



Program Review

Counseling & Student Services

2012

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COUNSELING & STUDENT SERVICES

Introduction

The Division of Counseling and Student Services is conducting a program review for the 2012-2013 academic year. The last program review was conducted in 2007. The purpose of the program review is to assess the progress of the Division in meeting its goals and to identify areas of need that require additional resources.

The Division of Counseling and Student Services' mission is to collaborate with instructional faculty, management, and the administration to create a learning environment that provides services to promote student success through the entire matriculation process. The key goals of the Department are to:

- Assist students to clarify their career and life goals
- Develop an appropriate course of study based on students' goals, aptitudes and interests
- Prepare students to succeed in a variety of career and professional endeavors by teaching them effective decision making skills as they pursue their college education

Findings of the 2007 Program Review

The 2007 program review assisted the Division and 23 of the Division's specific counseling components in identifying weaknesses and strengths. Goals for 2007 to 2012 were established. The 2007 program review evaluated three major service delivery strategies utilized by the department. These three strategies included:

- Pre-application counseling services
- Post-Application Counseling Services
- Various paradigms of Counseling Services "Contacts"

The program review also assessed student satisfaction data as it related to counseling in the spring of 2006. The data revealed that the "students gave high satisfaction ratings to these services; however, there was a statistically significant difference between the rating of importance and satisfaction with academic counseling services. In other words, students felt that academic counseling services were extremely important but satisfaction with these services was not as high due to the lack of available counseling appointments."

The 2007 program review made it evident that students believe academic counseling services were very important to their success in college and that it is one of the top priorities in their educational experience.

These findings led to the hiring of additional full-time and part-time counseling faculty to ensure that more students obtain academic counseling services. It also provided the impetus for delivery strategies that not only expanded student participation but increased the frequency of academic counseling services.

The 2012 Educational Environment

Since 2008, California community colleges have undergone significant budget reductions. This has challenged the ability of ECC's Division of Counseling and Student Services to meet the needs of a diversified student body. With reductions in class offerings, the Division had to help students implement their Student Educational Plans (SEP) more expeditiously. Counselors emphasized that students must stay and complete their classes or they will encounter difficulties getting the classes they want to complete their educational goals in subsequent terms. The competition for university transferable classes became particularly acute given the increased enrollment of lower division CSU and UC students who needed classes to progress at their respective universities.

The educational environment has changed significantly not only due to budget reductions but also due to the need for community colleges to spend resources more efficiently. The community colleges are engaging in a state and national conversation about the prioritization of precious community college resources. Trends are showing a split in priorities, where some believe that community colleges should focus primarily on university transfer bound students. Many others believe that certificate programs which lead to jobs should be the primary role of community colleges. Finally, others believe that basic skills education in mathematics and English are high priority goals of the college. Life-long learning and community education are now given the lowest priority in times of budget restraints.

These policy shifts are evident in Senate Bill 1456, the Student Success Act of 2012, and the Board of Governors decisions to:

- Limit student acquisition of units to 100 so that freshmen students have a higher priority for enrollment than continuing students with 100 or more community college units
- Limit the repetition of courses to three and thereafter not allowing students to take that course again at the community college they have historically attended
- Require all students to complete a Student Education Plan (SEP)
- Require all students to attend orientation
- Identify a single assessment for all community colleges in math and English
- Require students to declare a career goal at the end of their second semester

These policy shifts will impact counseling and student services dramatically. The Division of Counseling and Student Services will have to adjust its goals to include mandatory assessment, orientation, assisting students in identifying career goals, and the completion of SEPs for all students. With a student body of approximately 30,000, this will be a major undertaking given the current resources available to the Division.

These policy shifts on the statewide level, along with changes within the campus will have a significant impact on how the Division of Counseling moves forward in the next five years.

With the initiatives from SB 1456 to provide services that support students in developing an informed educational goal, developing educational plans, and declaring a major, and with the change in the counselors' contract that greatly reduces the number of counselor work days and access to counseling for students, the two shifts in policies pose a challenge for the Division in how it delivers increased services to students with reduced resources. This will be the case until the State budget conditions improve and the community colleges receive new monies to fund the Student Success Act of 2012.

Comprehensive Counseling Components

Counseling services currently consists of 26 components that assist students in meeting their academic, career, and personal goals. These components are:

- Academic Counseling
- Articulation Services
- Athletics Counseling
- Basic Skills Counseling Intervention
- CalWORKs/GAIN Counseling
- Career Counseling
- Extended Opportunity Programs and Services (EOPS) Counseling
- Express Counseling
- Financial Aid Counseling
- First Year Experience (FYE) Counseling
- Honors Transfer Program (HTP) Counseling
- Industry and Technology/Science, Technology, Engineering, and Mathematics (STEM) Counseling
- International Student Program (ISP) Counseling
- Math Engineering Science Achievement (MESA)/ASEM Counseling
- Matriculation Services Counseling
- Nursing Counseling
- Outreach Counseling
- Probationary Services Counseling/SEP

- Project Success Counseling
- Puente Project Counseling
- Registration Assistance (Adds & Drops registration, pre/post registration)
- Special Resource Center (SRC) Counseling
- Title V Graduation Initiative Counseling
- Transfer Counseling
- Veterans Counseling
- Virtual Counseling

The services of counseling are described below. Counseling faculty assist students through these services that include but are not limited to:

A. Pre-Application Counseling Services

1. Academic Follow Up
2. Academic Counseling, Student Enrollment and Student Success (ACSESS)
3. Assessment Interpretation
4. Business Expositions
5. Career Exploration
6. Church Site Visits
7. Completion of ECC Applications
8. High School Classroom Visits
9. High School Senior Days
10. Individual Development of Education Plans for High School Graduates
11. Information Sessions on Higher Education Opportunities
12. Information Sessions on Majors
13. Initial Outreach Counseling
14. K-12 Concurrent Enrollment Forms

15. Parent Nights
16. Phone Inquiries
17. Presenters at Student Fairs

B. Post-Application Counseling Services

Student Success Process, formerly Matriculation Services, is an ongoing process that helps students attain success and achieve their educational goals. From the moment students apply to the time they conclude their studies at El Camino College and/or the Compton Center, the Student Services Process is designed to help students match their interests, abilities, needs and goals with the college's courses, programs and services. Matriculation services are intended to help students gain information about themselves, the college, and the educational and career options available to them so they can make informed decisions as they develop their educational plan.

Services include:

1. Assessment Counseling
2. Bilingual Counseling (Spanish, Vietnamese, Chinese, Sign Language)
3. Development of educational plans
4. English as a Second Language (ESL) Counseling in classroom and Testing Office
5. Express Counseling
6. Financial Aid Counseling
7. Classroom presentations
8. New student orientations
9. Orientations for multiple college programs
10. Outreach to industry
11. Probation/disqualification counseling
12. Annual scholarships

13. Registration groups
14. Resource (walk-in) counseling
15. Services for special populations (financial aid recipients. EOPS/CARE, CalWORKs, SRC)
16. SSTARs referral to on- and off-campus resources
17. Human Development courses (taught by counseling faculty)
18. University transfer days
19. Veteran Counseling
20. Virtual/online Counseling (Web Q&A)
21. Online orientations
22. Evaluation of academic transcripts from other colleges and universities

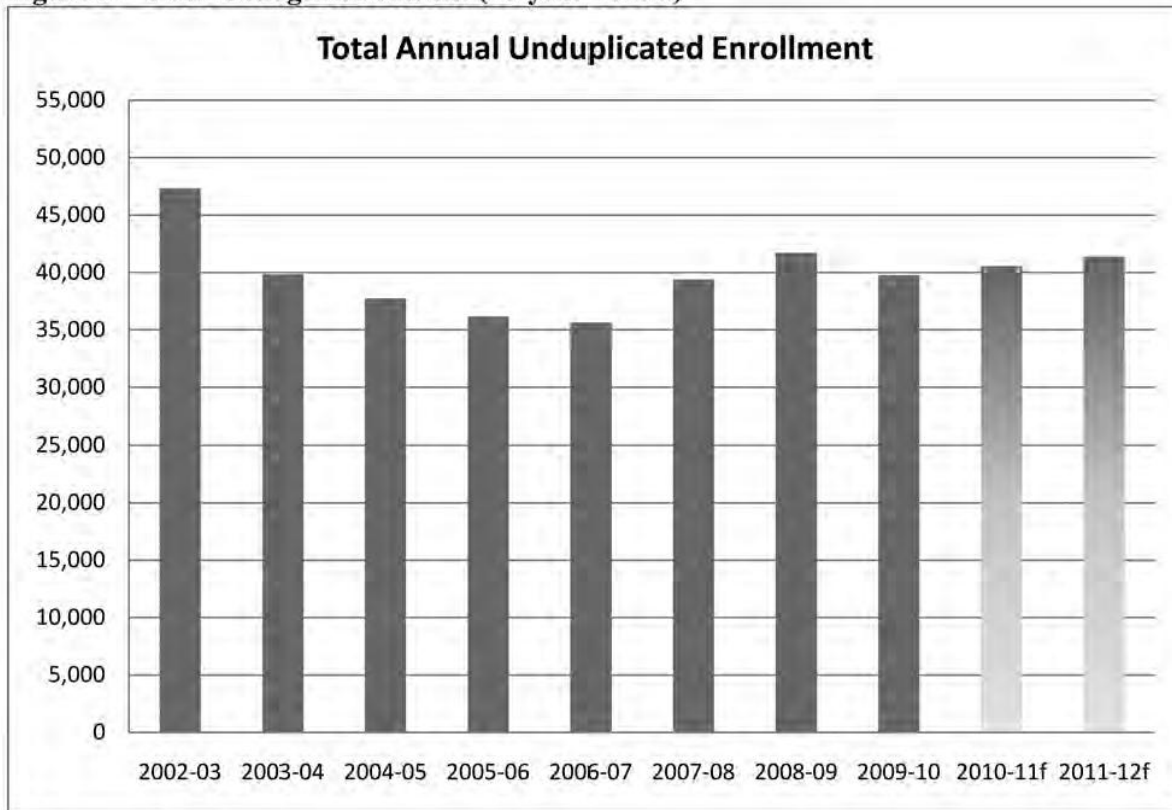
C. Various paradigms of Counseling “Contacts”

1. Group (including workshops, information sessions, and classroom presentations)
2. Individual in-person
3. Phone
4. Virtual
5. Express
6. Intrusive Counseling (Basic Skills Course)

Profile of Students served

Over the past ten years, enrollment has fluctuated by more than 10,000 students from a peak in 2002-03 to a trough in 2006-07 (Figure 9). Enrollment began to rebound in 2007-08 but dipped in 2009-10 due to budgetary constraints. Enrollment growth was found among younger ages, specifically among ages 20-24 (Figure 10), due in part to students who were diverted to the college by the enrollment constraints at local state universities. There is a drop in students ages 19 and under that reflects declines in high school enrollments. The largest growth group in the next ten years (excluding older ages) is younger adults (ages 25-34). Programs tailored to this group such as career development and skill-building courses, may be explored.

Figure 9 – Total College Enrollment (10-year Trend)



f = forecasted enrollment level.

Figure 10 – Enrollment by Age (Percentage of Annual Unduplicated Headcount)

Age Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
19 or less	30.9%	31.4%	32.8%	29.4%	28.7%
20 - 24	31.1%	31.6%	30.9%	34.0%	36.0%
25 - 34	19.4%	19.1%	18.5%	19.4%	19.7%
35 - 44	9.7%	9.3%	8.9%	8.2%	7.6%
45 - 54	5.6%	5.6%	5.6%	5.5%	5.2%
55+	3.3%	3.0%	3.2%	3.5%	2.8%

Figure 11 – Enrollment by Gender (Percentage of Annual Unduplicated)

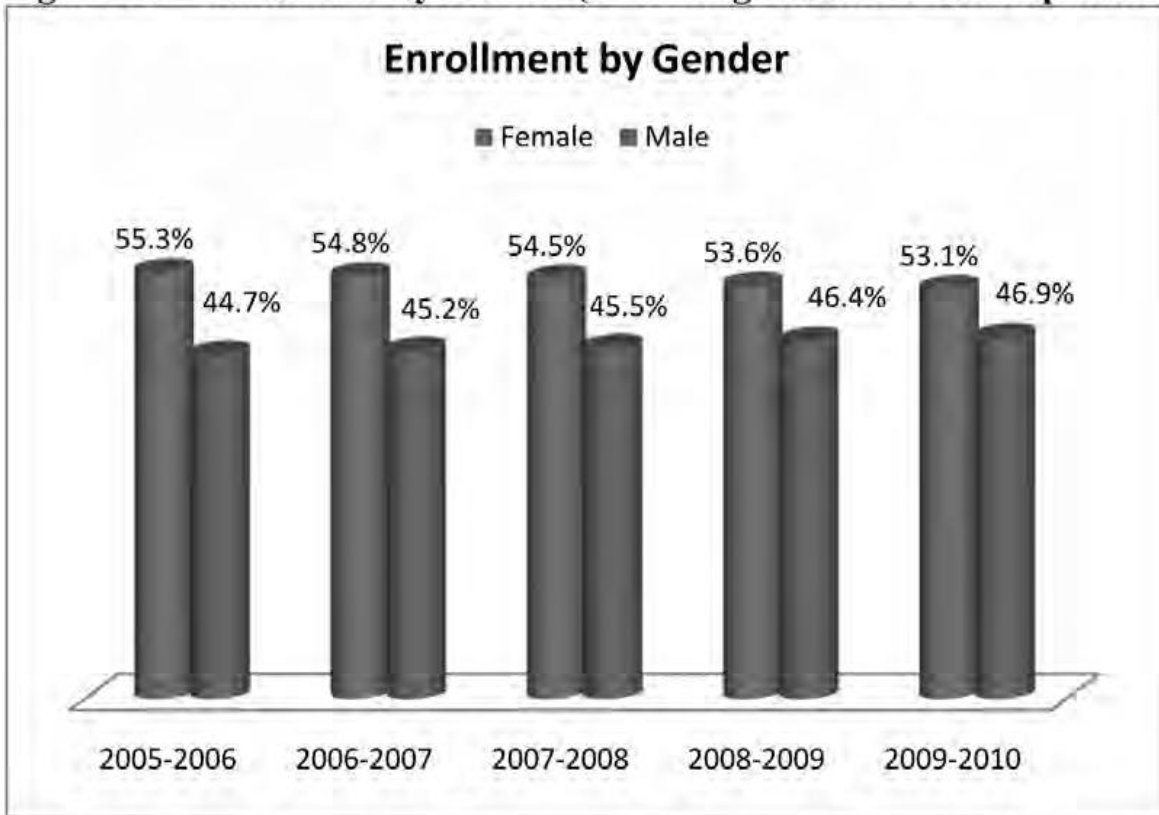


Figure 12 – Enrollment by Ethnicity (Percentage of Annual Unduplicated)

Ethnic Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
African-American	20.5%	20.2%	19.9%	19.3%	18.2%
American Indian or Alaska Native	0.5%	0.4%	0.5%	0.5%	0.3%
Asian	14.7%	14.2%	13.9%	14.0%	17.6%
Filipino*	3.8%	3.7%	4.0%	4.0%	0.0%
Latino	29.5%	30.8%	31.0%	31.8%	34.1%
Other**	1.9%	1.9%	1.9%	1.8%	0.0%
Pacific Islander	0.9%	0.9%	1.0%	1.0%	0.9%
Two or more races***					2.1%
Unknown or Decline	8.5%	8.4%	8.6%	8.3%	8.1%
White	20.5%	20.2%	19.9%	19.2%	18.6%

*Filipino included Asian count

**As of Fall 2009, ethnic category no longer reported

***New ethnic category in Fall 2009

GENERAL OVERVIEW OF ACADEMIC COUNSELING

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 Division of Counseling and Student Services’ mission is to collaborate with instructional faculty, staff, management, and the administration to create a supportive learning environment that provides various strategic intervention programs and services designed to improve student success. The role of the counseling faculty in the community college setting has been defined by the Education Code which reiterates the critical responsibility of the counselor to support student success in areas such as student self-assessment, decision-making, goal setting, and goal implementation. The counselors at El Camino College provide a comprehensive holistic approach in counseling students in skills assessment, career exploration, educational planning, personal counseling, intervention counseling, crisis counseling, and referrals to on and off campus resources in addition to providing follow up services to help students achieve their educational and life goals.

Counseling services are specifically designed to meet the California Community Colleges’ primary mission of providing transfer and vocational education. The ECC Counseling SLO is as follows: “At the end of their individual counseling appointment, students will increase their knowledge about the steps, resources and/or choices they have to define, clarify or achieve their goals.” Counselors play a significant role in recruitment and retention by providing educational planning services to enable students to complete vocational certificates, AA/AS and AA-T/AS-T degrees, and transfer requirements to state universities, private institutions, and out of state colleges and universities.

The Division of Counseling and Student Services’ provides counseling and student support services to promote student success through the entire matriculation process. Matriculation is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process: admissions, orientation, assessment and testing, counseling, and student follow-up. Counseling faculty advise students on the basis of multiple criteria that can be used to form a holistic “portrait” of each student, denoting strengths, areas of needed improvement, support services needs, placement test scores, study skills, learning and physical disabilities, and language skills.

The key goals and objectives of the Counseling Department are to:

- Help students clarify their career and life goals

- Develop an appropriate course of study based on students' goals, aptitudes and interests
- Prepare students to succeed in a variety of career and professional endeavors by teaching them effective decision making skills as they pursue their college education.

These key goals and objectives are accomplished through a variety of counseling activities including:

- Individual counseling through an online scheduled appointment or on a walk-in basis
- Express Counseling
- Group workshops including New Student Orientations, Student Enhancement Workshops, Registration, Majors/Careers, Undecided Majors, Transfer, Transfer Applications, Financial Aid, and Educational (Ed) plans
- Virtual Counseling
- Phone Counseling
- English as a Second Language (ESL) Counseling
- International Counseling
- Veterans Counseling
- Probation/Disqualification Counseling
- Counseling Intervention in collaboration with the Math Department
- Classroom presentations as requested by teaching faculty to provide an overview of counseling services and resources (SSTARS)
- Human Development course offerings (i.e., HD 5, 8, 10,12,15)
- Learning Communities with counseling faculty as liaisons
- Development of educational plans
- Preliminary transcript evaluations from other academic institutions
- Assessment score and interpretation of placement results (i.e., English, math, AP)
- Referrals to on/off campus resources, community services, legal aid and businesses
- Academic Counseling, Student Enrollment and Student Success (ACSESS) Program
- Disseminating and completing various student forms and petitions such as prerequisite challenges, disqualification, probation level 2 contracts, financial aid appeals, grade

changes, repeat course petitions, course substitutions, course overload, intent to graduate, CSU/IGETC certification, AA-T/AS-T verification, and TAG agreements

- Provide crisis counseling in classrooms when a major event happens on campus either in the classroom or on the campus itself
- Provide personal counseling to students with appropriate referral to outside professional/therapeutic services if necessary

To accomplish these goals, counselors are located throughout the campus in various programs and offices. These areas include the following:

- **Academic Counseling** assists students in developing life goals. The counseling process at El Camino College includes skills assessment, career exploration, educational planning, personal counseling, intervention counseling (as needed), and follow up services to provide students with all types of assistance to reach their educational goals. Counseling services are specifically designed to meet the California Community Colleges' primary mission of providing transfer and vocational education. Counselors play a primary role in recruitment and retention by providing educational planning services to enable students to complete vocational certificates, AA/AS degrees, and transfer programs to state universities and private institutions.
- **Articulation Services** primary objective is to assist all faculty, students, and staff with transfer curriculum, articulation, and transfer related matters. One of the key components of articulation is to help bridge the gap for students by enhancing partnerships and articulation with four-year universities, colleges, and the surrounding community (Strategic Initiative D). The development of articulation with the universities is the foundation of the transfer process which is closely aligned with the mission of the college to "offer quality, comprehensive, educational programs and services to ensure the educational success of students." The Articulation Officer serves as a campus liaison to the system-wide office and provides needed materials and information about course articulation proposals and acceptances.
- **Athletic Counseling** at El Camino College is committed to the welfare of student athletes by providing the skills needed to balance academics and athletics through specially designed matriculation workshops. Counseling also is provided for pre-registration course planning, priority registration, specialized tutoring, recruitment assistance, development of an individualized educational plan, and teaching of a Human Development Course geared to the unique needs of student athletes. The counselor(s) is/are also familiar with eligibility requirements for all levels of transfer – Division I, II, III, and NAIA. Counselors likewise review student athlete transcripts for 3.0 GPA eligibility for the Scholar Baller recognition award. In 2011-12, there were 128 Scholar Baller athletes.

- **Basic Skills Counseling Intervention** is a grant-funded program that emphasizes collaboration between Counseling and Mathematics to address the “academic and social needs” of ECC’s underprepared students. Proactive counseling intervention is where counselors partner with instructors of basic math courses to mutually plan for four hours of proactive counseling to occur within the regularly scheduled course meetings. Counselor-led, in-class workshops occur throughout the semester. The counseling workshops consist of: (1) providing an overview of college requirements, (2) identifying and accessing college resources, (3) applying for and securing student financial aid, (4) mapping pathways to obtain AA/AS/Certificates, (5) understanding and utilizing transfer information, and (6) accessing registration and *MyECC*. Counselors also meet individually with each student and complete educational plans for everyone in the class.
- **CalWORKs/GAIN Counseling** assists single parents who are receiving Temporary Assistance for Needy Families (TANF) and those transitioning off welfare to achieve long-term self-sufficiency through coordinated student services. The program at El Camino College operates as a partnership with the County of Los Angeles. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Referrals to the program come through county offices in the greater Los Angeles area. Since CalWORKs is a specialized program, development of a close relationship with the students by knowing their academic as well as their personal lives is important within the counseling relationship.
- **Career Counseling** offers opportunities for extensive exploration and evaluation of interests, aptitudes, skills, and personality characteristics related to major, career, pre-professional planning and job success. Career counseling appointments, career counseling drop-in “quick questions,” career assessments, career tours, and major/career related workshops are available for students and alumni. The Career Center also contains resources that include career related books, occupational files, computerized career information system, and major/career targeted websites that students use for career research and planning. The Career Center faculty and staff are available to provide career orientations of the Center as well as to conduct classroom presentations and student clubs to discuss the Career Center services and resources.
- **EOPS Counseling for Extended Opportunity Program and Services (EOPS)** at El Camino College is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, graduation and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS operates under the philosophy that everyone has the potential to learn. Necessary support and retention activities include but are not limited to: priority registration, special orientations, six

semester educational plans, bilingual counseling, assistance in applying for financial aid, tutoring, book services, transfer services and career services. EOPS is designed for the sole purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are “over and above in addition to” services available to all students. Counseling is a primary component to making sure that this philosophy is upheld.

