and students.

In addition to FYE students benefiting from all the informational publications, computers accessibility, and workshops offered at the **Transfer and Career Center**, FYE works

closely with the Transfer & Career Center to promote, recruit, and select the students who participate in the Northern California University Tour.

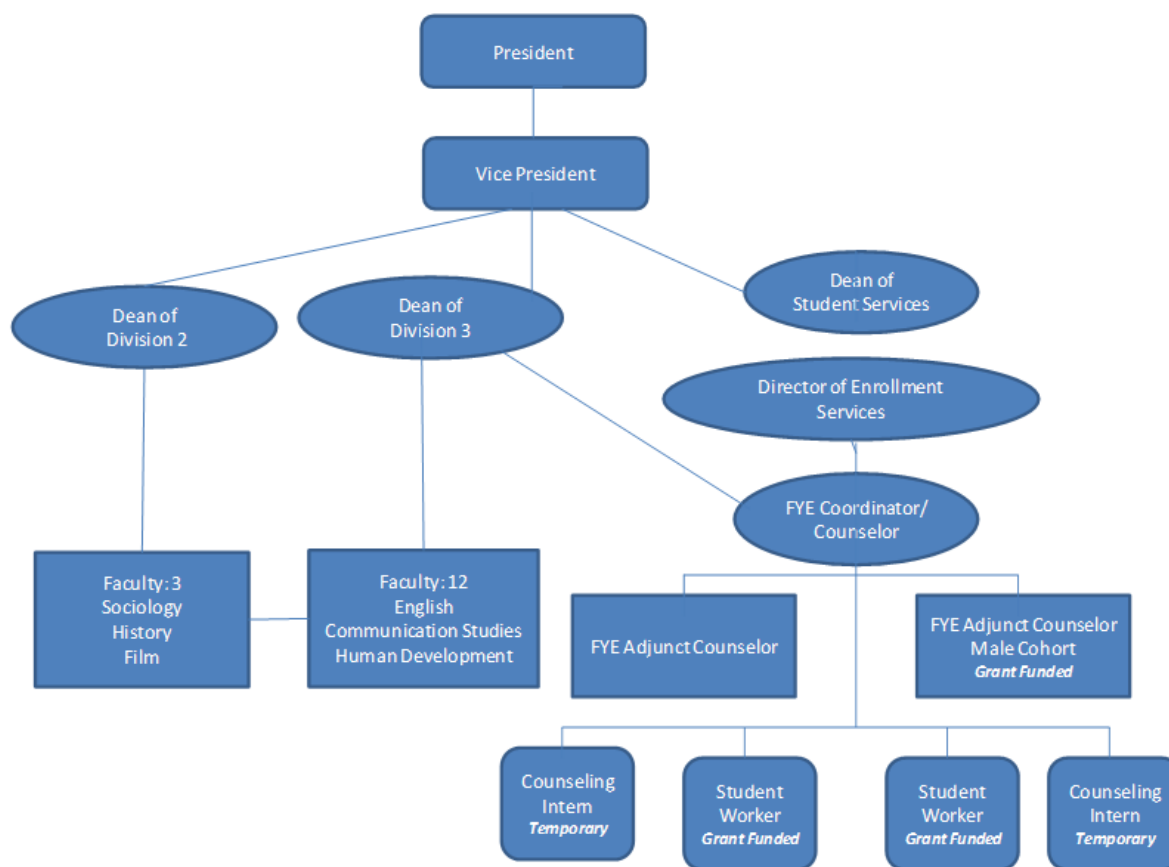
FYE also works closely with the **Financial Aid Office** to ensure the timely submission of the FAFSA. Financial Aid staff conducts workshops for FYE students during the FYE Orientation and throughout the academic year. During the initial recruitment period, FYE works closely with the **EOP&S office** to ensure that all FYE students are familiar with and apply to the EOP&S program, so that they may also have access additional services like counseling and book, food, or transportation vouchers. FYE collaborates with LRC to arrange the Tutoring 200 course for the FYE Peer-to-Peer Student Ambassador program as well arranging individual or group tutoring, reading or writing support.

2. Describe the number and type of staff and faculty (include current organizational chart).

FYE counts on a full-time coordinator/counselor who is in charge of the development and daily operation of the FYE program. FYE also has two adjunct counselors to provide counseling support services to current and former FYE students. Counseling services include: academic planning, career & transfer counseling, and graduation evaluations. For the first time this year, FYE also has two designated student workers. The student workers assist the program coordinator with basic clerical task and recruitment tasks as well as serving as a support to FYE students who need help navigating their MyECC portal or providing FYE students with information on other campus programs and services.

The salaries of the two student workers and the male counseling staff are strictly funded by a \$40,000 Learning Works Grant. The purpose of the grant was to provide the funding necessary to recruit, implement and operate the all-male cohort.

In addition, the FYE program works with two counseling interns who have been instrumental in providing the much needed support for the operations of the FYE program, during the 2013-2014 academic year. They have assisted in facilitating activities (fieldtrips & workshops) and leading projects (mentor and recruitment efforts).



3. Describe facilities or equipment needs for the next four years.

The FYE program is projected to grow exponentially for the next four years and the current facility space allotted hinders this growth in several ways. The FYE program is projected to serve 240 students for the 2014-2015 academic year—adding 90 new students from the previous year—and 60 new students every year thereafter until 2020. See table below for project growth numbers.

Year	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	Grand Totals
Cohorts	4	4	5	8	8	10	12	14	16	81 Cohorts
New Students	120	120	150	240	240	300	360	420	480	2430 New Students Served
Returning	60	120	120	150	240	240	300	360	420	2010 Returning Students Served
Sections	10	10	13	22	22	28	34	40	46	225 Sections

Our current facility is very space challenge and does not count with the space necessary to house demands of a growing staff for the FYE program. The type of growth projected for FYE requires the designation of its own site. This site (center) would allow students to access printing services, peer assistance & tutoring, study groups, and the ability to meet with FYE counselors in a more convenient and adequate location.

The projected 2014-2015 FYE budget does not account for a move of this level considering that FYE would need computers for the Adjunct counselor's offices, computers for students, several copy machines, and office supplies.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

The FYE program does not have consistent hours of operation due the limitation of working with part-time staff. The FYE Coordinator/Counselor hours fluctuate depending on the needs of the current FYE students and the high school schedules of the new incoming students. These FYE office hours will change at least two or three times per semester because of this. This kind of inconsistency in the office schedule would be alleviated by a full time classified staff who would be available to direct and support students to the set schedule.

Staff	Coordinator/ Counselor	Adjunct Counselor	Adjunct Counselor	Intern	Intern	Student Worker	Student Worker
M	10:00am to 4:00pm			8:00am to 1:00pm		1:00pm to 4:30pm	1:00pm to 4:00pm
T	9:15am to 3:00pm	1:00am to 6:00pm Lunch 12:00-12:30			9:00am to 2:00pm		
W	8:00am to 3:00pm			8:00am to 1:00pm	9:00pm to 2:00pm	1:00pm to 6:30pm	1:00pm to 4:00pm
TH	10:00am to 7:00pm	1:00am to 6:00pm Lunch 12:00-12:30	10:30am to 7:00pm Lunch 3:00-3:30	8:00am to 12:00pm			4:30am to 7:00pm
F	8:00am to 2:00pm		11:30am to 2:00pm	8:00am to 1:00pm		8:00am to 2:00pm	8:00am to 2:00pm
Total Hours	33.75	10	10	20	10	15	14.5

The shortage and inconsistency of support staff for the FYE program has resulted in the Coordinator/Counselor position to operate 100% in the capacity of a coordinator as well as the need to work beyond a 45 hour work week.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

Implication of Student Profiles--The target population is Latino and African-American students, which is characterized by a disadvantaged background. Most of the data points to a student group which shares in an overall lack of academic preparation, overwhelming part-time enrollment, and lower academic achievement; yet they have high aspirations.

The at-risk characteristics typical of community college students (i.e., higher part-time enrollment, lower academic preparation, greater likelihood to work) are magnified within the Latino and African-American population. A widely-known research study points to a variety of factors that account for this, including:

- increased family obligations,
- greater number of first generation college students, and
- greater financial need.

Because most of our FYE students share in these demographics, it is twice as difficult and requires three times the effort to help ensure the successful completion rate and retention of our El Camino Compton Center students.

Being part of a transfer program like FYE is now more important for students entering college for the first time. With the implementation of the new Student Success Act of 2012 (Senate Bill 1456), first year college students are now required to be more prepared and be on track for degree completion and/or transfer. Financial aid is also limited to six years for the completion of a Bachelors' degree so the services provided by the FYE program are critical to the college's successful implementation of SB 1456 which are aligned to FYE's retention and success goals.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

List prioritized recommendations. (Provide proposed organizational chart if appropriate).

FYE Prioritization Chart	
Priority #1	Full-time classified staff (100% FYE designation.)
Priority #2	Full-time Coordinator (100%)
Priority #3	Designated facility space for a FYE Office/Center
Priority #4	Expand Accelerated LC's in (Basic & Developmental Skills in English and Math)
* Above priorities are linked to Strategic Initiative 1b. <i>"Maximize growth and strengthen programs and services to enhance student success."</i>	

Summarize the program's strength and areas that need improvement.