Each college receiving EOPS funds shall provide counseling to EOPS eligible students of at least three contact sessions per term for each student as follows:

(a) A contact session which combines interview and other interpretation of assessment results to prepare a student’s educational plan and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

(b) An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.

(c) A term-end or program exit contact session to review the success of students in reaching the objectives of that term, to assess the success of the programs and services provided in meeting the student’s needs, and to help students prepare for the next term of classes or make future plans if students are leaving the EOPS Program or the college.

- **Express Counseling** is a service that is provided by the Counseling Services Division to serve the El Camino College student population, as well as prospective students. Express Counseling offers students immediate access to counselors to address general questions, clear prerequisites, interpret English and math placement test scores, provide and explain student petition forms (i.e., prerequisite challenge forms, course overloads, course substitutions, AP credit, and K-12 concurrent enrollment), and make appropriate referrals to other programs and academic divisions. For prerequisite clearances, students coming from other colleges need to bring copies of their transcripts for the counselor to review. Express Counseling is staffed by counseling faculty and is available to students on a walk-in, first-come first-served basis.
- **Financial Aid Counseling** faculty prepare educational plans that are a roadmap of prerequisite and degree applicable courses students need to meet their educational objective. Forty-five percent of El Camino College students are receiving a Board of Governors Fee (BOG) Waiver. Financial aid recipients must have one of the following educational objectives: Transfer, Associate of Arts (AA), Associate of Science (AS) or Certificate of Achievement or Accomplishment. An educational plan must be submitted to the Financial Aid Office each year. Additionally, information is provided to financial aid recipients on financial aid satisfactory academic progress standards as well as the

minimum standards to remain enrolled in good standing at El Camino College. Counselors also develop a lock-in-list of remaining courses needed to meet an academic goal if the student has attempted ninety or more (90+) units. Once students have submitted their appeals, at least one financial aid counselor serves on the SAP Appeals Committee to review the appeals and to answer questions related to the student's education plan.

- **First Year Experience (FYE) Counseling** is primarily designed to assist new students transitioning from high school to college with their academic goals that consist of degree and or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive summer orientation, academic counseling, and assistance to each student with financial aid resources such as: fee waivers, pell grants, and loans. Further, 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 uses an integrative approach to teaching and learning where students participate in multiple learning communities for an entire academic year. Students participate in a cohort model and acclimate to the campus at a faster rate than students who do not participate in a cohort model.
- **Honors Transfer Program (HTP) Counseling** at El Camino College is designed to better prepare the highly motivated student to transfer successfully to a university and complete a bachelor's degree. The HTP provides a unique learning environment that stresses scholastic excellence and develops the academic awareness necessary to achieve this goal. The major objective of the program is to prepare students for transfer by focusing on enhanced reading, writing, and study skills. Honors courses are chosen to fulfill the requirements of the associate degree as well as to transfer to the University of California, the California State University, and most other universities. Generally, students in the HTP complete the same number of courses as other students planning to transfer. Honors courses are academically enriched to intellectually stimulate students, encourage independent critical thinking, and promote close interaction between students and faculty.
- **Industry and Technology/STEM Counseling** provides students who want to go into non-traditional careers with supportive services. Counselors encourage students and women to view non-traditional employment from a practical, hands-on interactive stance. This program empowers women for economic success. The counselor helps the student to explore non-traditional career paths and develops an educational plan to achieve that goal. Assistance with petitions, graduation intents, prerequisite clearances, course substitutions, and transfer applications assistance is also provided. In addition, counselors assist students who are interested in transitioning from technical careers or education to professional STEM-related careers (e.g., a student who has completed an

associate's degree now interested in the transfer option of Engineering Technology or Construction Engineering management. Counselors also take part in career tours to STEM-related businesses such as JPL and engineering firms that exposes Industry and Technology students to STEM careers and alternative career possibilities. Industry and Technology counselors also participate in developing STEM trainings to expose general counselors to technical careers, academic requirements and the connection to STEM-related careers.

- **International Student Program (ISP) Counseling** serves F-1 visa students attending El Camino College. The program currently serves students from approximately 65 different countries. The program is responsible for the marketing and recruitment of new international students, adhering to all required United States government regulations, preparing intensive new student orientations, assisting students with registration, academic, personal, and career counseling, assisting students with visa and/or I-20 issues, contacting students who have delinquent fees, maintaining SEVIS (Student and Exchange Visitor Information System), guiding international students through the graduation and transfer process, and assisting students wishing to enter Optional Practical Training (OPT). This program is a revenue generating program for the district. It is estimated that for each dollar invested in the ISP, at least eight dollars are returned on the investment.
- **Matriculation Services Counseling** is intended to help students gain information about themselves and the college and educational and career options that are available to them. Through the matriculation process, students match their interests, abilities, needs and goals to the college's courses, programs and services from the time of application to the completion of their studies. Student educational plans are developed in collaboration with the student making informed decisions. A critical component of matriculation counseling is the presentation of the new student orientations.
- **MESA/ASEM Counseling** has been effective in reaching a large number of students majoring in science, technology, engineering and math and are provided transfer pathways to both public and private institutions. At the same time, these students are also provided graduation information that includes the receipt of multiple AA/AS degrees. Individual educational plans are developed to guide students to their transfer institutions that have complex admissions requirement sequences for math and science. The MESA|ASEM programs, in collaboration with the Counseling Division, provide a variety of unique learning opportunities for students. Through field trips, job shadowing, career fairs, research and internship opportunities, students are able to learn about career opportunities and how the knowledge they are gaining in the classroom is applied in the real world. With this knowledge, MESA|ASEM students are better able to make informed career and educational goals.

- **Nursing Counseling** helps students to prepare to apply to the ECC nursing program, which is competitive and considered to be "impacted." Thus, it is important to research programs to help students explore other institutional options and requirements. Students interested in the "basic" nursing program at a four-year institution may need three full years of nursing after completion of the prerequisites. Individuals who hold a valid R.N. license are encouraged to transfer to the ADN to BSN programs. Individuals who have a Bachelor's Degree in any field may want to research the entry level master's program. Graduates of the Associate in Science Degree Nursing programs (community college programs) are prepared for staff nursing positions in hospitals, clinics and physician's offices. The counseling component is, therefore, critical in helping students comply with grade point average requirements, recency in the sciences where applicable, preparation of an educational plan to meet program application requirements, and the application process.
- **Outreach Counseling** is utilized to effectively address the educational needs of district high school students while presenting El Camino College as a convenient, user-friendly, and strategic higher education option. High school students begin to understand the college and career resources available to them via an Outreach Counselor who works with 23 high schools in the El Camino Community College District to address the transfer needs of high school students and provide access to higher education. Outreach counselors also assist at community based outreach events in conjunction with the Outreach staff.
- **Probationary Services Counseling/SEP** offers workshops and counseling to students who are on academic/progress probation or dismissal status. Students are informed of their substandard status by email at the end of each semester and on the student MYECC portal logon Counselors conduct Student Enhancement Program (SEP) workshops, work with the Reinstatement Committee, the dean of counseling, and the Admissions director on probation/dismissal revisions. They also help students complete the reinstatement petition process, probation, or dismissal status; explain probationary and dismissal policies to students; and advise probationary/dismissal students on how to return to good academic standing. Presentations on probationary policies are conducted during the New Student Orientations and in the Human Development 8 courses. Counseling assist students via phone, walk-in, or by appointment regarding their academic status. Counselors also teach time management, goal setting, study skills, and college success strategies. They also advise and motivate probationary/dismissed students to achieve their academic/vocational goals through the development of an individualized educational plan. Students are notified of their status immediately via the Portal, written letter, phone calls, and workshops.
- **Project Success Counseling** is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los

Angeles County, California. This program was developed in 1987 in response to the disproportionate number of African American students who had either dropped out or had been academically dismissed from El Camino Community College. The program is open to any at-risk student who just graduated from high school and is serious and motivated. Resources are introduced to address potential obstacles and to provide an understanding of the college culture's expectations. This is accomplished through academic counseling by providing degree assessment, skill assessment, evaluation of high school preparation, career inventories, preliminary transcript evaluation, research, and the development of an individualized educational plan. Counseling is also provided to students to help prepare them for transfer to a bachelor's program and to research the best program tailored to their needs. Students are also referred to on and off campus resources, including SSTARS.

- **Puente Project Counseling** is a program designed to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Since its inception, Puente has expanded to over 50 community colleges throughout the state. Puente is open to all students. Counseling includes the recruitment of potential Puente students, organize and plan orientations, teach Human Development 5 and 8 courses, and examining, planning, and setting personal, academic, or career goals. Counselors develop six semester plans for each student as well as provide academic, career, transfer and personal counseling. Counselors attend the Puente Counselors' Summit each fall semester to keep abreast of issues and challenges Puente students face and to gather best practices to be utilized or implemented on campus.
- **Special Resource Center (SRC) Counseling** assists with meeting the matriculation demands of the Counseling Division through workshops, individual counseling appointments, and drop-in counseling. Topics addressed are disability management, academic counseling, identification and referral to campus and community resources, and limited career and personal issues. Reasonable accommodations (i.e. in class and testing accommodations, alternate formats, assistive technology, and liaisons with community support members) are routinely provided during counseling meetings. The SRC counselors work as a team with the disability specialists and service providers in the SRC to identify and provide accommodations to students with disabilities. The SRC counselors also function as specialists for students with psychological disabilities, developmental delays, and acquired brain injuries. In addition, SRC counselors have the responsibility of informing the campus community of Universal Design and the institutional responsibility to improve institutional accessibility across campus. They provide support to faculty and staff and can often clarify disability laws and reasonable accommodations.

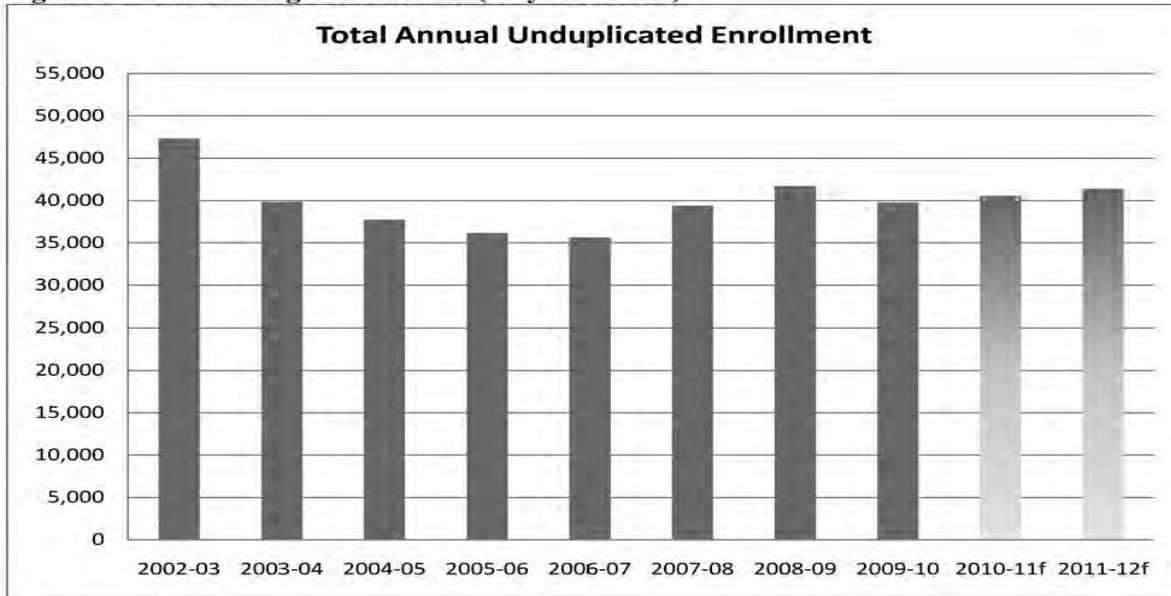
- **Title V Graduation Initiative Counseling** is a grant-funded program that emphasizes collaboration between counseling, mathematics, Admissions and Records and the English Department. The primary objective is providing counseling services for students to fulfill graduation requirements and understand the benefits of graduating with an associate's degree. Designated counselors meet with students and complete educational plans. This grant has a mandated target number of educational plans to be completed.
- **Transfer Counseling** involves providing information through services, activities, and events that will assist students with the university transfer process by helping them explore the many university options that are available. Counselors also demystify the myths that discourage students from considering certain transfer universities. The development of an educational plan that will prepare students to meet admissions requirements and the major preparation required for their university of choice is a top priority. Counselors also help students become competitive applicants and guide them through the university admissions application process.
- **Veterans Counseling** is critically important in that counselors must correctly advise students who are receiving veteran's benefits. Not all courses are eligible for reimbursement by the VA and incorrectly advising students can be costly. Counselors complete a specialized veteran's approved educational plan from the beginning to the end of the educational goal. Veterans counseling appointments are scheduled in one hour blocks, due to their complexity and need for precise information. All possible courses the student may take are included in the educational plan. Career counseling with veterans is vital to this process. In the past, there was a counselor dedicated to working with veterans; however, it is now a shared responsibility among all counselors.
- **Virtual Counseling** faculty review emails sent in from students regarding a variety of counseling questions. These questions are from prospective, new, continuing and returning students. Questions vary from what are the requirements for certificates, AA/AS or AS-T/AS-T degrees, and transfer to policies and procedures such as how to apply to ECC, how to register, probation and its meaning, prerequisite clearances, repeating a class, deadline dates to drop a class or file a petition, and requests for an evaluation of transcripts from other institutions. Questions that can be answered virtually are addressed and students are advised to come into the counseling office for all others.

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

Over the past ten years, enrollment has fluctuated by more than 10,000 students from a peak in 2002-03 to a trough in 2006-07 (Figure 9). Enrollment began to rebound in 2007-08 but dipped in 2009-10 due to budgetary constraints. Enrollment growth was found among younger ages, specifically among ages 20-24 (Figure 10), due in part to students who were diverted to the

College by the enrollment constraints at local state universities. There is a drop in students ages 19 and under that reflects declines in high school enrollments. The largest growth group in the next ten years (excluding older ages) is younger adults (ages 25-34). Programs tailored to this group, such as career development and skill-building courses may be explored.

Figure 9 – Total College Enrollment (10-year Trend)



f = forecasted enrollment level.

Figure 10 – Enrollment by Age (Percentage of Annual Unduplicated Headcount)

Age Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
19 or less	30.9%	31.4%	32.8%	29.4%	28.7%
20 - 24	31.1%	31.6%	30.9%	34.0%	36.0%
25 - 34	19.4%	19.1%	18.5%	19.4%	19.7%
35 - 44	9.7%	9.3%	8.9%	8.2%	7.6%
45 - 54	5.6%	5.6%	5.6%	5.5%	5.2%
55+	3.3%	3.0%	3.2%	3.5%	2.8%

Figure 11 – Enrollment by Gender (Percentage of Annual Unduplicated)

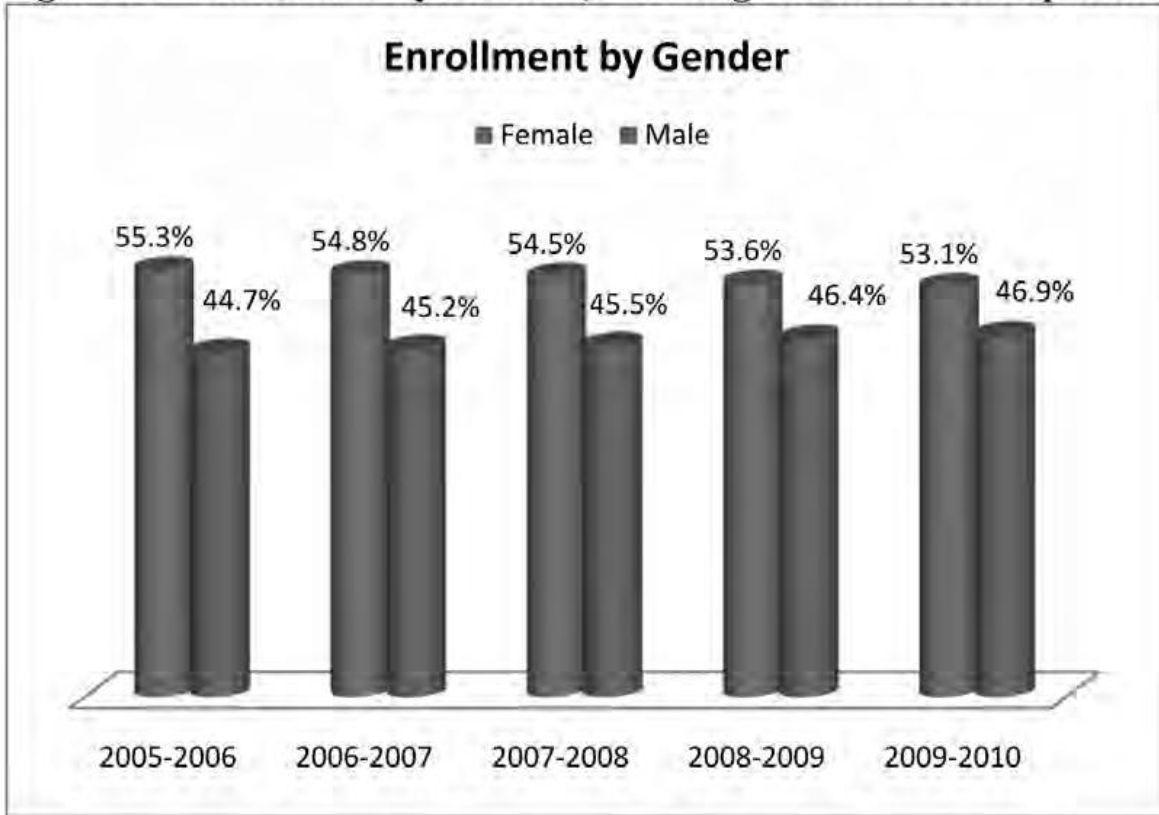


Figure 12 – Enrollment by Ethnicity (Percentage of Annual Unduplicated)

Ethnic Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
African-American	20.5%	20.2%	19.9%	19.3%	18.2%
American Indian or Alaska Native	0.5%	0.4%	0.5%	0.5%	0.3%
Asian	14.7%	14.2%	13.9%	14.0%	17.6%
Filipino*	3.8%	3.7%	4.0%	4.0%	0.0%
Latino	29.5%	30.8%	31.0%	31.8%	34.1%
Other**	1.9%	1.9%	1.9%	1.8%	0.0%
Pacific Islander	0.9%	0.9%	1.0%	1.0%	0.9%
Two or more races***					2.1%
Unknown or Decline	8.5%	8.4%	8.6%	8.3%	8.1%
White	20.5%	20.2%	19.9%	19.2%	18.6%

*Filipino included Asian count

**As of Fall 2009, ethnic category no longer reported

***New ethnic category in Fall 2009

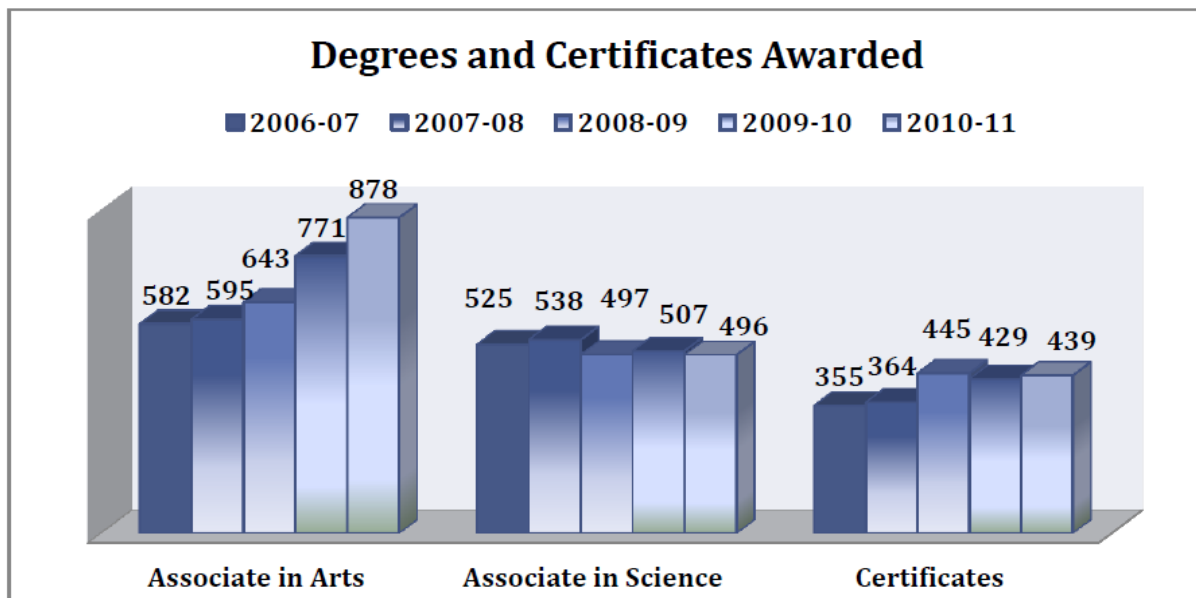
3. What happens after students participate in the program’s activities? If applicable, address whether students are successful in meeting their educational goals.