The FYE program's strengths consist of the following:

- High retention and success rates.
- Ongoing collaboration with faculty from a variety of disciplines improves individual classroom management skills and student success strategies.
- Cohort structure has resulted in close cooperation among students, leading to stronger support networks and richer social bonds.
- Student accountability, student awareness of programs that will benefit him/her, instructor communication within the learning community, a sense of belonging/community, transfer college tours, priority registration, motivation to succeed, emphasis of main theme within the cohort guarantees "diving in deep" from multiple perspectives of the same academic topic/theme.
- Having student and faculty accountability, having a tracking system of students, having early intervention for struggling students, campus involvement activities, outside campus activities which promote life experiences.
- Collaboration between faculty and collaboration among students' accounts for much of the strength of the program, faculty collaboration of which students are well aware reflects in students knowing they can't get away without doing work in either class, but at the same time knowing that we care about their program in both classes. Shared themes also helps to aid students in making connections and thinking critically as they are able to see faculty engaged in a topic. Financial aid workshops and transfer tips encourage students to see their options and plan their classes over a years' time.

- The sense of community and structure created between the program and the linked classes is a definite strength. I have noticed one of the things students feel is a strong obligation to the class and the FYE community, and that obligation is a source of focus for their academic performance.
- Another key strength is the attention paid to transfer schools. When students have a vision of their academic career that extends beyond the community college classroom, they, again, benefit from an increased sense of focus and obligation in regards to their academic performance.

The FYE program areas that need improvement are:

- Identification of additional great teaching faculty.
- Compensation for part-time FYE teaching faculty to account for the extra time required for additional collaboration, participation, and planning.
- A streamlined system for submitting grades electronically.
- Better and more consistent training for students on time management and personal responsibility.
- Improve the early alert and intervention effort of the FYE program that would include the meeting between the instructor, student, and coordinator.
- Staffing that will allow for the development of a stronger connection with second and third year FYE students.

1. ☒ Continue Program

☐ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized.)

**Appendices for the El Camino College Compton Center
First Year Experience
Program Review**

Attachment A -- Mid-Semester Linked Course Evaluation

Attachment B – First Year Experience End of the Year Evaluation

Attachment C – 2013 Mid-Semester Linked Course Evaluation Results

Attachment D – 2013 First Year Experience End of the Year Evaluation Results

Attachment E – First Year Experience Images of Student Activities

Attachment F – First Year Experience Contract

Attachment A

El Camino College Compton Center Learning Community Program Mid-Semester Linked Course Evaluation

Please take a few minutes to complete the following survey. The information you provide will be used to improve the Learning Community Program at El Camino College Compton Center. Your answers will remain strictly confidential and will not impact your course grade.

Fill in the Bubbles Completely	
Correct ●●●	Incorrect ⊗ ⊙ ⊖

- | | | |
|--------------------------------|----------------------------------------------|--------------------------------------------------------|
| Gender: | Ethnicity: | What is your educational goal (choose one): |
| <input type="radio"/> Male | <input type="radio"/> African American | <input type="radio"/> Transfer with AA degree |
| <input type="radio"/> Female | <input type="radio"/> Asian/Pacific Islander | <input type="radio"/> Transfer without AA degree |
| | <input type="radio"/> Caucasian/White | <input type="radio"/> AA degree |
| Age: | <input type="radio"/> Filipino | <input type="radio"/> Vocational degree or certificate |
| <input type="radio"/> Under 20 | <input type="radio"/> Hispanic/Latino | <input type="radio"/> Acquire/Update job skills |
| <input type="radio"/> 20-24 | <input type="radio"/> Native American | <input type="radio"/> Personal development/interest |
| <input type="radio"/> 25-29 | <input type="radio"/> Other _____ | <input type="radio"/> Undecided |
| <input type="radio"/> 50 + | | |

How did you learn about the First Year Experience (FYE) program? (mark all that apply)

- | | | |
|---------------------------------------|-------------------------------------------|-----------------------------------|
| <input type="radio"/> Counselor | <input type="radio"/> Advertisement/Flier | <input type="radio"/> A teacher |
| <input type="radio"/> Course Bulletin | <input type="radio"/> A friend | <input type="radio"/> Other _____ |

I use the following services (mark all that apply):

- | | | |
|---------------------------------------|--------------------------------------|------------------------------------------------|
| <input type="radio"/> Math Tutoring | <input type="radio"/> Writing Center | <input type="radio"/> English Workshops |
| <input type="radio"/> Learning Center | <input type="radio"/> Language Lab | <input type="radio"/> Supplemental Instruction |

Next to each statement, mark the bubble that is closest to your opinion or experience with linked courses.