Institutional research data indicates that over a five year period from 2006 to 2010, students were successful in completing their educational goals. The following is data gathered from El Camino College’s Office of Institutional Research.

Degrees Awarded: El Camino College has awarded a total of 8,064 degrees and certificates in the last five years. From 2006 to 2010, there has been a moderate increase in the number of degrees awarded that averages 4% per year. There was a 6% increase in degrees awarded from the 2009-2010 to 2010-2011 academic years. Starting in 2006, the gap between the number of associate of arts and associate of science degrees awarded has increased. In 2006 there were 57 more AA degrees than AS degrees awarded. But in 2010-11, there were over 380 more AA degrees than AS degrees awarded. In addition, in the last year, the number of AA degrees increased by 14% while AS degrees decreased by 2%. For certificates, there was a 2% increase in the number awarded from the 2009-2010 to 2010-2011 academic years.

Degrees and Certificates Awarded 2006-2010

Degrees and Certificates	2006-07	2007-08	2008-09	2009-10	2010-11
Associate in Arts	582	595	643	771	878
Associate in Science	525	538	497	507	496
Certificates	355	364	445	429	439
Total Degrees	1462	1497	1585	1707	1813



As indicated by the above charts and graphs, the largest increase has been in the awarding of associate in arts degrees. The associate in science degree has decreased slightly and certificates awarded have also increased significantly from 2006.

TRANSFER INSTITUTIONS: Following a 27% increase in UC transfers in 2009-10, transfers decreased by 5% this last year. The largest UC transfer destination for ECC students is UCLA which decreased by 19% in the last year. For the Cal State system, there was a 35% increase in transfers in 2010-11. Transfers to Cal State Long Beach increased from 180 in 2009-10 to 343 in 2010-11. This increase in transfers can be attributed to federal funding that was received by the UC and CSU systems that allowed them to enroll more students.

UC System

Name	2006-07	2007-08	2008-09	2009-10	2010-11
University of California, Berkeley	21	47	36	38	33
University of California, Davis	4	10	5	10	16
University of California, Irvine	60	55	47	59	46
University of California, Los Angeles	116	133	113	162	132
University of California, Merced	1	1	3	4	4
University of California, Riverside	14	17	14	25	29
University of California, San Diego	26	39	37	45	35
University of California, Santa Barbara	25	13	33	28	40
University of California, Santa Cruz	5	8	8	6	22
<i>Total UC Transfers</i>	<i>272</i>	<i>323</i>	<i>296</i>	<i>377</i>	<i>357</i>

Cal State System

Name	2006-07	2007-08	2008-09	2009-10	2010-11
California State Polytechnic University, Pomona	47	29	33	22	24
California State University, Dominguez Hills	349	346	385	395	478
California State University, Fullerton	83	99	82	75	53
California State University, Long Beach	449	434	315	180	343
California State University, Los Angeles	74	90	83	55	89
California State University, Northridge	55	55	44	75	106
San Diego State University	30	29	24	7	13
Other Cal States	71	114	65	62	75
Total Cal State Transfers	1,158	1,196	1,031	871	1,181

Source: California Postsecondary Education Commission (CPEC)

Private Institutions

Name	2006-07	2007-08	2008-09	2009-10	2010-11
Biola University	13	11	7	14	21
Chapman University	6	7	8	18	14
Devry University	16	17	8	18	11
Loyola Marymount University	49	49	46	104	61
Mount St. Mary's College	17	22	20	52	41
National University	35	22	20	28	31
Otis College of Art and Design	17	6	11	10	17
Pepperdine University	13	12	18	16	2
University of Phoenix	128	95	172	93	56
University of Southern California	75	73	67	151	106
Other Private Institutions	158	139	270	321	360
Total Private Transfers	527	453	647	835	720

Source: National Student Clearinghouse

Although there has been a slight drop in the number of students transferring to the UC system, which may be due in large part to the California economy, the Cal State system has seen a significant increase of almost 36 percent from 2009-10 to 2010-11.

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

- E-SARS, a SARS Drop-In screen, and ID card readers have been implemented all of which have eliminated the long waiting lines and has increased tracking and generating of reports by capturing and providing better information for data
- The undecided student workshops have been expanded and have been highly successful and have served 323 students since Spring 2011

- Career Assessment Certification trainings with faculty and staff using the Strong Interest Inventory and the Myers-Briggs Type Indicator were conducted in January 2012 with a combined total of 52 participants
- Project Success was awarded the John W. Rice Diversity and Equity Award in 2010 by the Community College Board of Governors in recognition for the program's high retention and success rates
- Established a Black College Transfer Initiative in 2011 with Historically Black Colleges and Universities. Currently there are 11 HBCU's that have a TAG or TAP agreement with El Camino College
- Project Success and Puente program collaborated to offer an Ethnic Studies 1 course designed for first year students in both programs. Also, program academic designed courses have expanded from the first year to the second year students
- In the 2008-2009 academic year, the ECC Puente Club won the "Most Active Club" through Inter-Club Council
- In 2004, the Puente Project statewide program was chosen as one of programs nationwide to help guide policymakers to improve college access and success by the Pathways to College Network, a national consortium of educational institutions
- In 2008, Hispanic Lifestyle television program selected the Puente Project to receive its "Non-profit Organization of the Year Hispanic Image Award" in recognition of its work and success in promoting positive images of the Latino community

El Camino College: Mission

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. These services include Project Success, Puente Program, First Year Experience, EOPS/CARE, CalWORKs/GAIN, MESA, Basic Skills, and Honors Transfer.

El Camino College: Strategic Initiatives (Counseling Services Planning Agenda)

The Strategic Initiatives stem from the college's mission statement and values. They guide decision-making and planning at all levels and help the college achieve its goals in serving the community.

Planning Agenda (From 2006 Program Review Recommendations)

Dean of Counseling and Student Services is responsible for all new plans.

COUNSELING DIVISION

Goal 1: Hire additional Matriculation staff for clerical support, coordinating and delivering Matriculation orientations, and other Matriculation services.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	<p>Hire two Student Services Advisors for coordinating and delivering Matriculation orientations and other Matriculation activities.</p>	<p>Spring 2009</p>	<p>Funding of \$130,000</p>	<p>Incomplete</p>
<p><u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation</p>	<p>Increase Appointment Center 50% Clerical Assistant to 100% in order to provide clerical support, schedule appointments, assist with Matriculation reports, supervise paraprofessionals, process budget printouts, record-keeping, data-entry, mail merges, mailings, schedule meetings, maintain Matriculation workshop schedules for counselors, SARS input and tracking.</p>	<p>Fall 2008</p>	<p>Funding of \$31,000</p>	<p>In Progress Requested to seek new position</p>
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	<p>Hire one full-time tenure track Matriculation counselor/Coordinator</p>	<p>Fall 2008</p>	<p>Funding of \$95,000</p>	<p>Not Approved</p>
<p><u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation</p>	<p>Hire two non-classified clerical support persons to provide assistance with the various clerical duties.</p>	<p>Fall 2008</p>	<p>Funding of \$76,200</p>	<p>Incomplete; hired one</p>
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	<p>Hire four adjunct counselors to provide counseling and develop educational plans as well as participate in orientations.</p>	<p>Fall 2008</p>	<p>Funding of \$260,000</p>	<p>Complete and On-going</p>
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	<p>Hire one full-time counselor to meet with students after the orientations and help them develop an educational plan based on their English and math placements assessments and/or other college transcripts.</p>	<p>Fall 2008</p>	<p>Funding of \$95,000</p>	<p>Incomplete</p>

<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation	Hire one full-time permanent Student Services Technician to assist with the Division's online functions such as: Online Student Orientation, Web Q&A, and SARS.	Fall 2008	Funding of \$55,000	Incomplete
<u>F</u> Support facility and technology improvements to meet the needs of students, employees, and the community.	Need stand alone office space for One-Stop Center.	July 2008	15 computers (see Addendum for ACSESS plan)	Incomplete

Goal 2: Improve the Student Enhancement Program that serves probationary/dismissed student by increasing staffing for the program.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one full-time Retention Counselor to counsel and provide educational plans for probationary students.	Fall 2008	Funding of \$95,000	Completed Fall 2008
	Hire one full-time Student Services Advisor to conduct and coordinate additional SEP workshops.	Fall 2008	Funding of \$57,000	Completed Fall 2010
	Hire one casual and two student staff to provide clerical support for SEP.	Fall 2008	Funding of \$39,000	Completed Fall 2012

Goal #3: Provide on-going collaboration and coordination for our 26 student services programs (SSTARS).

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one full-time counselor for our Student Success Transfer and Retention Services (SSTARS) program.	Spring 2009	Funding of \$95,000	Incomplete

Goal #4: Increase Classified staff at the Appointment Center to accommodate the Division's needs and provide a higher level of customer service.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Hire four Data Entry Operators to replace student and casual staff in the Appointment Center.	Spring 2009	Funding of \$150,423	Incomplete

Goal #5: Hire additional clerical support for the Career Center.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Reinstate the 50% Clerical Assistant position for the Career Center and increase to 100%.	Spring 2009	Funding of \$50,000	Incomplete
Goal #6: Hire a full-time classified Student Services Operations Officer.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Hire a Student Services Operations Officer to help the Dean of Counseling evaluate, supervise, and observe our classified and casual staff's daily work.	By 2012	Funding of \$65,000	Incomplete
Goal #7: To provide additional supervision support and increase the productivity of the Division.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Hire a full-time Associate Dean to provide daily support of counseling faculty, coordinate and oversee adjunct and full-time training, coordinate virtual counseling and Division technical support, and assist with coordinating faculty evaluations.	Spring 2009	Funding of \$128,000	Incomplete
Goal #8: To increase the number and hours of part-time counselors.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Secure a budget allocation each fiscal year to hire six part-time counselors to support peak periods, act as back up for emergencies when faculty take ill or are on vacation, probation counseling, matriculation counseling, and support general/express counseling.	Annually	Funding of \$360,000	Incomplete Secured \$280,000

Goal #9: To secure funding for faculty and staff support at the Academic Counseling, Student Enrollment and Student Success (ACSESS) event.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	Hire one full-time counselor for eight hours.	Annually	Funding of \$480	Inactivated
	Hire five full-time counselors for six hours each.	Annually	Funding of \$5,400	
	Hire five adjunct counselors for six hours each	Annually	Funding of \$4,200	
	Hire two paraprofessionals.	Annually	Funding of \$720	
	Hire one student worker.	Annually	Funding of \$200	
	Hire two Clerks from Admissions and Records.	Annually	Funding of \$670	
	Permanently assign one counselor to coordinate the ACSESS program.	Annually	Funding of \$50,000	

ADULT RE-ENTRY PROGRAM

Goal #1: To have a fully staffed and equipped Adult Re-Entry program to provide additional student contact and increase student success rate.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.</p>	Hire a full-time counselor for the Adult Re-Entry Program.	Spring 2009	Funding of \$95,000	Discontinued
	Increase budget to purchase supply kits.	Fall 2008	Additional Funding of \$1,000	
	Secure budget for Adult Re-Entry outreach breakfast.	Annually	Funding of \$900	
	Purchase a copier and scanner for the program.	Fall 2008	Funding of \$2,000	

ARTICULATION

Goal #1: Hire additional clerical support staff to help support the Articulation Coordinator.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.</p>	Hire a full-time classified Clerical Assistant.	Fall 2008	Funding of \$45,000	Incomplete

ATHLETIC COUNSELING

Goal #1: Increase reassignment to 100% athletic counselor.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Increase reassignment to 100%.	Fall 2008	Funding of \$25,000 to backfill	Complete; hired two 50% positions

CAREER CENTER

Goal #1: To have a fully staffed Career Center to provide continuity and function.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>E</u> Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Reinstate the 50% Career Center Coordinator.	Fall 2008	Funding of \$50,000	Incomplete
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire a full-time Career counselor.	Fall 2008	Funding of \$95,000	Completed

EOP&S

Goal #1: To have a fourth EOP&S full-time counselor.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire a full-time EOP&S counselor.	Fall 2008	Funding of \$95,000	Incomplete; Director removed this request

FINANCIAL AID

Goal #1: To have private offices for counselors.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>F</u> Support facility and technology improvements to meet the needs of students, employees, and the community.	Have private and confidential counseling space for counselors.	Fall 2009	Funding TBD	Incomplete

<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one full-time counselor.	Fall 2008	Funding of \$95,000	Complete
HONORS TRANSFER PROGRAM				
Goal #1: To have a full-time Honors Transfer Program counselor.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one full-time counselor.	Fall 2008	Funding of \$95,000	Incomplete
INTERNATIONAL STUDENT PROGRAM				
Goal #1: To establish on-going funding for one adjunct counselor.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one adjunct counselor.	Annually	Funding of \$50,000	Complete
MESA PROGRAM				
Goal #1: To establish on-going funding for one full-time counselor.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire one full-time counselor.	Annually	Funding of \$95,000	Incomplete; reassigned counseling 50%
PROJECT SUCCESS				
Goal #1: Increase Project Success staffing.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	Hire a full-time Project Success counselor		Funding of \$95,000	Incomplete; hired a PT Counselor
	Hire a Clerical Assistant/ Paraprofessional.	Fall 2008	Funding of \$20,000	
	Hire two Peer Mentors/Tutors.	Fall 2008	Funding of \$28,900	
	Hire one part-time Project Success counselor.	Fall 2008	Funding of \$50,000	
	Hire Supplemental Instruction (SI) coaches for HD 5 & 10, and Psychology 10 courses.	Fall 2008	Funding of \$20,000	

Goal #2: Increase budget for supplies and fieldtrips to expand program activities.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>F</u> Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.</p>	Increase Project Success supplies account.	Fall 2008	Additional Funding of \$1,000	Incomplete
	Increase university and cultural fieldtrips account.	Fall 2008	Additional Funding of \$4,000	

PUENTE PROJECT

Goal #1: To have a fully staffed and equipped Puente Program to provide additional student contact and increase student success rate.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>B</u> Strengthen quality educational and support services to promote student success.</p>	Hire a full-time Puente counselor.	Fall 2008	Funding of \$95,000	Incomplete; hired a PT Counselor
	Hire one part-time Puente counselor.	Fall 2008	Funding of \$50,000	
	Hire two student assistants and one math tutor.	Fall 2008	Funding of \$3,600	
	Hire one part-time classified Clerical Assistant.	Fall 2010	Funding of \$25,000	
	Purchase four computers and one printer for our program.	Fall 2008	Funding of \$2,350	
	Purchase five tables or desks for the computers and printer.	Fall 2008	Funding of \$1,000	

REGISTRATION

Goal #1: To increase the efficiency of scheduling appointments, capturing student data, and Express Counseling sign-in process.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p><u>F</u> Support facility and technology improvements to meet the needs of students, employees, and the community.</p>	Purchase six ID swipers for SARS system.	Fall 2008	Funding of \$400	Completed

SPECIAL RESOURCE CENTER

Goal #1: To hire additional faculty to provide SRC counseling.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p align="center"><u>B</u> Strengthen quality educational and support services to promote student success.</p>	Hire one additional full-time counselor.	Fall 2009	Funding of \$95,000	Completed
	Hire three full-time counselors.	Fall 2010	Funding of \$285,000	Incomplete
	Hire six adjunct counselors.	Fall 2010	Funding of \$300,000	Incomplete

TEACHER EDUCATION PROGRAM

Goal #1: To provide greater accessibility and visibility to TEP students.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p align="center"><u>B</u> Strengthen quality educational and support services to promote student success.</p>	Relocate the TEP counselor to Student Services Center inside Counseling.	Fall 2009	Office space	Discontinued
	Reassign TEP counselor to 50% counselor and 50% coordinator.	Fall 2009	Funding of \$25,000 to backfill	
	Hire an adjunct TEP counselor to backfill.	Fall 2009	Funding of \$25,000	

TRANSFER CENTER

Goal #1: Support innovative practices that enhance the educational experience.

Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<p align="center"><u>B</u> Strengthen quality educational and support services to promote student success.</p>	Hire a full-time Transfer counselor.	Fall 2008	Funding of \$95,000	Completed; Fall 2008
	Hire a full-time Student Services Advisor.	Fall 2008	Funding of \$50,868	Completed; Spring 2008
	Hire a part-time Student Services Advisor.	Fall 2008	Funding of \$26,196	Completed; Fall 2007
	Hire two student staff not dependent on work-study.	Fall 2008	Funding of \$12,000	Completed On-going
	Hire one full-time Student Services Specialist.	Fall 2008	Funding of \$48,480	Incomplete
	Hire one full-time Events Specialist.	Fall 2011	Funding of \$49,776	Incomplete
	Hire one full-time Secretary to be shared with the Honors Transfer Program.	Fall 2008	Funding of \$25,000	Incomplete

	To have a stand-alone Transfer Center that is readily identifiable and promotes an atmosphere focused on transferring to universities.	Fall 2008	Funding of \$100,000	Incomplete
VIRTUAL COUNSELING				
Goal #1: To increase on-line services to students.				
Strategic Initiative	New Plans	Timeline	Needed Resources	Status
<u>B</u> Strengthen quality educational and support services to promote student success.	To hire a full-time online counselor.	Fall 2011	Funding of \$95,000	Incomplete

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

Status of Previous Recommendations:

The recommendations are listed with the current status:

1. Effective communication between Counseling and Admissions is needed.

STATUS: Add/ Drop period has been resolved. The Division meets regularly with Admissions and Records focusing on registration and Add/Drop period. ITS communication has not been completely resolved and problems and difficulties remain ongoing.

2. Hours of Operation: Hours of Admissions/Counseling and effective coordination. Admissions/Information Booth (One-Stop)/Counseling coordination of hours.

STATUS: As of Spring 2007, Admissions and Counseling began opening/closing at similar times (future funding is an ongoing concern). Open/Closed classes accessible to students through MyECC (any added class section numbers will not be found by students since they are not in the schedule)

3. Office accessibility for full and part-time counselors.

STATUS: Internal priorities for office space utilization have been discussed (ongoing). Faculty offices are selected based on seniority. A report of functionality of office space was submitted to the Vice President of Student Services.

4. Ongoing Technology training (technological changes and updates needed in Counseling Services, Datatel specs that can increase counselor effectiveness, Laser fiche Internet System, Hershey System) for counselors, staff (and Compton Educational Center {CEC})

counselors).

STATUS: Ongoing. Faculty has participated in the following training: A technology focus group was established and recommendations were made. Evaluation: New technology recommended. Several faculty have agreed to provide training as needed on Datatel, Portal, Hershey System, and Laser fiche.

- We need ITS to provide ongoing training on new technological updates.
- The District must commit to hiring a consultant to provide training to our counseling faculty who are the most frequent users. This remains a challenge since 2007.
- Counseling faculty continue to provide training to faculty regarding the latest technology (i.e. SARS, ESARS, Datatel, Online Orientation, Online Accuplacer, Online Early Alert, and Online Ed-Plan).

5. Data collection is needed to address the numbers of students on probation attending SEP and related workshops and electronic notification to probationary students of their status, as well as probationary student monitoring and one part-time faculty to provide educational plans is also needed.

STATUS: Ongoing

- Institutional Research collaborates with counseling faculty to provide the necessary data to monitor SEP student success.

6. Classroom visitations: Development of baseline data to be compared to yearly data is needed.

STATUS: Year to year data on classroom visitation outcomes was gathered. A focus group was developed and discussed recommendations to be made. An annual report was submitted that outlines the number of classroom visitations. A focus group was established to discuss how to further support classroom visits during non-peak periods.

7. Change of the Hiring Prioritization Process for counseling faculty. Establish need for additional positions.

STATUS: Ongoing; assessment of the diversity (i.e., bilingual, male representation), specialties (i.e., Financial Aid, Puente, Project Success, Retention Services, and Adult Re-Entry) and emerging needs (Probationary/Basic Skills) of the counseling faculty

- Categorical Hiring process was changed, not general counseling.

8. New student orientation:

STATUS: New Student Welcome Day (orientation) was first implemented in August 2006 and is ongoing

- New Student Orientation was discontinued per Vice President of Student and Community Advancement.

9. Welcoming students during the first two weeks of classes:

STATUS: The Division of Counseling provides balloons (pending budget: water and candy) for the Student Services building and critical support service areas on campus. Staff is assigned to walk the counseling and Admissions and Records lines. Student Services had a building meeting to discuss Welcome Week needs. The division has chaired several building meetings. “Ask Me” booths are in various locations on campus and “Ask Me” badges are worn by faculty and staff. (Ongoing).

- The Division is no longer able to provide water and candy to welcome students.

10. Conduct assessment of virtual counseling services, student contacts, and response time. Hire part-time counselor strictly for Virtual Counseling.

STATUS: Ongoing. During Flex Day, adjuncts were trained in virtual counseling. Several adjuncts have been assigned to virtual counseling. The division purchased new online counseling software to increase faculty access to online counseling. Counseling faculty members from the technology focus group are currently training faculty.

- Virtual Counseling/WEB Q&A system replaced our old online counseling that was e-mail based. As of October 1, 2012, WEB Q&A was discontinued as the college’s FAQs service. The college acquired a new vendor, IntelliResponse, beginning October 2012. The Counseling Division does not manage the new FAQ service.

11. Offer online services for students taking online courses. Links for website (Distance Education/Counseling/etc.). Linking of online counseling to SARS.

STATUS: According to Institutional Research a large percentage of students who are enrolled in online courses are also enrolled in face to face courses. Counseling is working collaboratively with Distance Education to ensure that students have equal access. It has been discussed and recommended that the long-term solution is to have a counselor assigned to Distance Education. This is part of the Distance Education plan. The District needs to establish a funding source.

- The short term solution was to assign a counselor to the Distance Education Advisory. Counseling will add links to the Distance Education website.