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The idea of FYE linked courses and participating in a Learning Community influenced my decision to sign up for the FYE program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I spend appropriate amounts of time outside of class preparing for assignments and tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My attendance is good. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have met with a counselor during the semester to discuss scheduling, my academic, or career goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand the purpose of linked courses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The connections among the assignments and readings in the linked courses are clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to use what I am learning in one linked course with what is being taught in the other linked courses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The linked assignments, projects, and readings among the linked courses are helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have opportunities to work with classmates during class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I feel welcome and a part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I feel like I can approach other students in the class for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I study with classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I enjoy going to classes with the same group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I enjoy participating in field trips.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable articulating my perspectives in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable learning and completing projects on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable critically analyzing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable having classmates critique my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable critiquing my classmates' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable asking FYE faculty for extra help or advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable communicating with faculty or other students in class using e-mail or listserves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I am comfortable with presenting/public speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
Overall, my experience with linked courses have been positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
Overall, I'd recommend linked courses to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
How would you rate the overall quality of your counseling session with the FYE Counselor?						
<input type="radio"/> Very Helpful <input type="radio"/> Helpful <input type="radio"/> Somewhat Helpful <input type="radio"/> Not Helpful at all <input type="radio"/> Not Applicable						■
How would you rate the overall quality of your FYE Faculty?						
<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Average <input type="radio"/> Fair <input type="radio"/> Poor						■
Regarding the FYE linked course learning experience (including courses, faculty, and counseling)...						
...what do you enjoy the most?_____						

...what would you like to change or improve?_____						

Attachment B



El Camino College
Compton Center

First Year Experience Program End of Year Evaluation

Please take a few minutes to complete the following survey. The information you provide will be used to improve the FYE Program. Your honest opinions are important to us and your answers will remain strictly confidential and will not impact your course grade. Remember the questions are about your overall impression of the FYE program.

Correct



Fill in the Bubbles Completely

Use Pen Or Pencil

Incorrect



- Gender ☐ Male ☐ Female
- Age ☐ Under 20 ☐ 20-24 ☐ 25-29 ☐ 50 +
- Ethnicity
 - ☐ African American ☐ Caucasian/White ☐ Hispanic/Latino ☐ Other
 - ☐ Asian/Pacific Islander ☐ Filipino ☐ Native American
- I attend school: ☐ Full-time ☐ Part-time
- This is my: ☐ 1st semester ☐ 2nd semester ☐ 3rd semester ☐ Other

What is your education goal (choose one)

- ☐ Transfer with AA degree ☐ Acquire/Update job skills
- ☐ Transfer without AA degree ☐ Personal development/interest
- ☐ AA degree ☐ Undecided
- ☐ Vocational degree or certificate

How did you learn about the FYE program? (mark all that apply)

- ☐ Counselor ☐ Advertisement/Flyer ☐ A teacher
- ☐ Course Bulletin ☐ A friend ☐ Other

- | | Very
Helpful | Helpful | Somewhat
Helpful | Not
Helpful |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ■ How well did FYE help you with your transition from high school to college? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ How would you rate the quality of assistance you received in trying to register for fall, winter, and spring courses in FYE? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ How would you rate the quality of counseling you received in FYE during your first academic year? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ How helpful are student/transfer activities (FYE Transfer Conference, Freshman Mixer, TAG workshop, UCLA Summer Site Workshop, Financial Aid Workshops, etc.) sponsored by the First Year Experience Program? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-
- | | Strongly
Agree | Agree | Disagree | Strongly
Disagree |
|---------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ■ Do you believe the FYE Program promotes a transfer culture and provides its students with transfer opportunities? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ Do you believe the FYE Program helps students understand the steps that lead to transfer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How would you rate the overall value of the FYE orientation held prior to the fall semester?

- ☐ Extremely Valuable
 ☐ Valuable
 ☐ Somewhat Valuable
 ☐ Not Valuable at all

How would you rate your knowledge of college services and transfer as a result of participating in FYE?

- ☐ Very knowledgeable
 ☐ Somewhat knowledgeable
- ☐ Knowledgeable
 ☐ Not knowledgeable at all

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I spent appropriate amounts of time outside of class preparing for assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
My attendance was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I met with an FYE counselor during the semester to discuss scheduling, my academic, or career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I understand the purpose for linking the two classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
The connections between the assignments and readings in the link were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
The work done in one class complimented the work done in the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
The linked assignments, projects, and readings between the two classes were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I could use what I learned in one class with what was being taught in the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I had opportunities to work with classmates during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I felt welcomed and a part of an FYE community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I developed new friendships in my FYE classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I feel like I can approach other students in the class for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I studied with classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
I enjoyed going to classes with the same group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
Overall, my experience with the FYE Program was positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
Overall, I'd recommend the FYE Program to other new students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

What did you like most about participating in FYE?

What did you like least about participating in FYE?

Additional Comments:



Attachment C

Linked Course Eval - Spring 2013


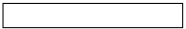





N = 80

Communities A - D





Gender:

Response	Frequency	Percent	Mean: 1.57
Male	34	43.04	
Female	45	56.96	





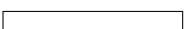


Ethnicity:

Response	Frequency	Percent	Mean: 4.33
African American	14	17.95	
Asian/Pacific Islander	1	1.28	
Caucasian/White	0	0.00	
Filipino	0	0.00	
Hispanic/Latino	59	75.64	
Native American	1	1.28	
Other	3	3.85	







Age:

Response	Frequency	Percent	Mean: 1.34
Under 20	54	76.06	
20-24	10	14.08	
25-29	7	9.86	
50 +	0	0.00	







What is your educational goal (choose one):

Response	Frequency	Percent	Mean: 1.18
Transfer with AA degree	68	89.47	
Transfer without AA degree	6	7.89	
AA degree	1	1.32	
Vocational degree or certificate	0	0.00	
Acquire/Update job skills	0	0.00	
Personal development/interest	0	0.00	
Undecided	1	1.32	

How did you learn about the First Year Experience Program? (mark all that apply)

Response	Frequency	Percent	Mean: -
Counselor	41	51.90	
Course Bulletin	3	3.80	
Advertisement/Flier	9	11.39	
A friend	17	21.52	
A teacher	8	10.13	
Other	13	16.46	

I use the following services (mark all that apply):

Response	Frequency	Percent	Mean: -
Math Tutoring	14	19.18	
Writing Center	62	84.93	
English Workshops	15	20.55	
Learning Center	35	47.95	
Language Lab	11	15.07	
Supplemental Instruction	11	15.07	

The idea of linking classes and Learning Communities influenced my decision to sign up for this particular link.

Response	Frequency	Percent	Mean: 3.81
Strongly Agree	25	31.25	
Agree	26	32.50	
Neutral	19	23.75	
Disagree	9	11.25	
Strongly Disagree	1	1.25	

My attendance is good.

Response	Frequency	Percent	Mean: 4.22
Strongly Agree	35	44.30	
Agree	30	37.97	
Neutral	11	13.92	
Disagree	2	2.53	
Strongly Disagree	1	1.27	

I understand the purpose for linking the three course.

Response	Frequency	Percent	Mean: 4.24
Strongly Agree	35	43.75	
Agree	31	38.75	
Neutral	12	15.00	
Disagree	2	2.50	
Strongly Disagree	0	0.00	

I am able to use what I learned in one course with what is being taught in the others.

Response	Frequency	Percent	Mean: 4.18
Strongly Agree	29	36.71	
Agree	36	45.57	
Neutral	13	16.46	
Disagree	1	1.27	
Strongly Disagree	0	0.00	

I have opportunities to work with classmates during class.

Response	Frequency	Percent	Mean: 4.20
Strongly Agree	32	40.00	
Agree	34	42.50	
Neutral	12	15.00	
Disagree	2	2.50	
Strongly Disagree	0	0.00	

I spend appropriate amounts of time outside of class preparing for assignments and tests.

Response	Frequency	Percent	Mean: 3.86
Strongly Agree	17	21.25	
Agree	37	46.25	
Neutral	24	30.00	
Disagree	2	2.50	
Strongly Disagree	0	0.00	

I will meet with a counselor during the semester to discuss scheduling- my academic- or career goals.

Response	Frequency	Percent	Mean: 4.71
Strongly Agree	60	75.00	
Agree	18	22.50	
Neutral	1	1.25	
Disagree	1	1.25	
Strongly Disagree	0	0.00	

The connections among the assignments and readings in the linked courses is clear.

Response	Frequency	Percent	Mean: 4.03
Strongly Agree	27	34.18	
Agree	33	41.77	
Neutral	13	16.46	
Disagree	6	7.59	
Strongly Disagree	0	0.00	

The linked assignments- projects- and readings among the three courses are helpful.

Response	Frequency	Percent	Mean: 3.90
Strongly Agree	21	26.25	
Agree	34	42.50	
Neutral	22	27.50	
Disagree	2	2.50	
Strongly Disagree	1	1.25	

I feel welcome and a part of a group.

Response	Frequency	Percent	Mean: 4.21
Strongly Agree	32	42.67	
Agree	29	38.67	
Neutral	12	16.00	
Disagree	2	2.67	
Strongly Disagree	0	0.00	

I feel like I can approach other students in the class for help.

Response	Frequency	Percent	Mean: 4.25
Strongly Agree	34	45.33	
Agree	30	40.00	
Neutral	8	10.67	
Disagree	2	2.67	
Strongly Disagree	1	1.33	

I enjoy going to classes with the same group of students.

Response	Frequency	Percent	Mean: 4.05
Strongly Agree	30	40.00	
Agree	24	32.00	
Neutral	17	22.67	
Disagree	3	4.00	
Strongly Disagree	1	1.33	

I am comfortable articulating my perspectives in class

Response	Frequency	Percent	Mean: 4.01
Strongly Agree	25	33.33	
Agree	31	41.33	
Neutral	15	20.00	
Disagree	3	4.00	
Strongly Disagree	1	1.33	

I am comfortable critically analyzing information

Response	Frequency	Percent	Mean: 4.24
Strongly Agree	30	40.00	
Agree	36	48.00	
Neutral	6	8.00	
Disagree	3	4.00	
Strongly Disagree	0	0.00	

I am comfortable critiquing my classmates' work.