12. Appointment Center Phones: Baseline data. Assessment of usage (fall, winter, spring, summer). Student complaints (frequency and specificity).

STATUS: Student and faculty complaints are discussed individually and collectively due to personnel discussion issues. Assessment of usage of appointment desk is reported to Appointment Center staff.

- The Division has requested a new position (Data Entry Operator). This position would provide stability, and consistency and enhance customer service with regard to student complaints and access to staff during scheduled hours.
- The Division has also requested reclassifying the Categorical Clerical Assistant position to Student Services Technician as a result of the higher level skill set that is required to operate the appointment desk.

13. Counseling Faculty will have 100% coverage of academic/vocational majors; equitable distribution of majors will be achieved by 2004.

STATUS: 100% of coverage of academic/vocational majors achieved; equitable distribution of majors not achieved (faculty load)

- Counseling faculty established a majors focus group to address the equitable distribution of majors not achieved.

14. Online Orientation activated (2003).

STATUS: This online orientation is technologically up to date with the Matriculation program needs and it can offer El Camino Colleges incoming new students an engaging and informative welcome and orientation. However, we are currently reviewing new vendors, Cynosure and Comevo, to ensure we are SB 1456 compliant. The counseling faculty would like to move forward with the purchase of Cynosure pending ITS review of the technology adequacy for ECC.

Continuing Recommendations:

The following are continuing recommendations from the 2006-07 Program Review.

- Revisit past practices of having peer counselors available to students: To be achieved through special project funding.
 - This remains an ongoing request pending budget.
- Vacation time for counselors not being approved during peak periods: Agreed to allow only under extenuating circumstances.
 - This is no longer applicable given faculty are not allowed to acquire vacation.
- Counselors become more familiarized with all majors: Achieved through cross training.
 - Counseling faculty requested to increase counseling meetings to allow for additional time to provide in-service for counseling. All counseling faculty are expected to provide 30 minutes of in-service for majors throughout the year. This status request is ongoing.
- Implement compliance with AB 504-ADA.

- Ongoing request
- Improve SEP that serves probationary students: In-progress. Provided updates.
 - Due to limited staffing, it has been difficult to improve services. However, an SEP focus group meets regularly to discuss the SEP planning process. The number of students served through the SEP process has increased significantly.

Program Data Recommendations:

These are the Results of Individual Faculty Input

- To increase the availability of the vocational certificates, AA/AS, AA-T/AS-T, and transfer information resources for students
- To increase Academic Counseling Services for students
- To increase Career Counseling/Planning Services for students
- To strengthen the relationship between Career Services and the general campus
- To increase all counselor accessibility and availability to students
- To increase availability of psychological services to students

Facilities and Equipment Recommendations:

- Provide private office space, ergonomically equipped, and ADA compliant for all Counseling faculty and classified staff
- Convert SSC 207 to a state-of-the-art smart conference room
- Provide an ADA compliant smart conference room to include ADA compliant tables and chairs to seat 50 faculty and staff and a secure storage space
- Develop a SSTARs/Student Diversity Center
- Install iPod, iPhone, iPad charging stations and USB ports
- Provide a state-of-the-art Counseling Center Computer Lab housing 40 computers to be SB 1456 compliant
- Create a separate breakroom and mailroom
- Remove planter areas in the Counseling Division to provide additional office space

- Provide three flat screen monitors to allow continual presentations of counseling services and college services, information, and related policies
- Provide better accommodations for disabled student access
- Strengthen security systems within counseling and student services
- Provide additional secured storage areas for specialized programs and services
- Secure funding for painting and new carpeting
- Create stand-alone office space for One-Stop Center

The following table reflects ongoing technology and equipment upgrades to be SB 1456 compliant:

Division of Counseling & Student Services Technology Implementations, Status, and Recommendations				
Technology	Year Implemented	Description	Status	Cost
SARS-GRID	2003	SARS-GRID is the appointment scheduling software system. Counselors' schedules are booked with appointments online and in-person, and both staff and counselors are able to view them. It also has a walk-in component to register and track unscheduled visits. Users include advisors, counselors, schedulers, students and administrators.	Ongoing	Approx. \$6,000 for SARS-GRID, SARS Drop-In, and E SARS
SARS Drop-In	2010	With the implementation of the Drop-In screen, we can now identify which counselor saw which student, and how long the students wait to see a counselor, as well as the reason for utilizing the Express Counseling service.	Ongoing	
ESARS	2012	Students can now schedule counseling appointments by logging into their MyECC Portal. Appointments are available one week in advance. Currently, only general counseling appointments, SEP and Matriculation workshops are being booked online. Installation is pending in Financial Aid and the Assessment Office.	Ongoing	
SARS-Call	2010	Students now receive a phone call a day or two before their scheduled counseling appointment as a reminder. The automated message lets the students know the day, time, and counselor that they are scheduled with. This is also used at the Compton Center. Students are also given the Appointment Center phone number to call in case they want to cancel their appointment. As of January 2013, SARS Software Products is no longer selling the SARS-Call software, so the Counseling Division may consider moving to purchase SARS-MSGS, which utilizes email and/or text messages to remind students of their counseling appointments.	January 2013 – SARS-Call Software is no longer being sold or updated by SARS Software Products.	Sars-Msgs approx.. \$7,500

SARS Card Reader	2010	The Counseling Division purchased 85 magnetic swipe card readers (retail for \$40 each) for the Counseling Appointment Center, Express Counseling check-in area, Career and Transfer Center and all the counselors' computer work stations. The card readers were installed in the high-traffic areas of the Counseling Appointment Center, Express Counseling check-in station, Career & Transfer center, SRC, EOPS, Financial Aid, and Admissions & Records. Installation is pending in our Assessment Office, CalWorks and at the Compton Center.	Ongoing	Approx. \$4,400
Online Orientation	2003	This online orientation is technologically up to date with the Matriculation program needs and it can offer El Camino Colleges' incoming new students an engaging and informative welcome and orientation. Since its implementation, and up to Fall 2012, 26,218 online orientations have been completed by new students. Previously, 995 orientations were completed by students in Fall 2012 and 1,683 in Spring 2012 compared to 765 in Fall 2011 and 1,478 in Spring 2011. Upon completing the online orientation, students bring their signature page as evidence they have completed orientation when they schedule an appointment with a counselor.	Under Review Considering the following Vendors: Cynosure and Comevo. The counseling faculty would like to move forward with the purchase of Cynosure pending ITS review of the technology adequacy for ECC. Please see the attachment for a vendor comparison.	Approx. \$52,000
WEB Q&A	2008	Virtual Counseling/WEB Q&A system that has replaced our old online counseling which was e-mail based. As of October 1, 2012, WEB Q&A was discontinued as the college's FAQs service. The college acquired a new vendor, IntelliResponse, beginning October 2012. The Counseling Division does not manage the new FAQ service.	Contract terminated September 30, 2012	Approx. \$12,000
Online Ed-Plan	2005	The purpose of the online education plan is to provide students with suggested general education and major courses so that they can achieve their goals in a timely manner. The online education plan likewise enables the college to document a student's major and it provides counselors with a way to track the student's progress toward his or her degree. Specific instructions written in the "Comments" section of the education plan also provide students with the steps they need to follow to apply for graduation or transfer. Finally, the online education plan enables students to access their plan electronically via MyECC in case they lose the hard copy they are given at the end of their counseling appointments.	Ongoing The SEP was test piloted in a few special program (FYE, EOPS) areas, and then given to the all counseling areas. Several issues and concerns came up in different areas (General, SRC, Transfer, Financial Aid,) within counseling. Counseling Faculty formed a focus group to discuss the issues and concerns they are having with the SEP and met with ITS Department to discuss. Most of the issues were not resolved because according to ITS, Datatel is not capable of customizing our changes. The counseling faculty is currently looking at other vendors for a comprehensive electronic SEP that is student friendly and meet the needs of the counselors as well as integrate into our own infrastructure.	TBD

On-line Accuplacer	2001	<p>ACCUPLACER is an online testing software, that has been used at El Camino College for placement testing. The first online assessment was conducted in 2001. We administered the test to approximately one hundred twelve students on campus in Fall 2001 as part of a pilot test. Online testing was scheduled to be piloted at several of our feeder schools in Spring 2002. New equipment was installed in the Assessment/Testing Center's computer lab. At that time, we permanently converted from the LAN Windows-based version of ACCUPLACER to the online version accessible via the campus server. This College Board web-based testing program allows us to easily assess students for English, English as a Second Language, and Math. We test approximately 15,000-16,000 students per year. We have no current plans to replace ACCUPLACER with another "common assessment" instrument, unless we are given a no-questions-asked directive to do so. Equipment was installed in the Assessment/Testing Center's Computer Lab</p>	Ongoing	Approx.. \$50,000
On-line Early Alert	In Progress	<p>SARS-ALRT is an Early Alert Referral System that helps promote student success and retention. SARS-ALRT is a user friendly and effective product that can assist with retention and follow-up. This web-based software enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken. Faculty and staff use this early alert referral system whenever a student is identified as having a problem in one or more of the following areas: Academic, Behavioral, Personal, and Enrollment.</p>	<p>In Progress In an effort to provide a more efficient and effective Early Alert process, our Matriculation team conducted research via 3CDUG (California Community College Datatel Users' Group). Most colleges across the state are using a web based system for Early Alert. Technology based intervention would allow for fast paced outreach of a wide pool of students. We have found that SARS-ALRT is a user friendly and effective product that can assist with retention and follow-up. We are ready to purchase pending ITS review.</p>	Approx.. \$7,500

Office space for part-time counselors, temperature, and mold issues must be addressed until we move into the new building. In the new building, we need wireless technology, updated computers, printers, laptops, projectors, a replacement cycle for computer peripherals, audio-visual equipment, instructional software, and media materials.

Student Learning Outcomes (SLO)

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

All areas within the Counseling Division participate in the creation, discussion and review of the Counseling Division SLO. We provide SLO discussion during Flex meetings with the Compton Center. We also discuss SLOs during Management Forum, Counseling, Classified, Division Council, and Career and Transfer meetings. The assessment tool used must be reviewed and approved by the counseling planning members which include all full time counselors. Adjunct counselors are also aware of the SLO's as they are emailed the minutes to the planning meetings. In addition, all staff and faculty are encouraged to participate in the SLO process. The dean of counseling encourages attendance at SLO workshops, orientations and training opportunities. It is through the SLOs that the Counseling Division is able to gather information that assists with establishing best practices and effecting changes to the Division for continuous improvement of services to students.

COUNSELING AND STUDENT SERVICES STUDENT LEARNING OUTCOMES (SLOs)	
CalWORKS	By participating in the Education-to-Work activities created by CalWORKS, students will be able to connect their educational training directly to job skills.
Career Center	Students will be more knowledgeable about career resources and services at the end of the Career Center Orientation.
Counseling Services	At the end of their individual counseling appointment, students will increase their knowledge about the steps, resources and/or choices they have to define, clarify or achieve their goals.
DSPS/SRC	By participating in the SRC, students will develop skills to effectively advocate for educational services to meet their specific needs as evidenced by request, utilization, and timeliness of testing accommodations per recommendation.
EOPS/Care	Through the educational planning process, EOPS students will be able to articulate their academic goal with confidence.
Matriculation and Orientation	As a result of completing the in-person or online orientation, students will learn basic information regarding ECC's registration procedures and educational options offered through ECC.
Student Enhancement Program	As a result of completing the Student Enhancement Program (SEP) workshops at ECC, students will learn basic information on probation and dismissal policies.
Transfer Center Services	Utilizing Transfer Center services and activities, students will become more aware of potential transfer institutions, understand university transfer admissions eligibility requirements, and increase their intent to transfer.

2. How does the program ensure that SLO’s are assessed consistently?

The Counseling Division selects a faculty and classified point person who leads the assessment of SLOs in the division and is a representative of Student Services for the campus-wide SLO Committee and the Assessment of Learning Committee. These individuals, along with the Counseling Division SLO Committee, coordinates the SLO process. In order to stay on track and be consistent in the assessment, SLO updates are provided at Counseling, Classified, and Division Council meetings. We also list our Counseling SLO at the bottom of every Counseling meeting agenda. This helps keep all faculty and staff updated, involved and on track with the SLO progress.

Counseling Division SLO Instrument

198 Responses

1. Please indicate the number of college units you have completed.

Response	Frequency	Percent	Mean: 1.56
0-30	113	58.55	<div style="width: 58.55%; background-color: #0000FF;"></div>
31-60	52	26.94	<div style="width: 26.94%; background-color: #0000FF;"></div>
Over 60	28	14.51	<div style="width: 14.51%; background-color: #0000FF;"></div>

2. Please indicate how many units you are enrolled in this semester.

Response	Frequency	Percent	Mean: 2.33
0-6	42	21.54	<div style="width: 21.54%; background-color: #0000FF;"></div>
7-11	46	23.59	<div style="width: 23.59%; background-color: #0000FF;"></div>
12 or more	107	54.87	<div style="width: 54.87%; background-color: #0000FF;"></div>

3. Are you currently receiving financial aid?

Response	Frequency	Percent	Mean: 1.61
Yes	77	39.09	<div style="width: 39.09%; background-color: #0000FF;"></div>
No	120	60.91	<div style="width: 60.91%; background-color: #0000FF;"></div>

4. Is English your native language?

Response	Frequency	Percent	Mean: 1.28
Yes	142	72.08	<div style="width: 72.08%; background-color: #0000FF;"></div>
No	55	27.92	<div style="width: 27.92%; background-color: #0000FF;"></div>

5. If you are currently enrolled in an English course, please indicate which course(s):

Response	Frequency	Percent	Mean: -
English 80	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
English 82	18	21.69	<div style="width: 21.69%; background-color: #0000FF;"></div>
English 84	12	14.46	<div style="width: 14.46%; background-color: #0000FF;"></div>
English B	6	7.23	<div style="width: 7.23%; background-color: #0000FF;"></div>
English A	21	25.30	<div style="width: 25.30%; background-color: #0000FF;"></div>
English 1A	42	50.60	<div style="width: 50.60%; background-color: #0000FF;"></div>

6. If you are currently enrolled in an ESL course, please indicate which courses.

Response	Frequency	Percent	Mean: -
ESL-01	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-02A	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-02B	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-02C	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-02D	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-03A	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-03B	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-03C	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-03D	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-51A	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-51B	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>
ESL-51C	0	0.00	<div style="width: 0%; background-color: #0000FF;"></div>

ESL-52A	1	14.29	
ESL-52B	0	0.00	
ESL-52C	1	14.29	
ESL-53A	1	14.29	
ESL-53B	2	28.57	
ENGL-1A	1	14.29	
ENGL-A-X	2	28.57	

7. If you are currently enrolled in a math course, please indicate which course:

Response	Frequency	Percent	Mean: 3.56
Math 10A or 10B or 12	11	11.11	
Math 23 or 25	17	17.17	
Math 33 or 40 or 43	10	10.10	
Math 73 or 80	28	28.28	
College level	33	33.33	

8. If you work, how many hours do you work per week?

Response	Frequency	Percent	Mean: 1.61
10-20	67	62.04	
21-30	21	19.44	
31-40	15	13.89	
more than 40	5	4.63	

9. Optional: Please indicate your gender.

Response	Frequency	Percent	Mean: 1.37
Female	124	62.94	
Male	73	37.06	

10. Optional: Please indicate your ethnicity.

Response	Frequency	Percent	Mean: 4.77
American Indian or other Native American	1	0.55	
Asian- Asian American- or Pacific Islander	33	18.03	
Native Hawaiian	0	0.00	
Black or African-American- Non-Hispanic	31	16.94	
White- Non-Hispanic	39	21.31	
Hispanic- Latino	67	36.61	
Other	12	6.56	

11. Based on your counseling appointment today, did you learn about one or more of the following? Steps to defining, clarifying, or achieving your goals

Response	Frequency	Percent	Mean: -
[Bubble all that apply] Resources for defining-clarifying- or achieving your goals	163	83.59	
None of the above*	139	71.28	
	6	3.08	



12. If you are an undeclared major, did you learn about the choices you have to define, clarify, or achieve your goals?

Response	Frequency	Percent	Mean: 2.21
Yes	65	38.01	
No	5	2.92	
Not applicable	101	59.06	







Undeclared Major Workshop Fall 2011

N = 35





1. Do you have a major?

Response	Frequency	Percent	Mean: 0.4
Yes	14	40.0	
No	21	60.0	



2. What type of career services would you most likely to use in the future?

Response	Frequency	Percent	Mean: -
Career counseling appointments	14	41.2	
To take career assessments	8	23.5	
Attend career workshops	6	17.6	
Use Career Center resources; Eureka- Career Cruising- Career Café- etc	11	32.4	
Attend career fairs	6	17.6	
Sign up for career tours	10	29.4	

3. How did you hear about the Career Center?

Response	Frequency	Percent	Mean: 1.8
Referral; counselors/instructors/friends/classmates	20	64.5	
Human Development class	3	9.7	
Classroom presentations	2	6.5	
Other	6	19.4	

4. Did you have a major before attending the workshop?

Response	Frequency	Percent	Mean: 0.5
Yes	15	48.4	
No	16	51.6	

5. After attending the workshop are you likely to declare a major?

Response	Frequency	Percent	Mean: 0.8
Yes	21	75.0	
No	7	25.0	

6. What do you hope to learn from the workshop?

Response	Frequency	Percent	Mean: -
To help me decide on a major	19	54.3	
To identify my interests-personality-characteristics-skills- values- etc..	17	48.6	
To identify career and major options	14	40.0	
To help me narrow down career choices	12	34.3	
Other	0	0.0	

7. How did you hear about the workshop?

Response	Frequency	Percent	Mean: 2.7
Referral; counselors/instructors/friends/classmates	14	45.2	
Human Development class	0	0.0	
Classroom presentations	1	3.2	
Announcement; marquee-flyers- career web site- kiosks- etc	13	41.9	
Other	3	9.7	

8. On a scale of 1-5. Five being Excellent and One being Poor. How would you rate the workshop?

Response	Frequency	Percent	Mean: 4.1
5	10	28.6	
4	20	57.1	
3	5	14.3	
2	0	0.0	
1	0	0.0	

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

The Counseling Division SLO instrument assesses 3 different areas: 1) students' knowledge in the steps needed to define, clarify and achieve their goals; 2) students' knowledge of resources needed to define, clarify and achieve their goals; 3) the knowledge of undeclared students regarding the choices they have to define, clarify and achieve their goals. Students have consistently indicated satisfaction in their knowledge of steps and resources they need. Although from 2009 to 2012, there was an improvement in the results for the third area, there is still a need for improvement in undeclared students' knowledge of choices they have to define, clarify and achieve their goals. The Counseling Division has identified this as an area that needs improvement and has since focused on increasing career counseling training opportunities for faculty, increasing workshops available for undeclared students, and strengthening the Career Center Advisory Committee. These changes were implemented in 2010. In 2012, the SLO process indicated an improvement and therefore this will continue through 2013.

The Counseling Division's commitment to SLO's is evidenced not only in the fact that we are continually on target for developing statements and assessing them but more importantly, in our use of SLO for program and service improvement. For example, the results of the Counseling Department SLO assessment indicated that although 82% of our students learned about the steps needed to define, clarify or achieve their goals, only 40% of undecided major students indicated they learned about the choices they had to define, clarify or achieve their goals. In response to the SLO assessment results, the counseling dean coordinated with the career counseling faculty to provide an extensive professional development opportunity to all full-time counselors. This professional development included a two week intensive training that offered each faculty and classified staff professional certification in both the Strong Interest Inventory and the Myers Briggs Type Indicator. This opportunity to expand faculty and classified staff knowledge of career assessment options, resources, and application in an individual appointment setting came as a direct result of our SLO process, supporting a learning opportunity for counseling services.

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

Between 2008-2013, the Counseling and Student Services Division has engaged in the following professional development programs to improve services to students. This is a

sample of some of the programs: A²MEND, Athletic Conference, CalWORKs Conference, CCCAA Athletics Conference, CIAC Conference, Commission Athletics Annual Convention, Community College Transfer Initiative, Compton Training, California State University Counselor Conference, California State University, Dominguez Hills (CSUDH) Counselor Conference, California State University, Long Beach (CSULB) Counselor Conference, Curriculum Training, EOPS Conference, ETS Counselor Conference, FERPA: Balancing Student Privacy & School Safety Workshop, Fullerton College Workshop, Great Teachers Seminar, Guiding the Health Profession Student Seminar, International Career Development Conference, Loyola Marymount University (LMU) Community College Alliance Program, Matriculation Conference, Myers-Briggs Type Indicator (MBTI) Certification, Mental Health Conference, On-Course Conference, Puente Conference, Statewide Career Conference, STEM Conference, Strong II Certification Program, Student Success Conference, Transfer Conference, University of California Counselor Conference, University of California, Los Angeles (UCLA) TAP Conference, Umoja Conference, US Department of Education Conference, University of Southern California Conference, Veteran Training, and Woodbury University Counselor Day.