Response	Frequency	Percent	Mean: 3.91
Strongly Agree	21	28.38	
Agree	32	43.24	
Neutral	14	18.92	
Disagree	7	9.46	
Strongly Disagree	0	0.00	

I study with classmates outside of class.

Response	Frequency	Percent	Mean: 3.56
Strongly Agree	18	24.00	
Agree	22	29.33	
Neutral	21	28.00	
Disagree	12	16.00	
Strongly Disagree	2	2.67	

I enjoy participating in field trips.

Response	Frequency	Percent	Mean: 4.29
Strongly Agree	41	54.67	
Agree	19	25.33	
Neutral	12	16.00	
Disagree	2	2.67	
Strongly Disagree	1	1.33	

I am comfortable learning and completing projects on my own.

Response	Frequency	Percent	Mean: 4.31
Strongly Agree	34	45.33	
Agree	30	40.00	
Neutral	11	14.67	
Disagree	0	0.00	
Strongly Disagree	0	0.00	





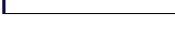
I am comfortable having classmates critique my work.

Response	Frequency	Percent	Mean: 4.05
Strongly Agree	27	36.00	
Agree	32	42.67	
Neutral	11	14.67	
Disagree	3	4.00	
Strongly Disagree	2	2.67	






I am comfortable asking FYE faculty for extra help or advice.

Response	Frequency	Percent	Mean: 4.26
Strongly Agree	35	47.30	
Agree	25	33.78	
Neutral	13	17.57	
Disagree	0	0.00	
Strongly Disagree	1	1.35	




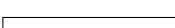

I am comfortable communicating with faculty or other students in class using e-mail or listserves.

Response	Frequency	Percent	Mean: 4.11
Strongly Agree	32	42.67	
Agree	24	32.00	
Neutral	16	21.33	
Disagree	1	1.33	
Strongly Disagree	2	2.67	





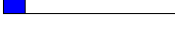
Overall- my experience with the three linked courses have been positive.

Response	Frequency	Percent	Mean: 4.26
Strongly Agree	34	45.95	
Agree	28	37.84	
Neutral	10	13.51	
Disagree	1	1.35	
Strongly Disagree	1	1.35	






If you met with a counselor through the learning community program, how would you rate the overall quality of your counseling session with the FYE Counselor?

Response	Frequency	Percent	Mean: 4.47
Very Helpful	44	59.46	
Helpful	23	31.08	
Somewhat Helpful	6	8.11	
Not Helpful at all	0	0.00	
Not Applicable	1	1.35	

I am comfortable giving presentations or public speaking

Response	Frequency	Percent	Mean: 3.45
Strongly Agree	18	24.00	
Agree	23	30.67	
Neutral	19	25.33	
Disagree	5	6.67	
Strongly Disagree	10	13.33	

Overall- I'd recommend these linked courses to other students.

Response	Frequency	Percent	Mean: 4.41
Strongly Agree	48	64.00	
Agree	17	22.67	
Neutral	5	6.67	
Disagree	3	4.00	
Strongly Disagree	2	2.67	

Attachment D

FYE End of Year Evaluation 2013

N = 75

All Communities

Gender

Response	Frequency	Percent	Mean: 1.64
Male	27	36.00	
Female	48	64.00	

Age

Response	Frequency	Percent	Mean: 1.27
Under 20	58	78.38	
20-24	12	16.22	
25-29	4	5.41	
30 +	0	0.00	

Ethnicity

Response	Frequency	Percent	Mean: 4.41
African American	12	16.22	
Asian/Pacific Islander	0	0.00	
Caucasian/White	0	0.00	
Filipino	0	0.00	
Hispanic/Latino	60	81.08	
Native American	0	0.00	
Other	2	2.70	

I attend school:

Response	Frequency	Percent	Mean: 1.01
Full-time	73	98.65	
Part-time	1	1.35	

This is my:

Response	Frequency	Percent	Mean: 2.00
1st semester	12	16.00	
2nd semester	53	70.67	
3rd semester	8	10.67	
Other	2	2.67	

What is your education goal (choose one)

Response	Frequency	Percent	Mean: 1.20
Transfer with AA degree	62	83.78	
Transfer without AA degree	9	12.16	
AA degree	3	4.05	
Vocational degree or certificate	0	0.00	
Acquire/Update job skills	0	0.00	
Personal development/interest	0	0.00	
Undecided	0	0.00	

How did you learn about the FYE program? (mark all that apply)

Response	Frequency	Percent	Mean: -
Counselor	36	48.00	
Course Bulletin	3	4.00	
Advertisement/Flyer	10	13.33	
A friend	16	21.33	
A teacher	8	10.67	
Other	14	18.67	

How well did FYE help you with your transition from high school to college?

Response	Frequency	Percent	Mean: 1.42
Very Helpful	53	71.62	
Helpful	13	17.57	
Somewhat Helpful	6	8.11	
Not Helpful	2	2.70	

How would you rate the quality of assistance you received in trying to register for fall- winter- and spring courses in FYE?

Response	Frequency	Percent	Mean: 1.31
Very Helpful	57	76.00	
Helpful	14	18.67	
Somewhat Helpful	3	4.00	
Not Helpful	1	1.33	

How helpful are student/transfer activities[Fall Transfer Conference- University Campus Visits- Financial Literacy Workshops- UCLA Transfer Summer Programs- etc.] sponsored by the First Year Experience Program?

Response	Frequency	Percent	Mean: 1.57
Very Helpful	43	58.11	
Helpful	22	29.73	
Somewhat Helpful	7	9.46	
Not Helpful	2	2.70	

Do you believe the FYE Program helps students understand the steps that lead to transfer?

Response	Frequency	Percent	Mean: 1.36
Strongly Agree	48	64.00	
Agree	27	36.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

How would you rate your knowledge of college services and transfer as a result of participating in FYE?

Response	Frequency	Percent	Mean: 2.24
Very knowledgeable	26	36.62	
Somewhat knowledgeable	4	5.63	
Knowledgeable	39	54.93	
Not knowledgeable at all	2	2.82	

How would you rate the quality of counseling you received in FYE during your first academic year?

Response	Frequency	Percent	Mean: 1.44
Very Helpful	47	64.38	
Helpful	20	27.40	
Somewhat Helpful	6	8.22	
Not Helpful	0	0.00	

Do you believe the FYE Program promotes a transfer culture and provides its students with transfer opportunities?

Response	Frequency	Percent	Mean: 1.25
Strongly Agree	56	74.67	
Agree	19	25.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

How would you rate the overall value of the FYE orientation held prior to the fall semester?

Response	Frequency	Percent	Mean: 1.68
Extremely Valuable	31	44.93	
Valuable	30	43.48	
Somewhat Valuable	7	10.14	
Not Valuable at all	1	1.45	

I spent appropriate amounts of time outside of class preparing for assignments and tests.

Response	Frequency	Percent	Mean: 2.03
Strongly Agree	18	24.32	
Agree	37	50.00	
Neutral	18	24.32	
Disagree	1	1.35	
Strongly Disagree	0	0.00	

My attendance was good.

Response	Frequency	Percent	Mean: 1.82
Strongly Agree	28	37.84	
Agree	32	43.24	
Neutral	13	17.57	
Disagree	1	1.35	
Strongly Disagree	0	0.00	

I met with an FYE counselor during the semester to discuss scheduling- my academic- or career goals.

Response	Frequency	Percent	Mean: 1.34
Strongly Agree	51	69.86	
Agree	19	26.03	
Neutral	3	4.11	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

I understand the purpose for linking the two classes.

Response	Frequency	Percent	Mean: 1.69
Strongly Agree	37	50.00	
Agree	26	35.14	
Neutral	9	12.16	
Disagree	1	1.35	
Strongly Disagree	1	1.35	

The connections between the assignments and readings in the link were clear.

Response	Frequency	Percent	Mean: 1.93
Strongly Agree	21	29.17	
Agree	37	51.39	
Neutral	12	16.67	
Disagree	2	2.78	
Strongly Disagree	0	0.00	

The work done in one class complimented the work done in the other.

Response	Frequency	Percent	Mean: 2.12
Strongly Agree	22	30.14	
Agree	25	34.25	
Neutral	21	28.77	
Disagree	5	6.85	
Strongly Disagree	0	0.00	

The linked assignments- projects- and readings between the two classes were helpful.

Response	Frequency	Percent	Mean: 2.14
Strongly Agree	23	31.08	
Agree	27	36.49	
Neutral	17	22.97	
Disagree	5	6.76	
Strongly Disagree	2	2.70	

I could use what I learned in one class with what was being taught in the other.

Response	Frequency	Percent	Mean: 1.86
Strongly Agree	31	42.47	
Agree	27	36.99	
Neutral	9	12.33	
Disagree	6	8.22	
Strongly Disagree	0	0.00	

I had opportunities to work with classmates during class.

Response	Frequency	Percent	Mean: 1.65
Strongly Agree	35	47.30	
Agree	31	41.89	
Neutral	7	9.46	
Disagree	1	1.35	
Strongly Disagree	0	0.00	






I felt welcomed and a part of an FYE community.