We have also purchased and upgraded the following technology to improve services to students:

Technology	Year Implemented	Description
SARS-GRID	2003	SARS-GRID is the appointment scheduling software system. Counselors' schedules are booked with appointments online and in-person, and both staff and counselors are able to view them. It also has a walk-in component to register and track unscheduled visits. Users include advisors, counselors, schedulers, students and administrators.
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ESARS	2012	Students can now schedule counseling appointments by logging into their MyECC Portal. Appointments are available one week in advance. Currently, only general counseling appointments, SEP and Matriculation workshops are being booked online. Installation is pending in Financial Aid and the Assessment Office.
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SARS Card Reader	2010	The Counseling Division purchased 85 magnetic swipe card readers (retail for \$40 each) for the Counseling Appointment Center, Express Counseling check-in area, Career and Transfer Center and all the counselors' computer work stations. The card readers were installed in the high-traffic areas of the Counseling Appointment Center, Express Counseling check-in station, Career & Transfer center, SRC, EOPS, Financial Aid, and Admissions & Records. Installation is pending in our Assessment Office, CalWorks and at the Compton Center.
Online Orientation	2003	This online orientation is technologically up to date with the Matriculation program needs and it can offer El Camino Colleges' incoming new students an engaging and informative welcome and orientation. Since its implementation, and up to Fall 2012,

Technology	Year Implemented	Description
		26,218 online orientations have been completed by new students. Previously, 995 orientations were completed by students in Fall 2012 and 1,683 in Spring 2012 compared to 765 in Fall 2011 and 1,478 in Spring 2011. Upon completing the online orientation, students bring their signature page as evidence they have completed orientation when they schedule an appointment with a counselor.
WEB Q&A	2008	Virtual Counseling/WEB Q&A system that has replaced our old online counseling which was e-mail based. As of October 1, 2012, WEB Q&A was discontinued as the college's FAQs service. The college acquired a new vendor, IntelliResponse, beginning October 2012. The Counseling Division does not manage the new FAQ service.
Online Ed-Plan	2005	The purpose of the online education plan is to provide students with suggested general education and major courses so that they can achieve their goals in a timely manner. The online education plan likewise enables the college to document a student's major and it provides counselors with a way to track the student's progress toward his or her degree. Specific instructions written in the "Comments" section of the education plan also provide students with the steps they need to follow to apply for graduation or transfer. Finally, the online education plan enables students to access their plan electronically via MyECC in case they lose the hard copy they are given at the end of their counseling appointments.
On-line Accuplacer	2001	ACCUPLACER is an online testing software, that has been used at El Camino College for placement testing. The first online assessment was conducted in 2001. We administered the test to approximately one hundred twelve students on campus in Fall 2001 as part of a pilot test. Online testing was scheduled to be piloted at several of our feeder schools in Spring 2002. New equipment was installed in the Assessment/Testing Center's computer lab. At that time, we permanently converted from the LAN Windows-based version of ACCUPLACER to the online version accessible via the campus server. This College Board web-based testing program allows us to easily assess students for English, English as a Second Language, and Math. We test approximately 15,000-16,000 students per year. We have no current plans to replace ACCUPLACER with another "common assessment" instrument, unless we are given a no-questions-asked directive to do so. Equipment was installed in the Assessment/Testing Center's Computer Lab
On-line Early Alert	In Progress	SARS-ALRT is an Early Alert Referral System that helps promote student success and retention. SARS-ALRT is a user friendly and effective product that can assist with retention and follow-up. This web-based software enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken. Faculty and staff use this early alert referral system whenever a student is identified as having a problem in one or more of the following areas: Academic, Behavioral, Personal, and Enrollment.

One ongoing challenge has been to fully implement SARS by using the Drop-In Screen to track students who need to talk to an Express Counselor. Staff members or the students themselves can input the student ID number, name and information into the system instead of having the students manually write their name on a sign-in sheet. By implementing this, we can identify which counselor saw the student and how long they waited before they were seen as well as the reason for utilizing the Express Counseling service. Also, the data we collect will be more precise and can be used for statistical reports and program improvement.

The SARS Drop-In feature was piloted and fully implemented in Fall 2010. Students are able to swipe their student ID card or type in their ID number to check themselves in. If students do not remember their ID number, the Appointment Center staff assists with the check-in process.

Also, visitors to the campus or potential students who want to speak to an Express Counselor can see an Appointment Center staff member to checkin with a Guest ID number.

With the implementation of the Drop-In screen, we can now identify which counselor saw which student and how long the students wait to see a counselor as well as the reason for utilizing the Express Counseling service. The reports are generated from SARS and are more comprehensive and precise, making them more valuable for statistical reports and program improvement.

Another challenge was to fully implement the SARS-CALL to remind students of their appointments by Summer 2010. Currently Information Technology Services (ITS) has been piloting the SARS-CALL to remind students of their registration appointments. During peak periods, from general Appointment Center experience, appointments are opened on Monday morning for the following week and are fully booked by Tuesday afternoon.

SARS-Call has been fully implemented. Students now receive a phone call a day or two before their scheduled counseling appointment as a reminder. The automated message lets the students know the day, time, and counselor that they are scheduled with. This is also used at the Compton Center. Students are also given the Appointment Center phone number to call in case they want to cancel their appointment. Unfortunately, as of January 2013, we have received notice that, due to outside vendor hardware issues, SARS Software Products, Inc. will no longer be selling SARS-CALL. Specifically, we were informed that the calling feature of the software, which interfaces with a Dialogic card installed on your server, will become inoperative when we replace our server, since new servers will not accommodate the existing Dialogic card. We would need a server that supports a PCI-x card. They will continue to support existing SARS-CALL users, and the software will continue to work on existing servers. However, since there will no longer be any upgrades or enhancements to the SARS-CALL product, they did offer us the following options to consider in planning for the future.

Option 1 - No Action

Continue to use SARS-CALL until it is no longer operational. There will no longer be any upgrades or enhancements to the product. However, we will continue to provide technical support.

Option 2 - Change to SARS-MSGS

You may wish to purchase one of the three versions of SARS-MSGS.

1. If you would like to purchase the *Text Only* version of SARS-MSGS, it is available for the current price of \$4,000 and includes the first year of support at no additional cost. Subsequent year annual support fees are \$720 per year (current price).
2. For the *Email Only* version of SARS-MSGS, the current software fee is \$4,000, the first year of support is free, and subsequent years of support is \$720.
3. If you wish to change to the *Email AND Text* version of SARS-MSGS, the current price for the *Email AND Text* license is \$7,500. This includes the first year of support

at no additional cost. Subsequent year support fees are \$1,350 (current price) for the combined Email AND Text support agreement.

There are additional requirements for the text option. You must be equipped with a 4-port iSMS server with at least two SIM Cards/Text Plans and a Text Plan with T-Mobile. The SIM card(s) and text plan may be obtained through us for an annual service fee of \$360 per year per card or directly from T-Mobile. As an alternative, we may wish to consider purchasing a pay-as-you-go text plan from a third-party vendor, such as Twilio (www.twilio.com). While this is a more expensive alternative to the iSMS server option, it is simple to implement.

These options are available to us now or at any time in the future.

Currently, the Appointment Center depends heavily on casual and student staff to maintain its operating hours: Monday and Thursday from 9:00 a.m. to 5:30 p.m. and Tuesday and Wednesday from 9:00 a.m. to 7:00 p.m. On average, the Appointment Center employs between eight to ten students and casual staff. This dependence on temporary staff requires constant training as staff graduates or secures permanent positions off-campus. This changeover affects the 1.5 classified staff insofar as they have to set aside extra time from their already full workload. There are also time conflicts between the student staff's school schedule and the Appointment Center's staff coverage needs resulting in staffing shortages. A total of \$45,890 was allocated in 09-10 for student and casual staffing and our budget was reduced to \$30,747. Currently the budget allocation is \$21,825. Our budget has been reduced 48%. Despite this allocation, we will need additional funds transferred from other Division accounts in order to maintain the necessary staffing during the spring and summer registration peak periods and maintain coverage through June 30, 2013. Ideally, the Appointment Center would greatly benefit from hiring two permanent classified Data Entry Operators so that there is continuity in customer service and staff coverage.

In Fall 2010, the Counseling Division purchased 85 magnetic stripe card readers (retail for \$40 each) for the Counseling Appointment Center, Express Counseling check-in area, Career and Transfer Center and all the counselors' computer work stations. The card readers were installed in the high-traffic areas of the Counseling Appointment Center, Express Counseling check-in station and the Career & Transfer center. Most of the card readers were installed in the counselors' offices in Spring 2011. The remainder will be installed in Financial Aid, Admissions & Records, and the Assessment office. We are currently working on a plan to install card readers at the Compton Center Counseling office.

In 2007, it was reported that an additional 15 adjunct faculty were added to the current on-call counselor list in order to have more adjunct counselors available for scheduling during our busiest hours and throughout peak periods. The number of adjunct hires declined in 2008 to 12; and due to budget cuts we had no hires in 2009. Currently we have 17 adjunct working. Consequently, the Appointment Center staff schedules appointments for 27 full-time faculty and

20 adjunct faculty. The Appointment Center staff needs to increase the Appointment Center 50% Clerical Assistant to 100% in order to provide clerical support, schedule appointments, assist with Matriculation reports, supervise paraprofessionals, process budget printouts, and assist with record-keeping, data-entry, mail merges, mailings, schedule meetings, maintain Matriculation workshop schedules for counselors, SARS input and tracking. One full-time permanent Student Services Technician is needed to assist with the Division's online functions such as: Online Student Orientation, Web Q&A, and SARS and assist with Matriculation, Career, and Transfer services. The concept of a Project Specialist position was requested as full-time and rejected in December 2011. Consequently, upon discussion with HR, it was determined this position should be changed from Project Specialist to Program Coordinator to better meet the technical and program needs of the Division of Counseling and Student Services. As a result, the Division requested a Program Coordinator Position for EOPS/CARE and made that position its priority. Since this position has been approved, the division respectfully requests a Program Coordinator (previously requested as a Student Services Operations Officer position) for the Division of Counseling and Student Services.

El Camino College hosted New Student Welcome Day (NSWD) in an effort to improve support services to new students and to increase their persistence and retention in college. The New Student Welcome Day event is an open house activity sponsored by Counseling and Student Services to showcase and highlight various programs of study, support programs and services of the college. In addition, a resource fair is also offered so that students and parents can obtain more information from campus services and programs. This information is provided to new students and their families.

This program was initiated by Associated Students Organization (ASO) and later picked up by Counseling and Student Services. This event is also mirrored at the Compton Center Education Center. During the El Camino College Campus event, students have the opportunity to interact with administrators, faculty, staff, student ambassadors, the Associated Students Organization, and other students from their academic discipline. Deans and instructional faculty from every academic division partnered with counseling faculty to discuss their discipline. We had approximately 50 faculty and staff and seven division deans partner in the major division sessions. Approximately 30 faculty presented in the second session workshops "Planning for Your College Education;" and approximately 55 faculty and staff participated in the Resource Fair. Approximately 69 volunteers, 26 student ambassadors, and student staff assisted during the event. About 5,000 students and parents have participated in this event from 2007 to 2011.

According to Institutional Research, NSWD student attendees "Persistence from Fall 2007 to Spring 2008 was 10% higher for the cohort compared to the comparison group." The Division of Counseling and Student Services is very proud of our successful student outcome.

The difficulty we encountered during the event was during the morning registration; many students arrived towards the end of registration. This made it very difficult to start the program on time. We were able to remedy this problem by having the program start half an hour later at 9:00 a.m. instead of 8:30 a.m. This allowed enough time for check in. In addition, instead of

having students register the day of the event, registration was held online as pre-registration which made the check-in process run very smoothly. We used alphabetical lists with student names and ECC I.D. #s for both students and parents. Students lined up according to the first letter of their last name. Each table was designated letters from the alphabet to facilitate the registration process. Each table had two volunteers that checked students in by highlighting the names and ID #s of students one at a time. We also provided a table for students who walked in to register onsite and to check in students whose name was not found on a pre-registration list. This served as a troubleshooting area separate from the check-in area. This program has been discontinued; it is recommended that ASO take over this event.

2. How have program personnel used metrics to improve program services?

The Division of Counseling and Student Services has used metrics to assist in our planning and budget process. Metrics have been utilized to monitor student access, contact, success, persistence, retention and Student Learning Outcomes. These metrics have assisted in developing Counseling, Matriculation, Transfer, Career, EOPS/CalWORKs/CARE, Financial Aid, Special Resource Center, Graduation, Veterans, International, Honors Transfer Program, STEM, Math and various Basic Skills courses student success reports.

These metrics are shared during Deans Division Council, Enrollment Management, SCA area Council, counseling meetings, classified meetings, and Division Council meetings. They are also shared during Transfer Advisory, Career Advisory, Project Success Advisory, SSTARS Advisory, and EOPS Advisory meetings.

Program Metrics were used specifically in the following:

- Division of Counseling funding priority list
- Faculty hiring process to justify need of additional counseling faculty
- Classified staff hiring
- Management hiring
- SCA funding request priorities
- Equipment, supplies and one time funding request
- Student success monitoring
- Program accessibility demonstration
- Student contact among various modes of counseling (Academic, Express, SEP, Registration, Matriculation, Virtual, Education Plan, Transfer, Career)
- Online Services usage (ESARS, Online Orientation)
- Management meetings
- Continuing program justification
- Plan Builder
- Program Review

- Budget Planning Process
- Meeting with Compton Center faculty, staff and managers for planning

Presentations

The dean uses metrics during various public speaking engagements to maintain transparency to the campus community. Metrics have been shared at campus Flex Day, Management Forum, SCA Management meetings, and the Deans Council. These presentations are generally called “Did You Know?” where faculty, staff and the dean will provide general student success metrics to the campus community. Metrics are also used by the Division to justify faculty and classified positions.

Faculty Hiring

The division utilized metrics to justify increasing counseling services from one counselor to three full time financial aid counselors. This was demonstrated by providing a metrics of the number of students who receive financial aid and are required to be on a Lock-In-List. The student contact need did not correlate with counseling services being provided. As a result of our counseling planning process and faculty hiring prioritization process, two additional counseling faculty were allowed to be hired.

Student Success

Metrics have been used in the Division to measure student success. Our metrics enable us to determine how many students are being served, and how many education plans have been created. Metrics also demonstrate trends and inform us if there is an increase or decrease in services to students. They are also used to determine the effectiveness of activities through our SLO's and the persistence and retention of students in various support programs such as EOPS/CalWORKs/CARE, Puente and Project Success.

We have used metrics to review a Career Center student's declaration of major, transfer trends, certificates completion rate and graduation rate. We also review metrics with instructional faculty and deans to measure course sequence progression and persistence.

The following tables and charts demonstrate how the Division utilizes student services metrics:

COUNSELING AND STUDENT SERVICES

Student Contact Metrics

Contacts	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Academic Counseling	15,995	16,689	16,979	11,928	12,625	12,893	15,907	19,047
Express Counseling	24,374	26,821	25,872	27,329	28,105	28,704	33,871	27,069
Matriculation	863	1,404	1,600	1,056	1,162	1,311	749	1,608
SEP	385	401	447	334	323	1,072	1,729	1,706
Virtual Counseling	n/a	n/a	730	889	1,156	1,678	749	1,163
Online Orientation	n/a	n/a	9,930	12,765	13,478	20,813	15,133	18,701
Web Q&A:								
Page Views	n/a	n/a	n/a	11,120	53,351	88,096	138,435	141,915
E-mails	n/a	n/a	n/a	260	886	1,391	1,112	2,156

METRICS FOR STUDENT SERVICES COUNSELING & STUDENT SERVICES

MATRICULATION
Probation: February and September
Probation: # of level 1, level 2, and dismissal status; # of re-admit petitions; # of re-admitted
Level 2: with intervention, semester GPA versus without intervention;
Readmits: semester GPA; longitudinal study for program review cycle of probation students to monitor #/% who achieve good standing and the length of time to achieve good standing
Orientation: February and September
who participated on-line orientation; # who participated in NSWD; retention and persistence data for both forms of orientation for program review
Educational Plans: Annually - July
of student educational plans on file; longitudinal study for program review cycle comparing persistence, retention and success rates for students with and without educational plans

Probation (February & September)						
Probation runs at the end of each term. Dismissal occurs only at the end of Spring term. ECC does not dismiss students in the Fall term.						
Semester	# of level 1	# of level 2	# of dismissal status *Spring only	# of re-admit petitions	# of students approved	# of contracts processed for probation level 2 students
Spring 2009	2,202	1,276	1,378	292	245	N/A
Fall 2009	2,134	2,192	N/A	N/A	N/A	
Spring 2010	1,641	1,248	976	248	228	1,316 *Total for 2010
Fall 2010	1,710	1,602	N/A	109 *Computer glitch led to Winter 2011 Reinstatement Appeal period. These students were dismissed in Spring 2010.	109	
Spring 2011	1,704	1,199	784	327	318	1,369 *Total for 2011
Fall 2011	1,488	1,647	N/A	N/A	N/A	
Spring 2012	1,491	1,078	666	232	224	1,670 *Total for 2012

Orientation (February & September)				
Semester	# participated in on-line orientation	# participated in SEP workshop	# participated in Matric workshop	# of NSW *Only in FALL semester
Spring 2009	N/A	N/A	N/A	N/A
Fall 2009	Approx. 3,077 (Approx. 14,583 – All of 2009 till Spring 2010)			Approx. 1,000
Spring 2010	22,388	N/A	N/A	N/A
Fall 2010	*All online orientation from the beginning till end of 2010			Approx. 900
Spring 2011	589	1,586	631	N/A
Fall 2011	*Total for 2011	*Breakdown: Winter 195, Spring 543, Summer 414, Fall 434	*Breakdown: Winter 90, Spring 238, Summer 205, Fall 98	Approx. 900

Educational Plans (July)	
Semester	# of students educational plan on file
Spring 2010	1,162
Summer 2010	7,518 (Data from July 2009 - June 2010)

PROJECT SUCCESS			
Annually - July			
# of new Project Success; # of continuing students served by program; # of graduates/transfers/certificates for the year			
Semester	# of new students	# of continuing students	# of graduates/transfers/certificates
Fall 2010	43	---	---
Spring 2010	38	120 (includes Math 23= 39 students)	12
Summer 2010	N/A	81	7
Fall 2010	35	84	21
Spring 2011	24 or 29	122 (includes Math 23= 43 students)	19
Summer 2011	(Update... Fall'10: 37 & Sp'11: 24)	79	N/A
Fall 2011	37	79	24
Spring 2012	34	113	21
Summer 2012	N/A	94	N/A

PUENTE PROJECT	
Annually - July	
# of new Puente; # of continuing students served by program; # of graduates/transfers/certificates for the year	

Semester	Phase I: Fall Phase II: Spring	Phase III	# of graduates/ transfers/certificates
	# of new students	# of continuing students	
Fall 2009	40 Puente "24"	---	---
Spring 2010	33 Puente "24"	120	18
Summer 2010	35 Puente "25"	120	14
Fall 2010	35 Puente "25"	140	21
Spring 2011	29 Puente "25"	120	18
Summer 2011	35 Puente "26"	145	2
Fall 2011	34 Puente "26"	145	14
Spring 2012	22 Puente "26"	150	8
Summer 2012	35 Puente "27"	150	8

TRANSFER CENTER	
December	
# of students who transferred by destination; % increase/decrease over previous year	

El Camino College Enrollment Transfer Numbers to UC & CSU				
*2006-2010 data from California Postsecondary Education Commission – Transfer Totals by Community College [Obsolete as of 09-10] *2010 – Present: CSU data from CSU Website / UC data from ECC IR Office				
Semester	UC transfers	% change	CSU transfers	% change
2007-2008	323	18.75%	1,161	0.26%
2008-2009	296	-8.36%	1,031	-11.20%
2009-2010	377	27.36%	871	-15.52%
2010-2011	357	-5.31%	1,181	35.59%
2011-2012	N/A	N/A	815	-30.99%

*Spring 2012: closed

El Camino College Enrollment Transfer Numbers to UCLA, UCB, CSULB & CSUDH								
*2006-2010 data from the California Postsecondary Education Commission - Transfer Total by Community College [Obsolete as of 09-10] *2010 – Present: CSU data from CSU Website / UC data from ECC IR Office								
Semester	UCLA	% change	UCB	% change	CSULB	% change	CSUDH	% change
2007-2008	133	14.66%	47	123.81%	434	-3.34%	346	-0.86%
2008-2009	113	-15.04%	36	-23.40%	315	-27.42%	385	11.27%
2009-2010	162	43.36%	38	5.56%	180	-42.86%	395	2.60%
2010-2011	132	-18.52%	33	-13.16%	343	90.56%	478	21.01%

*Average of 5 years

El Camino College Transfers to UCLA				
*Data from UCLA Web Site "Profiles of Transfers from CA Community Colleges"				
Semester	Applied	Admitted	Admission Rate	Enrolled
Fall 2007	376	189	50.27%	130
Fall 2008	394	160	40.61%	112
Fall 2009	453	212	46.80%	161
Fall 2010	517	184	35.59%	132
Fall 2011	539	176	32.65%	123

El Camino College Transfers to University of Southern California (USC)				
*Data directly from USC Admissions Office				
Semester	Applied	Admitted	Admission Rate	Enrolled
Fall 2007	204	51	25.00%	29
Fall 2008	226	67	29.65%	56
Fall 2009	244	59	24.18%	31
Fall 2010	253	75	29.64%	47
Fall 2011	241	58	24.07%	39

El Camino College Transfers to Arizona State University (ASU)				
*Data directly from ASU Admissions Office				
Semester	Applied	Admitted	Admission Rate	Enrolled
Fall 2008	11	5	45.45%	1
Fall 2009	24	9	37.50%	3
Fall 2010	36	23	63.89%	15
Fall 2011	Missing Data			

CAREER CENTER	
June & December	
# of undeclared students; # of students who receive career counseling; # who declared a major following counseling or intervention by an advisor	

Semester	# of undeclared students	# of students who receive career counseling	# who declared a major following counseling/intervention
Fall 2008	6,851	N/A	N/A Per Institutional Research, it is difficult to track if a student declared a major after meeting with a career counselor/advisor. Often times, students do not report if they changed their major from undeclared to a declared major.
Spring 2009	N/A	N/A	
Fall 2009	6,136	N/A	
Spring 2010	634	132	
Fall 2010	Out of 634 undeclared in Sp.10, 383 remained as undeclared	164	
Spring 2011	333	221	
Fall 2011	4,672 (29.1%)	156	
Spring 2012	131	203	

EOPS/CARE	
March and September	
# in program, # receiving book vouchers – average award; persistence and retention rate	
June	
# who complete certificates/graduate/transfer	

SPRING 2010

EOPS/CARE						
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	Persistence Rate	Retention Rate *Reports in Sept.	# of certificates/ graduates/transfers *Reports in June
Spring 2010	1,401 *continuing Fall & New Spring	500 *Spring	\$ 248 *Spring	1,143 *continuing from Fall to Spring	N/A	N/A

SUMMER 2010

EOPS/CARE						
Irene Graff has projected that the data needed will be completed by Fall semester						

FALL 2010

EOPS/CARE						
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	Persistence Rate	Retention Rate *Reports in Sept.	# of certificates/ graduates/transfers *Reports in June
Fall 2010	940	493	\$ 267	N/A	N/A	N/A

SPRING 2011

EOPS							
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	# Grants Awarded	Average Grant Awards	Persistence (Two-Term) Rate	Retention Rate
Fall 2007	1460	694	\$ 227	179	\$ 338	62.6%	79.9%
Spring 2008	1331	785	\$ 210	209	\$ 388	63.8%	81.4%
Fall 2008	1553	777	\$ 264	217	\$ 293	63.4%	85.1%
Spring 2009	1560	557	\$ 214	341	\$ 224	67.4%	83.9%
Fall 2009	1143	462	\$ 267	171	\$ 336	62.6%	84.4%
Spring 2010	1036	604	\$ 266	186	\$ 290		83.2%
Fall 2010	940	493	\$ 267	149	\$ 330		84.2%
Spring 2011	1339	590	\$ 252	164	\$ 192		
		Indicates that figures are not available yet					

FALL 2011

EOPS									
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2007	1460	694	\$ 227	179	\$ 338	75.5%	62.6%	79.9%	58.6%
Spring 2008	1331	785	\$ 210	209	\$ 388	66.5%	63.8%	81.4%	58.1%
Fall 2008	1553	777	\$ 264	217	\$ 293	73.5%	63.4%	85.1%	58.8%
Spring 2009	1560	557	\$ 214	341	\$ 224	67.8%	67.4%	83.9%	61.3%
Fall 2009	1143	462	\$ 267	171	\$ 336	79.5%	62.6%	84.4%	62.7%
Spring 2010	1036	604	\$ 266	186	\$ 290	74.3%	65.0%	83.2%	62.5%
Fall 2010	940	493	\$ 267	149	\$ 330	88.2%		84.2%	64.6%
Spring 2011	1158	590	\$ 252	164	\$ 192			84.5%	64.5%
Fall 2011	926	481	\$ 228	181	\$ 334				
Indicates that figures are not available yet									

CARE									
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2007	141	0	\$ -	154	\$ 500	81.7%	64.9%	73.3%	47.5%
Spring 2008	149	0	\$ -	172	\$ 500	65.4%	64.9%	78.8%	53.9%
Fall 2008	172	0	\$ -	174	\$ 500	81.8%	54.3%	80.5%	52.0%
Spring 2009	163	0	\$ -	182	\$ 500	73.8%	60.1%	81.0%	57.2%
Fall 2009	95	0	\$ -	76	\$ 400	81.7%	86.3%	86.0%	59.7%
Spring 2010	114	0	\$ -	84	\$ 632	78.9%	72.3%	80.7%	61.1%
Fall 2010	132	0	\$ -	111	\$ 400	92.9%		83.5%	57.6%
Spring 2011	171	0	\$ -	115	\$ 300			80.0%	51.9%
Fall 2011	125	0	\$ -	84	\$ 324				
Indicates that figures are not available yet									

SPRING 2012

EOPS (Including CARE)									
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2007	1460	694	\$ 227	179	\$ 338	79.9%	62.8%	75.3%	57.6%
Spring 2008	1331	785	\$ 210	209	\$ 388	74.2%	64.0%	76.8%	57.7%
Fall 2008	1553	777	\$ 264	217	\$ 293	80.7%	62.4%	79.7%	58.1%
Spring 2009	1560	557	\$ 214	341	\$ 224	74.8%	66.6%	80.5%	60.8%
Fall 2009	1143	462	\$ 267	171	\$ 336	85.3%	62.7%	80.0%	62.4%
Spring 2010	1036	604	\$ 266	186	\$ 290	74.4%	65.8%	79.6%	62.3%
Fall 2010	940	493	\$ 267	149	\$ 330	85.1%	64.3%	79.9%	63.6%
Spring 2011	1158	590	\$ 252	164	\$ 192	77.7%	51.9%	79.6%	62.8%
Fall 2011	926	408	\$ 269	182	\$ 334	87.5%		79.2%	64.1%
Spring 2012	969	342	\$ 259	183	\$ 222			81.0%	66.8%
Indicates that figures are not available yet									

CARE									
Semester	# Program Participants	# Receiving Book Vouchers	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2007	141	0	\$ -	154	\$ 500	75.4%	64.9%	67.3%	47.5%
Spring 2008	149	0	\$ -	172	\$ 500	75.7%	64.9%	74.3%	53.9%
Fall 2008	172	0	\$ -	174	\$ 500	79.9%	54.3%	73.4%	52.0%
Spring 2009	163	0	\$ -	182	\$ 500	74.1%	60.1%	77.3%	57.2%
Fall 2009	95	0	\$ -	76	\$ 400	82.5%	63.5%	81.0%	59.7%
Spring 2010	114	0	\$ -	84	\$ 632	79.5%	72.3%	78.3%	61.1%
Fall 2010	132	0	\$ -	111	\$ 400	91.4%	70.3%	79.3%	57.6%
Spring 2011	171	0	\$ -	115	\$ 300	71.4%	55.9%	74.7%	51.9%
Fall 2011	125	0	\$ -	85	\$ 324	78.0%		74.9%	52.7%
Spring 2012	92	0	\$ -	50	\$ 512			71.8%	55.7%
Indicates that figures are not available yet									

EOPS										
Academic Year	# Program Participants	# Receiving Book Vouchers	% of Population Receiving a BV	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence Rate (2 Term Avg.)	Retention Rate (Average)	Associate Degrees	Certificates
2007-08	1865	1479	79%	\$ 218	388	\$ 365	63.4%	76.1%	132	76
2008-09	1905	1334	70%	\$ 244	558	\$ 251	64.5%	80.1%	148	44
2009-10	1375	1066	78%	\$ 267	357	\$ 312	64.3%	79.8%	165	45
2010-11	1440	1083	75%	\$ 259	313	\$ 258	58.1%	79.8%	197	54
2011-12	953	750	79%	\$ 264	365	\$ 275	0.0%	80.1%		
Indicates that figures are not available yet										

CARE										
Academic Year	# Program Participants	# Receiving Book Vouchers	% of Population Receiving a BV	Avg. Book Voucher Awards	# Grants Awarded	Avg. Grant Awards	Persistence Rate (2 Term Avg.)	Retention Rate (Average)	Associate Degrees	Certificates
2007-08	201	0	0%	\$ -	326	\$ 250	64.9%	70.8%	14	9
2008-09	217	0	0%	\$ -	356	\$ 500	57.2%	75.4%	10	8
2009-10	127	0	0%	\$ -	160	\$ 516	67.9%	79.7%	12	8
2010-11	182	0	0%	\$ -	226	\$ 350	63.1%	77.0%	10	9
2011-12	132	0	0%	\$ -	135	\$ 418	0.0%	73.3%		
Indicates that figures are not available yet										

CalWORKs	
March and September	
# in program, # in work study; persistence and retention rates	
June	
# who complete certificates/graduates/transfers	

SPRING 2010

Semester	# in Program	# in Work Study	Persistence Rate (Fall 09 – Sp. 10)	Retention Rate (Sp. 09 – Fall 09)	# of Unfunded Students in Program	# of certificates/ graduates/transfers *Reports in June
Spring 2010	562	32	334	443	186	N/A

FALL 2010

Semester	# in Program	# in Work Study	Persistence Rate	Retention Rate	# of Unfunded Students in Program	# of certificates/ graduates/transfers *Reports in June
Fall 2010	367	43	N/A	N/A	N/A	N/A

SPRING 2011 See chart under EOPS/CARE

FALL 2011 CalWORKs Metrics Report 2007–2011 (11/21/2011)

Semester	Participants	Persistence	Retention	* Work Study Participants	Graduates / Participants	Certificate of Completions
SU 2007	146	---	---	88	0	2
FA 2007	253	71%	77%			
SP 2008	293	69%	69%			
Unduplicated	398					
SU 2008	208	---	---	65	14	5
FA 2008	305	77%	78%			
SP 2009	399	66%	80%			
Unduplicated	535					
SU 2009	258	---	---	58	18	19
FA 2009	410	72%	78%			
SP 2010	389	67%	77%			
Unduplicated	588					
SU 2010	249	---	---	51	42	15
FA 2010	367	80%	79%			
SP 2011	506	data unavailable	79%			
Unduplicated	604					
Additional Data (2010-11 FY):						
10,200 Student Contacts 1,000 Progress Reports completed 1,800 Training Verifications completed 2,200 Monthly Attendance Reports completed 1,200 Book Vouchers processed						

SPRING 2012

Semester	Participants	Persistence	Retention	* Work Study Participants	Graduates / Participants	Certificate of Completions
SU 2007	146	---	---	---	---	---
FA 2007	253	71%	77%	88	0	2
SP 2008	293	69%	69%			
Unduplicated	398					
SU 2008	208	---	---	---	---	---
FA 2008	305	77%	78%	65	14	5
SP 2009	399	66%	80%			
Unduplicated	535					
SU 2009	258	---	---	---	---	---
FA 2009	410	72%	78%	58	18	19
SP 2010	389	67%	77%			
Unduplicated	249					
SU 2010	239	---	---	---	---	---
FA 2010	394	80%	79%	50	29	21
SP 2011	506	67.2%	76.8%			
Unduplicated	604					
SU 2011	239	---	---	---	---	---
FA 2011	394	data unavailable	86.4%	32	N/A	65
SP 2012	?	data unavailable	data unavailable			
Unduplicated						
Additional Data (2011-12 FY): Updated on: 4/9/2012						
7,036 Student Contacts 789 Progress Reports completed 868 Training Verifications completed 1,704 Monthly Attendance Reports completed 895 Book Vouchers processed						

FALL 2012

Semester	Participants	Persistence	Retention	* Work Study Participants	Graduates / Participants	Certificate of Completions
SU 2007	146	---	---	---	---	---
FA 2007	253	71%	77%	88	0	2
SP 2008	293	69%	69%			
Unduplicated	398					
SU 2008	208	---	---	---	---	---
FA 2008	305	77%	78%	65	14	5
SP 2009	399	66%	80%			
Unduplicated	535					
SU 2009	258	---	---	---	---	---
FA 2009	410	72%	78%	58	18	19
SP 2010	389	67%	77%			
Unduplicated	588					
SU 2010	249	---	---	---	---	---
FA 2010	367	80%	79%	50	29	21
SP 2011	506	67.2%	76.8%			
Unduplicated	604					
SU 2011	239	---	---	---	---	---
FA 2011	373	80%	82.8%	32	10	10
SP 2012	439	data unavailable	76%			
Unduplicated	590					
Additional Data (2012-13 FY): Updated on: 9/13/2012						
As of July 1 st 1,461 Student Contacts 144 Progress Reports completed 177 Training Verifications completed 360 Monthly Attendance Reports completed 215 Book Vouchers processed						

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.

Counseling Intervention has increased student success in basic skills courses, orientation workshops, and SEP workshops in a given semester. Students who receive counseling intervention on average have a higher persistence, retention and success rate.

Orientation

According to an Institutional Research Brief (11-1-11 & 11-1-12), students who attended the Matriculation in-person orientation workshops for the periods of Fall 2007 to Fall 2010 manifested the following characteristics:

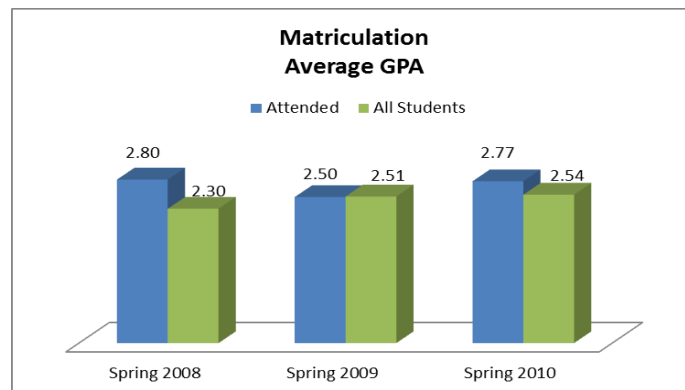
<i>Gender</i>	<i>Average Percentage</i>
Female	42.8%
Male	42.9%

<i>Ethnicity</i>	<i>Average Percentage</i>
Asian	8.8%
African/American	17.5%
Latino	44.2%
White	8.6%

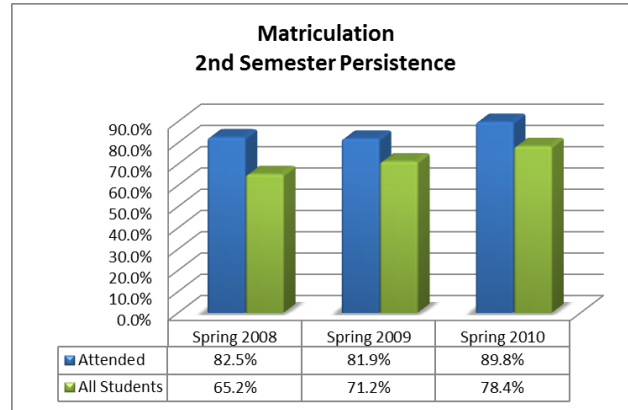
It was reported that the students who complete the in-person orientation persist at a higher rate than students who do not. For example, when the persistence rates were examined by ethnicity, Latino, African-American, and Asian students who attended matriculation had higher 2nd, 3rd, and 4th semester persistence rates compared to all first time students. In addition, Caucasian students who attended matriculation had comparable 2nd and 3rd semester persistence rates to all first time students. Persistence rates and GPAs were calculated for students who attended a matriculation orientation. For comparison purposes, persistence rates and GPAs of all new students are included.

Grade Point Average

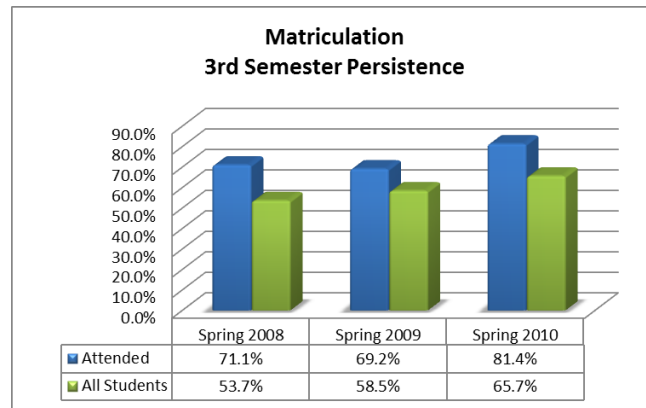
Matriculation workshop attendees’ term GPAs were higher than all new students. Matriculation attendees had an average GPA of 2.69 while all new students had average GPAs of 2.54. For Spring 2009, the GPAs for attendees and all new students were practically the same. Please see chart below.



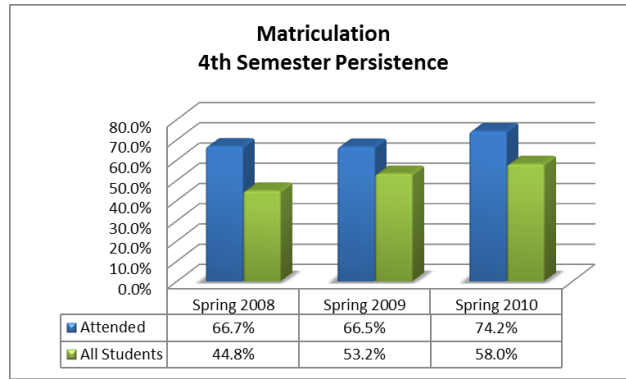
In addition, we have found that students who attended a matriculation orientation demonstrate high persistence rates than the overall new student population. On average, matriculation orientation attendees persisted to a 2nd semester at a rate of 85% while all new students have an average 2nd semester persistence rate of 72%.



On average, the 3rd semester persistence rate for attendees was 74%. All new students had a 3rd semester persistence rate of 59%. Spring 2010 attendees had an 81% 3rd semester persistence rate, a 12 percentage point increase from the previous year's cohort (69%).



Matriculation orientation attendees had an average 4th semester persistence rate of 69% while all new students persisted at a rate of 52%. Spring 2010 attendees had a 74% 4th semester persistence rate, a 7 percentage point increase from the previous year's cohort (67%).



The Student Enhancement Program (SEP)

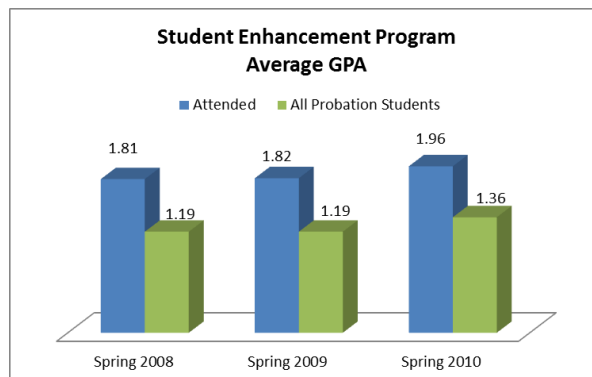
SEP workshops are designed for students who are placed on Academic or Progress Probation to teach them probation policies, and solutions to common problems, as well as provide the opportunity for participants to meet with a counselor to create an educational plan.

According to El Camino College’s Institutional Research Office (2012), students who complete the SEP workshop persist at a higher rate than students who do not. For example, when our Institutional Research office examined the persistence rates by ethnicity, it was reported that Latino, African-American, and Asian SEP attendees had higher 2nd, 3rd, and 4th semester persistence rates compared to all probation students.

Persistence rates and GPAs were also calculated for students who participated in SEP. For comparison purposes, persistence rates and GPAs for all probation students are included below:

Grade Point Average

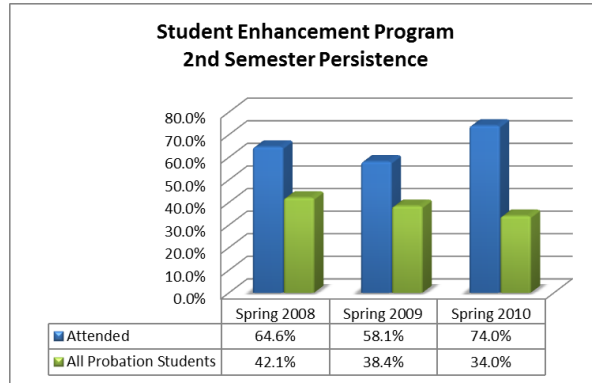
SEP attendees’ term GPAs were higher than all probation students. For Spring 2008, SEP attendees had an average GPA of 1.81 while all probation students had an average GPA of 1.19. For Spring 2009, SEP attendees had an average of 1.82, while all probation students had an average GPA of 1.19. For Spring 2010, SEP attendees had an average GPA of 1.96, while all probation students had an average GPA of 1.36.



Persistence Rates

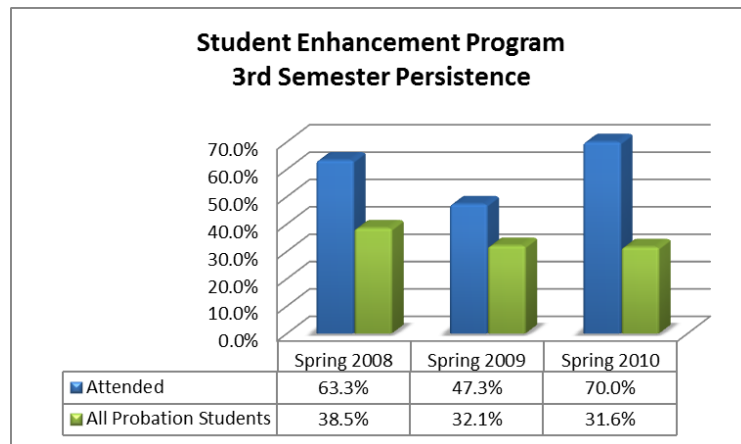
Overall, SEP attendees demonstrate high persistence rates. Second semester persistence rates for students who attended SEP workshop was significantly higher than all probation students. On average, SEP attendees persisted to a 2nd semester at a rate of 66%. The average 2nd semester persistence rate for all probation students is 38%.

The Spring 2010 SEP attendees 2nd semester persistence rate was 74%, a 16 percentage point increase from Spring 2009 SEP attendee rate (58%).

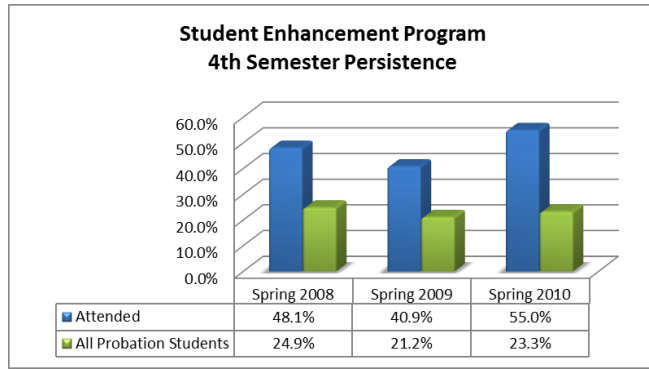


On average, the 3rd semester persistence rate for SEP attendees was 60% while all probation students had an average rate of 34%.

Spring 2009 SEP attendees had a 47% 3rd semester persistence rate, a 16 percentage point decrease from the previous year’s cohort. The 3rd semester persistence rate for the Spring 2010 cohort went back up to 70%.



SEP attendees had an average 4th semester persistence rate of 48% and all probation students persist at a rate of 23%. Spring 2010 SEP attendees had a 55% 4th semester persistence rate, a 14 percentage point increase from the previous year’s cohort (41%).