Response	Frequency	Percent	Mean: 1.58
Strongly Agree	42	56.76	
Agree	21	28.38	
Neutral	11	14.86	
Disagree	0	0.00	
Strongly Disagree	0	0.00	






I developed new friendships in my FYE classes.

Response	Frequency	Percent	Mean: 1.46
Strongly Agree	45	62.50	
Agree	21	29.17	
Neutral	6	8.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	






I feel like I can approach other students in the class for help.

Response	Frequency	Percent	Mean: 1.62
Strongly Agree	38	51.35	
Agree	27	36.49	
Neutral	8	10.81	
Disagree	1	1.35	
Strongly Disagree	0	0.00	






I enjoyed going to classes with the same group of students.

Response	Frequency	Percent	Mean: 1.82
Strongly Agree	34	46.58	
Agree	23	31.51	
Neutral	11	15.07	
Disagree	5	6.85	
Strongly Disagree	0	0.00	






Overall- I'd recommend the FYE Program to other new students.

Response	Frequency	Percent	Mean: 1.37
Strongly Agree	52	71.23	
Agree	16	21.92	
Neutral	4	5.48	
Disagree	1	1.37	
Strongly Disagree	0	0.00	

I studied with classmates outside of class.

Response	Frequency	Percent	Mean: 2.24
Strongly Agree	21	29.17	
Agree	25	34.72	
Neutral	14	19.44	
Disagree	12	16.67	
Strongly Disagree	0	0.00	

Overall- my experience with the FYE Program was positive.

Response	Frequency	Percent	Mean: 1.45
Strongly Agree	48	64.86	
Agree	19	25.68	
Neutral	7	9.46	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

Attachment E

FYE 2013-2014



FYE New Student Orientation



FYE Visits UCLA



FYE Male Cohort Challenge Course



Attachment F



El Camino College
Compton Center

First Year Experience
Learning Communities

Being a member of the First Year Experience program is an *honor and a privilege*. You are among a select group of students who have access to the following resources:

- *Early Group Registration* for all El Camino College Compton Center classes to help ensure enrollment in desired courses.
- *Orientation* - A variety of special events especially designed to enhance your transition to college.
- *First Year Experience Counselor* will help students with: academic planning, personal counseling, and career development
- *Learning Community Courses*, which will help satisfy general education and elective graduation requirements. Students may also take additional classes, outside the cluster, to reach full-time status.
- *Strategies for Success in College* course designed to introduce new students to college life and expectations.
- *First Year Experience Faculty* - A team of professional, caring and committed faculty dedicated to supporting the success of First Year Students
- *Field trips* to various UC, CSU, & Private Universities.
- *Guest Speakers*

You are joining a *community* of students, faculty, and counselors. Check each of the boxes below and complete the section at the end to indicate that you commit to the success of the community by making your education a priority.

First Year Experience Contract for Success

I choose to make my education a priority by **showing up, doing my best work, and participating actively** as a member of the First Year Experience community.

As a member of the First Year Experience community, I choose to make my education a priority.

- ☐ I choose to enroll as a full-time student (12 units min) throughout the upcoming academic year (Fall and Spring semesters at a minimum; Winter and Summer are optional).
- ☐ I choose to arrange my weekly work schedule to allow for *at least* two hours' study time for each unit of study.
- ☐ I will not drop any of my courses without speaking to my FYE counselor.
- ☐ If I struggle or get behind in a course I will seek out FYE instructors or FYE counselors for help and support.

As a member of the First Year Experience community, I choose to show up.

- ☐ I choose to arrive on time and attend all classes in their entirety and not leave early
- ☐ I choose to meet with an FYE counselor at least once/semester to update my educational plan and before I drop any classes.

As a member of the First Year Experience community, I choose to participate actively.

- ☐ I choose to arrive to all of my classes alert and prepared to learn, taking phone calls and text messages after class and packing away ear phones so I present myself as ready to learn.
- ☐ I choose to be a contributing member of the class, staying mentally alert in every class, offering my best comments, questions and answers when appropriate.
- ☐ I choose to support the learning experiences of other members of the community by maintaining an open mind and by treating my colleagues with respect.
- ☐ I choose to participate in at least two campus events each semester (workshops, campus tours, celebrations, lectures, concerts, performances, etc.)

As a member of the First Year Experience community, I choose to do my best work.

- ☐ I commit to completing all of my assignments for all of my classes before class begins.
- ☐ I commit to learning what resources and services exist on campus and how they can assist my efforts to do my best work.
- ☐ I commit to seeking help from other students, professors, counselors, coaches, and tutors at least once each week in my efforts to do my best work.
- ☐ I commit to academic honesty. I understand that I am not to copy or borrow any student's words or unique ideas or any printed source including the Internet without giving credit by citing the source using MLA format.

By choosing to show up, participate actively and do my best work, I am choosing to make my education a priority.

Print Name: _____ Student Signature: _____

Witness: _____ Date: _____