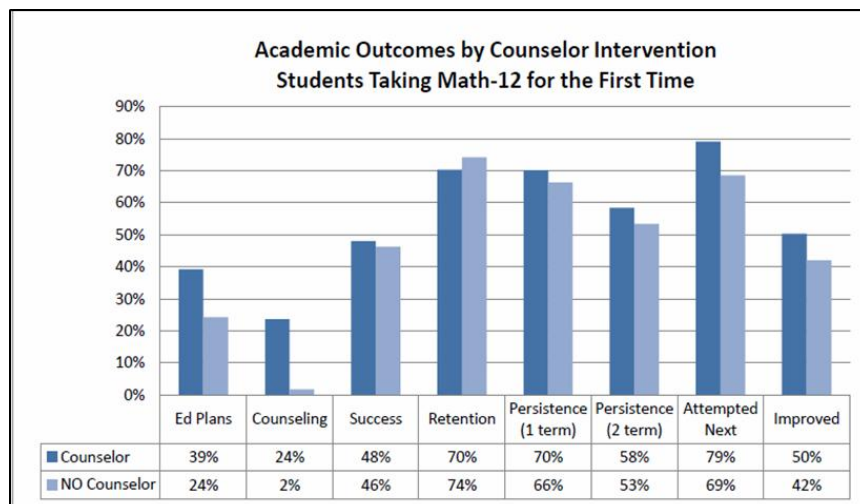
Basic Skills

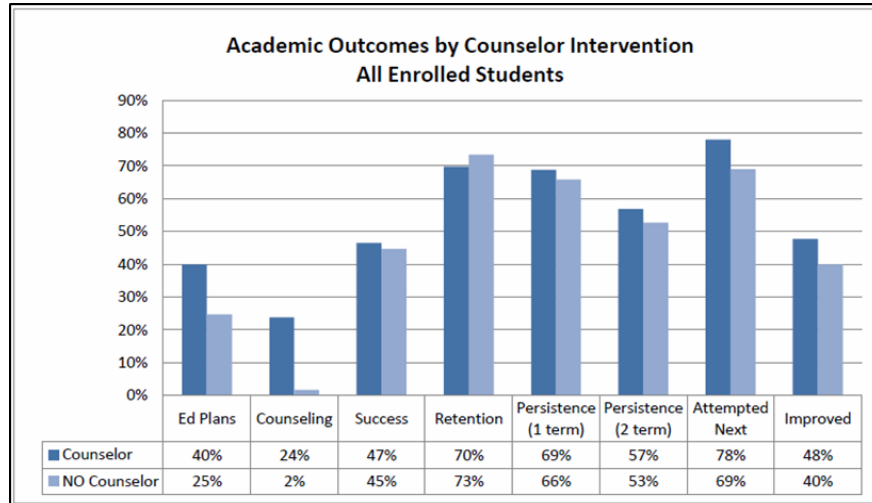
The following chart demonstrates that several basic skills course outcomes were compared for students starting the math sequence in counselor intervention and no counselor intervention sections. These included an *educational plan*, additional *counseling* received, and *course success and persistence*.

According to Institutional Research Brief (Number 11, 1-3-12), students passing Math 12 were moderately higher in the sections that offered Counseling Intervention. They reported that “students in these sections who passed Math 12 seemed to receive an academic dividend exhibited by higher rates of achievement in the long-term outcomes of math progress, math improvement, and college persistence.”

Forty percent of students in the counselor intervention sections of Math 12 established an educational plan during the same term, compared to 25% of students in sections without the counselor intervention. Similarly, many more students in intervention sections received other services compared to those in no counselor intervention sections (24% vs. 2%). Overall, the rates of educational planning and counseling were much higher and statistically significant.

Persistence rates were slightly higher (3-5 percentage points) for the counselor intervention group. More notable was that passing students in the counselor intervention group were much more likely to attempt the next math course than others (78% vs. 69%). These successful Math 12 students were also much more likely to pass the next math class (i.e. *Improved*), with 48% passing their second math course compared to 40% in no counselor sections.





The percentage of students passing Math 12 was higher in the counselor intervention sections. Students in these sections who passed Math 12 seemed to receive higher rates of achievement in the long-term outcomes of math progress, math improvement, and college persistence due to educational planning and counseling.

The data reflects the program’s overall objective, which is to develop education plans for students. These programs also aim to provide strategies for success and incorporate student success tools to increase students’ retention and persistence rates. Students are successful because faculty and staff provide above and beyond counseling and student services and collaborate with academic services, Admissions and Records, Enrollment Services, and Administrative Services to ensure student success. We are proud of our collaboration with Admissions and Records staff, mathematics and English faculty. This data demonstrates how collaboration between faculty, staff and various disciplines can bring out the best and most innovative ideas. El Camino College faculty and administrators have made a long term commitment to meet the needs of students who are underprepared in mathematics and English. We anticipate needing to increase faculty and staff to meet the new legislation demands of mandating our orientation, and educational plans and providing additional counseling intervention to our basic skills courses. Our planning agenda details the resources required to support these services.

Program Environment

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

The Counseling Services Program is a comprehensive and collaborative one that encompasses all of the student success programs on campus as well as academic divisions. Without efforts

directed toward cooperatively working on student outcome issues, the important two-way referral mechanism would not work to reinforce student success. This is a result of their student populations having the ability to focus on specific areas of interest and not necessarily linked to a specific academic division. There are some components of Counseling Services that work collegially with all academic divisions. These services are Academic Counseling, Articulation Counseling, Transfer Center Counseling, Career Center Counseling, Honors Transfer Program Counseling, FYE Counseling, EOPS Counseling, Financial Aid Counseling, Express Counseling, Probationary Services Counseling, Registration Assistance, Athletic Counseling, Puente Program Counseling, Gain/CalWORKs Counseling, Project Success Program Counseling, Special Resource Center Counseling, Outreach Counseling, and International Student Counseling.

There are also Counseling Services that work collegially with various academic services because they are linked to a division. These services are Academic Counseling (Majors), Transfer Services Counseling, Honors Transfer Program Counseling, MESA Counseling, Career Center Counseling and Women in Technology Program Counseling.

There are Counseling Services that focus on retention, basic skills intervention, student persistence, and student success (academic support programs). These services are Academic Counseling, Express Counseling, EOPS Counseling, Financial Aid Counseling, Probationary Services Counseling, Special Resource Center Counseling, Puente Project Counseling, Project Success Counseling, International Student Program Counseling, Athletic Counseling and Virtual Counseling. They also work with the academic strategies, human development and psychology instructors and various academic support programs such as the Learning Resource Center, tutorial services, the Writing Center, and the Technology Center.

The Counseling Services program is designed to strengthen and maintain the critical two-way collaboration and referral mechanism that is needed to provide resources that increase student persistence, retention and goal attainment. SSTARS is a viable example of this collaboration in practice.

As a result of Majors' Fairs, Transfer Fairs, and focused Career Center presentations, these collaborations have been strengthened with the inclusion of discipline specific faculty participation. This has increased partnerships and solidified relationships with instructional faculty.

New activities and services involving the entire college community will greatly improve the partnerships in place. Currently, new activities and services that have surfaced and involve the entire campus are the New Student Welcome Day, the Transfer Conference, the Allied Health Fair, the Career Center Student Success Conference, and the Academic Counseling, Student Enrollment and Student Success (ACSESS) project, Online Orientation, Online Counseling FAQ (Web Q&A), and Counseling ACSESS One-Stop.

In order to continue to strengthen student persistence, retention and goal attainment, administrative collaborations will continue to be necessary to effectively reinforce the strategic role and critical interventions of Counseling Services.

All academic divisions have a reciprocal relationship with the Counseling Services programs. The unique relationship between the Student and Community Advancement area and the Instructional Services area is based on the retention of students to increase persistence and movement toward academic goal attainment and graduation or transfer from the community college setting in order to meet personal goals and commitments. When students experience academic difficulties, there are academic strategies courses that focus on specific academic skills (e.g., study techniques, math anxiety, listening and note-taking), tutoring services, human development courses, academic support programs (e.g., EOPS, the TOPS Lab, the Special Resource Center, Student Development, Library Science courses, the Writing Center, the Student Enhancement Program, the Technology Center, and additional services available through SSTARS).

This partnership has been effectively strengthened through faculty participation in the following areas: curriculum development (College Curriculum Committee, Division Curriculum Committees, and academic departments), faculty governance (Academic Senate), Career and Major Fairs (academic department faculty participation), enrollment management (committee participation), academic advisement (probation, transfer, vocational, orientations and virtual accessibility), awards programs for students, Admissions and Records, Information Technology Services (ITS), and Testing and Assessment. The maintenance of these efforts and partnerships are being strengthened through strategic initiatives, focus groups, discussions, brown bags, Flex Credit Program opportunities, and planning retreats to further strengthen the partnerships through collegial consultation and faculty discussions in place as well as to allow for further creativity, collegiality, goal setting and strategic planning.

All 26 components of counseling rely heavily on ITS to support the following software applications used by counseling faculty and staff: SARS, Datatel Colleague, Laserfiche, the Hershey System, online counseling (Web Q&A), online assessments, online orientations, online educational plans, and Outlook and Internet support. The division also maintains a reciprocal relationship with Outreach and School Relations, Financial Aid, Admissions and Records, and Testing and Assessment to ensure our students successfully complete the matriculation process. Applications for admissions must be in Datatel Colleague prior to a student taking the math or English assessments. Counseling faculty are dependent on the resulting score to place students in the appropriate course. If scores have not been uploaded, faculty may have to input test scores manually. Academic Affairs is essential to the placement in courses. Counseling faculty maintain a partnership with each academic division. The Counseling Division works collaboratively with all our academic divisions and instructional faculty. This partnership enables faculty to work closely with the Vice President of Academic Affairs and the division deans to ensure enough sections are available for students and that prerequisite courses are met to increase student success. Cooperation from all areas to perform accurate and timely processing is imperative for a successful matriculation process.

During Spring 2008, the Division lost three full-time counseling faculty positions because each position was neither replaced nor allowed to be back-filled. There is already a tremendous deficit in the counseling services we provide to students; therefore, in Spring 2008, we only had

21 faculty positions to serve 27,670 students, which mean that the faculty to student ratio minus special programs for 2008 was 1/2,305. The Division has hired the following faculty: two counseling faculty were hired July 2008, and two financial aid counseling faculty were hired January and February 2010. In July 2010, we had three vacancies due to retirement and four positions were replaced in September 2010. We only had one vacancy in 2012 due to retirement and two positions were replaced. In 2020, the projected faculty to student ratio minus special programs will be 1/3,541. Consequently, each counselor will be expected to see an additional 1,236 students in 2020. It was projected that by 2010, an additional five full-time faculty would be hired to support the estimated increase of students. The Division did hire five additional faculty members; however it is projected that the Division will need to hire six additional faculty members to accommodate future retirements by our next Program Review. This will provide a faculty student ratio that will serve our students in a more adequate and efficient manner.

The Counseling Task Force conducted a survey of California Community Colleges' counseling departments in Spring, 2002. The survey results indicated that our current ratio for 108 community colleges statewide is one counseling faculty member to 1,918 students (minus the number of students served under special programs). The study indicates that the majority of community colleges campuses lack adequate counseling services and that California community college student's lack adequate access to counseling services. Consequently, a very high percentage (76.6%) of the sampling indicated that the counselor/student ratio is not sufficient to meet the needs of our students. Furthermore, the district has reduced the counseling contract from 12 months to 11 months during 2012-2013 and then down to 10 months starting in 2013-2014. This reduction in counselor availability further limits student access to counselors, particularly during the peak periods of new student registration. For instance, during the summer months of July and August, when new students from our local high schools are coming in to see a counselor, counselors will not be available, as these months will not be part of our working contract. This poses a particular concern, especially with the implementation of the Student Success Act of 2012, which mandates that students should participate in assessment, matriculation and counseling for completion of an educational plan.

The Division of Counseling concurs with the survey results. Although the trends all show an increase in the demand for counseling services, there has been a decrease in services provided by the Division as a result of faculty and staff reductions. We are currently still unable to serve our student population adequately and anticipate that with the influx of students expected to arrive in 2020, we will continue to be unable to sufficiently serve our student population without replacing seven faculty positions due to retirement and additional faculty and staff. It is imperative that the District allows the Division to replace our six counselor positions due to retirement so that we can better serve the entire student body population. Currently, our 27 faculty positions consist of 9 specialty counselor positions and 18 general counselor positions. Approximately 50% of our counseling positions are designated to support our various special populations. The projected trends support the continuation of serving our special populations, (i.e., EOPS, SRC, Financial Aid, FYE, Athletics, MESA, Honors, Puente, Project Success and the International Student Program). However, the Counseling Task Force survey data supports the hiring of additional generalist counselors to meet the projected increase of our student

population. The Department of Labor states that there is a growing trend for jobs requiring specific skills, knowledge, and education. An increase of counseling faculty will also allow us to have a counselor representative in all our academic division departments to effectively serve students in all academic majors and support this growing trend.

In our support staff area, the Division needs to review all the technological skills required in the different service areas, such as online orientation, counseling, registration, assessments, web based appointments, and SARS scheduling. This review will determine if our front line staff skills are matching the skills students are expected to have as they matriculate on campus. This review will help to determine how staff can better serve our students' needs most effectively. The Division may need to develop new classifications for the staff to meet the higher skills and technical demands we are expecting our students to utilize once they arrive on campus.

The Division remains extremely short-staffed because we are unable to replace three permanent classified staff positions: 50% Clerical Assistant (Career Center/Appointment Center); 100% Student Services Specialist (Transfer Center), and 100% Secretary (Transfer Center/Honors Transfer Program). Also, in order to meet the needs of our projected student population, the Division needs to not only replace the three lost or frozen positions but to also increase the Appointment Center's Clerical Assistant workload from 50% to 100% and to reclassify it to Student Services Technician. The Division's Clerical Assistant position for the Transfer, Career and Appointment Center does not reflect our current needs; therefore, we need to reclassify this position to Secretary in order to allow the Division more flexibility to rotate for budget support, record meeting minutes, and perform various SARS tracking and other online assignments.

Our Appointment Center casual staff needs to be replaced with four permanent classified Data Entry Operator positions. However, we are currently requesting two positions due to the District's budget constraints. This will allow the Division to meet the technological demands of our students and give the Appointment Center area stability with automated and online scheduling (SARS); staffing hours; tracking reports; data entry for waivers and prerequisites; assisting students with logging on to the computers or MyECC PORTAL to print transcripts, registration, etc.; online services; retrieving student transcripts from either Datatel or the My ECC PORTAL; and allowing students more confidentiality with regard to counseling needs and using their student ID numbers; and other ongoing job assignments. These Data Entry Operator positions would allow staff to operate a computer, which has become a basic and core function in the Division.

The Division requested in ECC Plan Builder to hire a Program Coordinator for the Division of Counseling and EOPS/CalWORKs/CARE. This position has been approved for EOPS. Consequently, the Division respectfully requests a Program Coordinator for the Division. This position will facilitate the Counseling Division's planning process on a year-round basis. Working with the dean will ensure that program funds are being spent and reported appropriately. This position is responsible for all program assessments to include the Student Success Act (SB 1456), developing the ECC Plan Builder Counseling Unit Plan and five Program Plans, and overseeing seven program SLO's each year and the assessments for Program Review surveys. It will be the responsibility of the Program Coordinator to provide accurate

data regarding the Division and support programs year round. This includes data collection, evaluation, and reporting to the district and state; collaborating with Institutional Research for accurate and up-to-date data; completing budget forms for the Counseling Unit and program plans; producing expenditure reports and projects yearly costs of maintaining the Division foundation, and auxiliary budgets; processing payroll for full-time and part-time faculty, and casual and student staff on a monthly basis. Currently, the Appointment Center is responsible for maintaining the work schedules for 27 full-time counselors and 20 part-time counselors. Due to the current changes of our faculty work schedules and payroll procedures, our staff has had to request and input several types of work schedules: regular semester, per diem, 32-hour, and overload. In addition, they must also track the counselors' hours on a daily basis and must report absences to ensure the proper deductions are made. Staff has also been required to make adjustments for the new faculty sick leave formula. Unfortunately, this formula change has required a higher level of technical monitoring and knowledge beyond our regular support staff skills. Staff has to develop, implement and process three to four different timesheets per month: monthly, per diem, and overload; communicate with academic counselors, advisors, support staff, district personnel, community resources, educational institutions, and others to coordinate activities, exchange information and refer students for further assistance; prepare and maintain records, reports, lists and files related to assigned function; update student records, input data, generate reports and verify student information and data for accuracy and completeness; develop forms, handbooks, manuals and other written materials to facilitate student success and promote the Division programs; maintain and provide ongoing web development for the Division's numerous websites, Web Q&A, e-SARS, SARS Early Alert, and SARS-TRAK system; to record, document, and produce ongoing metrics reports, and oversee the Student Services Technician in maintaining all aspects of the SARS scheduling system. Due to the upcoming implementation of the Student Success Act, SB 1456, our Division will be purchasing a new online orientation software program that will require training of all faculty and staff. We will need to ensure that it meets the requirements of the Counseling Division and ITS needs and is compatible with our new and existing software. This will improve the tracking of matriculation services that in return will give students that meet the requirements priority registration. We also need to make sure that our SARS software has correct schedule and reason codes to reflect these changes and ensure accurate MIS statistics reporting for orientation, and educational planning. This position will ensure that we have adequate support to facilitate training to El Camino College and El Camino College Compton Center support programs that utilize SARS, that we stay up-to-date with the latest technological requirements and demands. This position will also train and provide work direction to assigned personnel and student assistants; recruit and select hourly employees as needed; instruct students in the correct procedures for completion of forms and applications; explain applications, requirements and restrictions; review completed forms for accuracy and completeness; coordinate the counseling help desk for students with difficulty accessing any of our online services (i.e. mandated online orientation, mandated online appointments for education plans; coordinate necessary referrals for exemptions; and represent support programs in the absence of the dean.

In addition, the Division would like to have a Project Specialist position. This position will collect data and create reports for the Division and special programs; complete budget forms for the Division program plans; produce expenditure reports and projects yearly costs of maintaining

the Division's programs; process payroll for full-time and part-time faculty, casual and student staff on a monthly basis; communicate with academic counselors, district personnel, business leaders, community resources, educational institutions, and others to coordinate activities, exchange information and refer students for further assistance; prepare and maintain records, reports, lists and files related to assigned function; update student records, input data, generate reports and verify student information and data for accuracy and completeness; develop forms, handbooks, manuals and other written materials to facilitate student success and promote the Division; maintain the SARS TRAK system to record and document student contacts; train and provide work direction to assigned personnel and student assistants; recruit and select hourly employees as needed; instruct students in correct procedures for completion of forms and applications; explain applications, requirements and restrictions; and review completed forms for accuracy and completeness.

During the last Program Review (2007), we recommended hiring by 2008 a permanent Accounting Technician. The Division would still like to request this position to be able monitor all categorical budgets, MIS reports, augmentations, Fund 15, Prop 98, auxiliary accounts, foundation, and various special program budgets. The Division also requested that by 2012, the Division needed to promote one classified staff to supervisor to evaluate, supervise, and observe our classified and casual staff's daily work. In addition, the Division requested to hire an associate dean to assist with the daily supervising of 52 adjunct faculty, 27 full-time faculty, and 12 classified positions. These position recommendations remain a high priority and it is strongly believed that filling these positions will assist in providing additional supervision support and increase the productivity of the Division and programs.

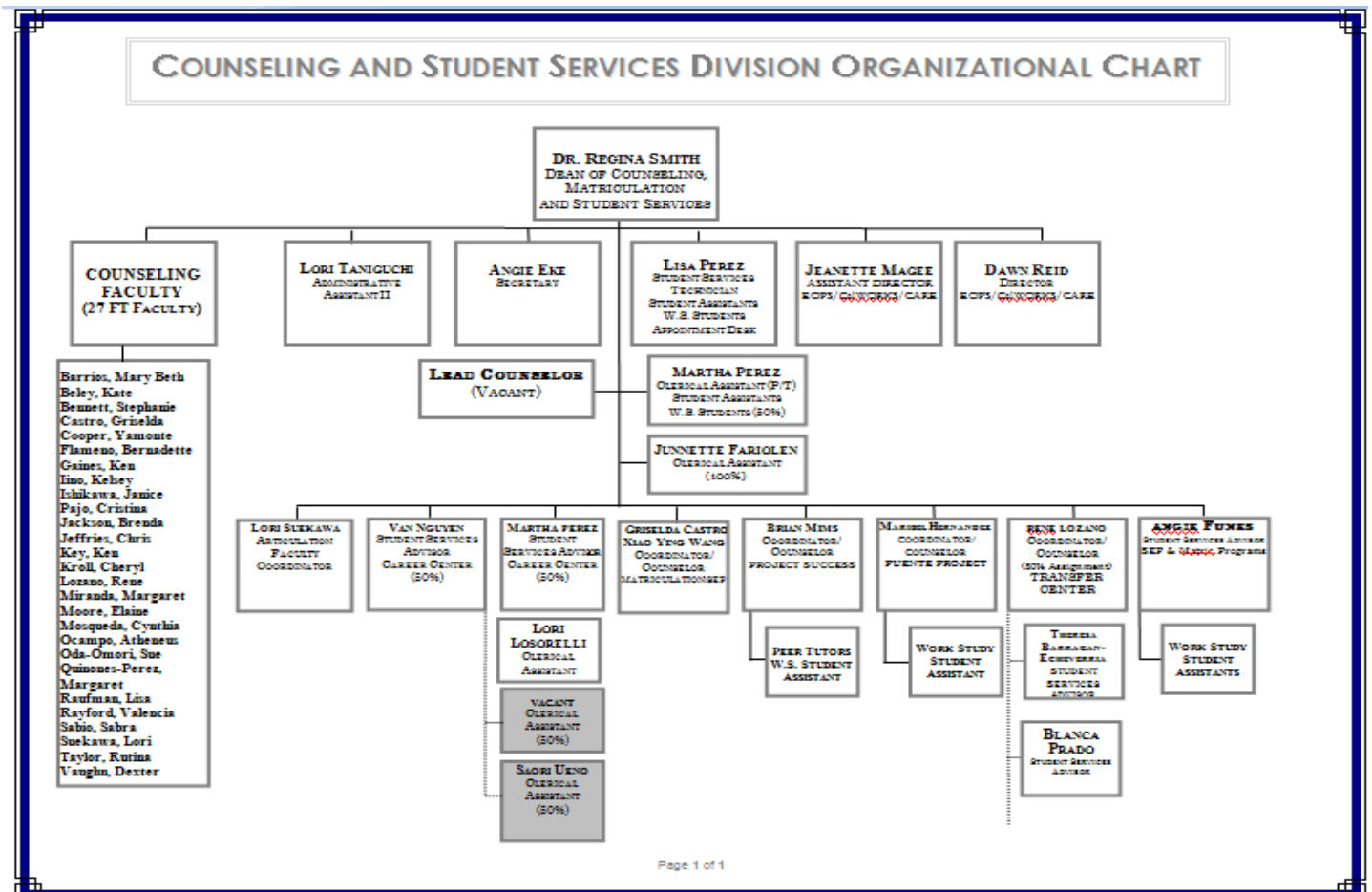
More services and innovative practices are needed to accommodate the anticipated influx of students. Some of the areas we expect to be impacted are general counseling appointments, Express Counseling hours, evening hours, classroom visits, orientations, college tours, career tours, university tours, transfer services, Appointment Center scheduling, virtual counseling, and various other online services.

It has been reported that there is a reduction of remedial courses offered at various universities. This reduction will disproportionately impact some students' ability to successfully persist the following semester. Consequently, some students who were not academically prepared will be transferring to the community colleges for remedial preparation. Many of these students will be placed on academic or progress probation. This growing student population will require additional staff to offer more support services for our Student Enhancement (SEP) workshops, Puente and Project Success programs. The SEP program will offer students information, workshops, resources, and strategies to cope more effectively in a college environment. In order to effectively support these student demands, we need to develop a comprehensive Student Success/Retention Program Center. We need to hire a second Student Services Advisor. One Matriculation Student Services Advisor was recently hired to serve the 50% with Matriculation and the other 50% with Retention.

This Student Success/Retention Program Center would include a 100% Faculty Coordinator/Counselor, one full-time counselor, two full-time Student Services Advisors, one

part-time counselor, and a casual staff. We need to find office spaces for our new ACSESS one-stop orientation, registration, and educational planning services in order to accommodate more students for semester registration.

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



The Division of Counseling and Student Services is currently comprised of two department managers, 19 full-time tenured faculty, eight full-time non-tenured faculty, and 19 classified staff. As of Spring 2013, the division will have three permanent classified staff positions that have not been replaced and one 50% Clerical Assistant that needs to be increased to 100% Clerical Assistant

Current Full-Time Faculty for 2012:

1. Barrios, Mary Beth*	10. Jackson, Brenda	19. Oda-Omori, Sue
2. Beley, Kate	11. Jeffries, Chris	20. Pajo, Cristina
3. Bennett, Stephanie*	12. Key, Ken	21. Quinones-Perez, Margaret
4. Castro, Griselda	13. Kroll, Cheryl	22. Raufman, Lisa (50%)
5. Cooper, Yamonte*	14. Lozano, Rene	23. Rayford, Valencia
6. Flamenno, Bernadette*	15. Miranda, Margaret	24. Sabio, Sabra
7. Gains, Ken	16. Moore, Elaine	25. Suekawa, Lori
8. Iino, Kelsey*	17. Mosqueda, Cynthia	26. Taylor, Rutina*
9. Ishikawa, Janice*	18. Ocampo, Atheneus*	27. Vaughn, Dexter

*** Non-Tenured Faculty**

----Vacant Faculty Positions (3)

Current Full-Time Classified Staff for 2012:

1. Barragan, Theresa	6. Nguyen, Van
2. Eke, Andrea	7. Perez, Lisa
3. Fariolen, Junnette	8. Perez, Martha (50%)
4. Funes, Angela	9. Prado, Blanca
5. Losorelli, Lori	10. Taniguchi, Lori

Vacant Positions for 2012:

Secretary- Transfer Center
Clerical Assistant-Career/Appointment Center (50%)
Student Services Specialist-Transfer Center

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

2007 Recommendations:

- Provide private office spaces for FYE, Financial Aid, and Cal Works counselors - Complete
- Provide an ergonomically state-of-the-art standard for counseling faculty offices – In Progress
- Remove planter areas in the Counseling Division to provide additional office space – No Status
- Provide flat screen monitors to allow continual presentations of counseling services – No Status and college services, information, and related policies
- Provide better accommodations for disabled student access – No Status
- Strengthen security systems within counseling and student services - No Status
- Provide additional secured storage areas for specialized programs and services – No Status
- Secure funding for painting and new carpeting - No Status

2012 Recommendations:

- Provide private office space, ergonomically equipped, and ADA compliant for all Counseling faculty and Classified staff
- Convert SSC 207 into a state-of-the-art smart conference room
- Provide an ADA Compliant smart conference room to include ADA Compliant tables and chairs to occupy 50 faculty and staff with a secure storage space
- Develop a SSTARs/Student Diversity center
- Install iPod, iPhone, iPad charging stations and USB ports
- Provide a state-of-the-art Counseling Center Computer Lab housing 40 computers to be SB 1456 compliant
- Create space for a separate break-room and mailroom
- Remove planter areas in the Counseling Division to provide additional office space
- Provide three flat screen monitors to allow continual presentations of counseling services

and college services, information, and related policies

- Provide better accommodations for disabled student access
- Strengthen security systems within counseling and student services
- Provide additional secured storage areas for specialized programs and services
- Secure funding for painting and new carpeting
- Create stand-alone office space for One-Stop Center

Office space for part-time counselors, office climate temperature, and offensive smells such as mold issues must be addressed until we move into the new building. In the new building, we need wireless technology, updated computers, scanner/printers, laptops, projectors, replacement cycle for computer peripherals, audio-visual equipment, instructional software, and media materials.

Technical Needs:

The Division needs a state-of-the-art (smart room) conference room for matriculation orientations, career/transfer workshops, orientations, and workshops designed for special populations. We also need a smart room in SSC 207 for our student success classroom. Both rooms would include a built in LCD display for PowerPoint presentations, a plasma TV with DVD, and internet capabilities. For virtual counseling, the Division needs several built-in virtual rooms with the latest computers installed in each room for online orientations, online counseling, and scheduling, online appointments via the web, and online registration and virtual campus tours. Our Appointment Center lobby needs a flat screen TV to run our matriculation steps, orientation, and registration information, etc. Our Career Center and Transfer Center offices need to have their own separate office space. We also need a plasma Internet TV in the Career Center for faculty who bring their classes for career orientations and tours. An additional copier is needed to accommodate 34 faculty users which would relieve the Division's copier workload. A state-of-the-art computer lab housing 40 computers for Transfer, Career, and Matriculation classroom orientations and workshops is also needed.

The Division needs two conference rooms large enough to accommodate all meetings for counseling faculty division council, counseling faculty, planning, classified staff, adjunct faculty, Student Services Managers, Appointment Center, Transfer Center, Career Center advisory, and Retention Committee. These conference rooms are also needed for group counseling, focus groups, Matriculation, SEP, Transfer, Career, Puente, Project Success workshops and nursing orientations. The Division also needs to remodel its area to create a safer, confidential, and efficient office space for the Administrative Assistant and Secretary, casual and student staff. The Student Services building needs a staff restroom, lunchroom, and storage room located on the first floor to accommodate faculty and staff. The Division wants to convert the classroom upstairs, SSC 207, to our One-Stop-Center. The Division of counseling faculty and staff offices all need to be Americans with Disabilities Act (ADA) compliant. The following table represents

maintenance services needed in order to maintain a reasonable standard of safety and health conditions.

DESCRIPTION	STATUS
SSC-104I has been leaking for at least two years. We are told that the room is fixed and then it leaks again with the next rain. This keeps happening over and over again. The room smells of mildew due to the continuously wet carpet. We need the roof replaced, the room painted, and new carpet installed. Work orders submitted 10/17/07,9/25/07,1/24/07,11/6/06,5/23/06,3/28/06,9/20/05,10/17/05	COMPLETED Spring 2009
SSC-104J has started to leak also it is the room next to SSC104I. A work order was done for someone to come out and evaluate the situation. Work order submitted 10/17/07	COMPLETED Spring 2009
SSC-108E leaked in two areas on the ceiling due to the air conditioning. The system needs to be turned off to fix. System was fixed and still leaks. Work order submitted 6/21/06,8/24/07,4/18/2008	COMPLETED Spring 2009
SSC-106 conference room needs new carpet. Our entire counseling area needs new carpet. Work order submitted 11/06/07 previously discussed with Bruce on 5/03/07	COMPLETED
SSC-100D HEALTH ISSUE drinking fountain in hallway last time cleaned was 3/13/2006.	COMPLETED
SSC- 104B HEALTH ISSUE dean of counseling trash liners are rarely changed causing a gnat problem. This problem is ongoing.	COMPLETED
SSC-100D HEALTH ISSUE paper towel dispenser out of paper. Ongoing problem. Soap dispenser out of soap. Ongoing problem.	COMPLETED
SSC-104F the window was separating from the wall. Carpentry has started working on it but it still does not look complete. There is blue tape full of white caulking running down the wall and tiles are still missing from the ceiling. Work order submitted 6/28/07	COMPLETED Spring 2010
SSC-104C counselor requested her window and blinds taken down and cleaned. The blinds have not yet returned. Work order was done on 3/06/07. Many calls have been made on this matter.	COMPLETED
SSC-100D counseling workroom was tiled on 4/17/08	COMPLETED
SSC-Counseling Division Office needs painting. Work order submitted on 4/21/08.	COMPLETED
SSC-Career and Transfer Center needs painting on the exterior walls only. Work order submitted 4/18/08	COMPLETED
SSC-100D counseling workroom needs painting. Work order submitted on 4/18/08	COMPLETED Spring 2009

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

The Counseling Division Office is open Monday and Thursday from 9:00 a.m. to 5:30 p.m.; Tuesday and Wednesday from 9:00 a.m. to 7:00 p.m., and Friday from 9:00 a.m. to 1:00 p.m. Prior to budget cuts, the previous counseling hours were: 7:30am to 7:00pm Monday through Thursday and Friday 9:00am to 1:00pm. Counseling appointments are still made as early as 7:30am Monday through Thursday to meet the needs of working students.

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.

Matriculation

The Seymour-Campbell Matriculation Act of 1986 was written into California law as Education Code in Sections 78210-78218, ensuring “*equal educational opportunity for all Californians*” (§ 78211[a]).

Unlike other specially funded categorical programs with specific eligibility requirements, the matriculation process *offers services to all students* seeking higher education opportunities. Its purpose is to provide students with accurate, timely information and services to help them define and attain their educational goals. The **Matriculation core components** include:

- Admissions
- Assessment
- Orientation
- Counseling and advising
- Student follow-up
- Coordination and training
- Research and evaluation
- Prerequisites, corequisites and advisories

To help insure an appropriate and equitable “fit” between diverse students’ needs and skill levels, and the available college resources, the Education Code and Title 5 regulations direct colleges to collect comprehensive information about individual students in order to facilitate student success.

SB 1440 Student Transfer Achievement Reform Act

SB 1440 became effective Fall 2011. The law, also known as the Student Transfer Achievement Reform Act, aims to facilitate the transfer process to a CSU by way of awarding students “transfer associate degrees.” Students earn these associate degrees by completing general education requirements and prerequisites for their specific college major, with the minimum 60 units required to transfer. By fulfilling these requirements, students will be guaranteed junior standing admission and not be required to take any additional courses at their CSU, nor will they have to complete more than 60 units at CSU to complete their 120 unit degree

SB 1415 Common Course Numbering System (C-ID)

The C-ID system was established to meet the legislated mandate for a common course numbering system among California’s public colleges and universities and offers a means of one-to-many articulation agreements with four-year universities and across all 112 community colleges.

The Academic Senates for the California Community Colleges and the California State University continue to develop statewide Transfer Model Curricula (TMC) in the most popular 120-unit transfer majors to the California State University. The development of these TMC requires an alignment with common course numbering through the *Course Identification Numbering System (C-ID)* process. To date, all 22 issued TMC templates include a series of approved C-ID descriptors and all future TMC templates under review will include C-ID descriptors.

Colleges are now required to adopt C-ID descriptors where applicable for the AA-T and AS-T. C-ID will not replace existing articulation for UC campuses. Colleges may no longer use articulation in lieu of an approved C-ID descriptor. Articulation will only be permitted if no C-ID descriptor exists. Colleges will need to review and amend all active AA-T and AS-T degrees where “self-certification” of C-ID was used and where course-to-course articulation was used in lieu of a C-ID descriptor.

By June 1, 2014, colleges must replace all course-to-course articulation used for all AA-T and AS-T degrees by showing that all course(s) have awarded pending or final C-ID status. Articulation may only be used where no C-ID descriptor is available. The Chancellor’s Office will begin deactivating all noncompliant AA-T and AS-T degrees beginning June 2014 that do not have approved C-ID numbers for courses where descriptors exist.

SB 1456: Community colleges: Seymour-Campbell Student Success Act of 2012

This bill would revise and recast the act and rename it the Seymour-Campbell Student Success Act of 2012. The act would state its purpose as increasing California community college access and success by restructuring the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The bill refocuses existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available.

Dream Act

AB 540 was passed in 2001 to allow AB 540 eligible students in California to pay the lower resident fees at California’s public colleges and universities. In October 2011, AB 131 was signed into law to allow students eligible for AB 540 to also apply during the 2012-13 year for state financial aid like the University of California Grants, State University Grants and

Board of Governor's fee waivers. Starting in January 2013 for the 2013-14 school year, students can apply for Cal Grants.

Student Task Force Recommendations

Student Success Task Force 22 recommendations in 8 focus areas:

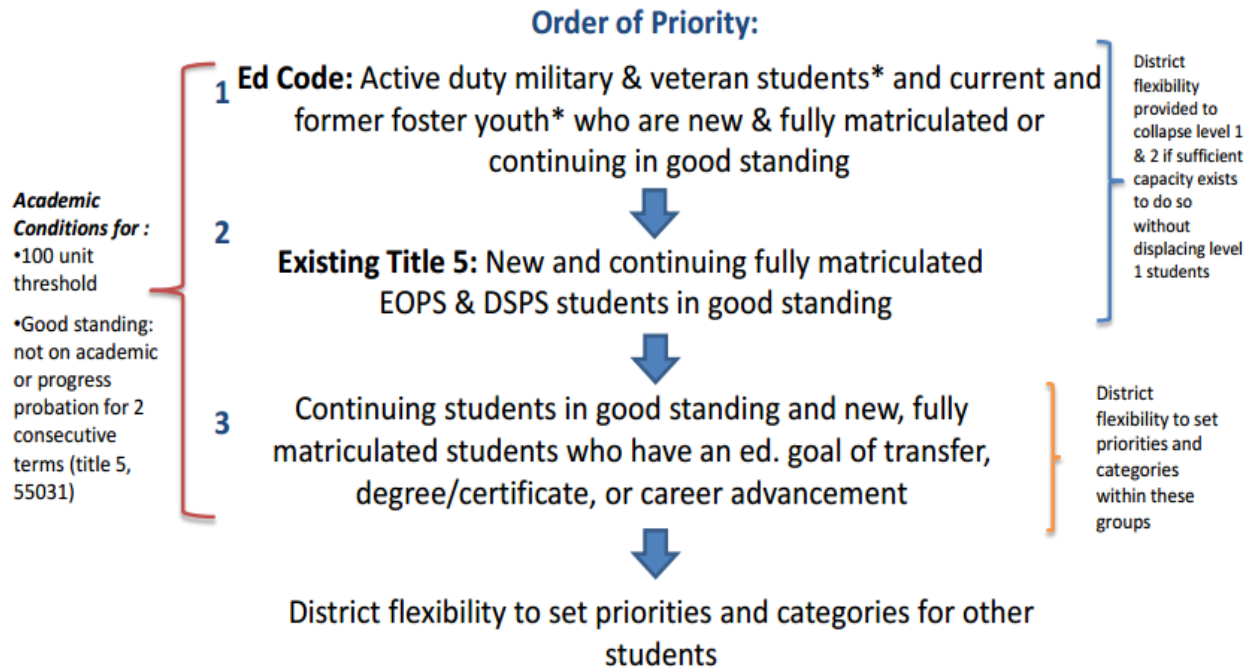
1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

According to the trend analysis worksheet, "community college enrollments are expected to increase well into the future." El Camino College enrollment is projected to increase from 27,670 in 2007; to 33,500 in 2010; to 42,500 in 2020 (Maas and Associates 2003). In order to support the anticipated influx of students, it is imperative that the Division has the necessary counseling faculty and classified staff to accommodate this increase. Unfortunately, our current staffing does not reflect this trend; thus, we continue to remain inadequate in our faculty and staff support.

Priority Registration

The governing board of California's community colleges system-wide registration policies favors students who have a specific education plan and have completed orientation and assessment tests. Registration priority also will be given to continuing students in good academic standing who have not exceeded 100 units; these were recommendations from the Student Success Task Force, and are intended to make it easier for students to reach their educational goals. Next is a conceptual flowchart of the proposed priority enrollment from SB1456.

Priority Enrollment Concept in the Proposed Title 5, Section 58108 Regulation



*Education Code section 66025.8 requires community college to grant priority enrollment to any member or former member of the Armed Forces of the United States within four years of leaving active duty. EC 66025.9 requires priority enrollment for current and former foster youth up to, and including, age 24.

One ongoing challenge has been to fully implement SARS by using the Drop-In Screen to track students who need to talk to an Express Counselor. Staff members or the students themselves can input the student ID number, name and information into the system instead of having the students manually write their name on a sign-in sheet. By implementing this, we can identify which counselor saw the student and how long they waited before they were seen as well as the reason for utilizing the Express Counseling service. Also, the data we collect will be more precise and can be used for statistical reports and program improvement.

The SARS Drop-In feature was piloted and fully implemented in Fall 2010. Students are able to swipe their student ID card or type in their ID number to check themselves in. If students do not remember their ID number, the Appointment Center staff assists with the check-in process. Also, visitors to the campus or potential students who want to speak to an Express Counselor can see an Appointment Center staff member to check-in with a Guest ID number.

Resolved: With the implementation of the Drop-In screen, we can now identify which counselor saw which student and how long the students wait to see a counselor as well as the reason for utilizing the Express Counseling service. The reports are generated from SARS and are more comprehensive and precise, making them more valuable for statistical reports and program improvement.

Another challenge was to fully implement the SARS-CALL to remind students of their appointments by Summer 2010. Currently, Information Technology Services (ITS) has been piloting the SARS-CALL to remind students of their registration appointments. During peak periods, from general Appointment Center experience, appointments are opened on Monday morning for the following week and are fully booked by Tuesday afternoon.

Resolved: SARS-Call has been fully implemented. Students now receive a phone call a day or two before their scheduled counseling appointment as a reminder. The automated message lets the students know the day, time, and counselor that they are scheduled with. This is also used at the Compton Center. Students are also given the Appointment Center phone number to call in case they want to cancel their appointment. As mentioned previously, this feature will be discontinued and no longer available once we update our server. We need to consider the options given to us and implement a new feature.

Currently, the Appointment Center depends heavily on casual and student staff to maintain its operating hours: Monday and Thursday from 9:00 a.m. to 5:30 p.m., Tuesday and Wednesday from 9:00 a.m. to 7:00 p.m. On average, the Appointment Center employs between 8 to 10 students and casual staff. This dependence on temporary staff requires constant training as staff graduates or secures permanent positions off campus. This changeover affects the 1.5 classified staff insofar as they have to set aside extra time from their already full workload. There are also time conflicts between the student staff's school schedule and the Appointment Center's staff coverage needs resulting in staffing shortages. A total of \$45,890 was allocated in 09-10 for student and casual staffing and our budget was reduced to \$30,747. Currently the budget allocation is \$21,825. Our budget has been reduced 48%. Despite this allocation, we will need additional funds transferred from other Division accounts in order to maintain the necessary staffing during the spring and summer registration peak periods and maintain coverage through June 30, 2013. Ideally, the Appointment Center would greatly benefit from hiring two permanent classified Data Entry Operators so that there is continuity in customer service and staff coverage.

In Fall 2010, the Counseling Division purchased 85 magnetic swipe card readers (retail for \$40 each) for the Counseling Appointment Center, Express Counseling check-in area, Career and Transfer Center and all the counselors' computer work stations. The card readers were installed in the high-traffic areas of the Counseling Appointment Center, Express Counseling check-in station and the Career & Transfer center. The remainder of the card readers will be installed in the counselors' office in Spring 2011.

We reported in 2007 that an additional 15 adjunct faculty were added to the current on-call counselor list in order to have more adjunct counselors available for scheduling during our busiest hours and throughout peak periods. The number of adjunct hires declined in 2008 to 12, and due to budget cuts we had no hires in 2009. Currently, we have 20 adjunct working within our special programs. Consequently, the Appointment Center staff schedules appointments for 23 full-time faculty and from 38 adjunct faculty last year to 17 this year. The Appointment Center staff needs to be increased from 1.5 to 2.0 full-time positions and there is also the need to reclassify Clerical Assistant to a Student Services Technician. The evening Career Center Clerical Assistant position likewise needs to be reinstated.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

According to the Office of Institutional Research, the findings of the Counseling Division Satisfaction Survey that was gathered and interpreted are the following:

During the 2012-13 school year 240 students completed point of service surveys for programs within the Counseling Department. Almost 40% of the responses come from General Counseling. A quarter of the responses come from SEP. Financial Aid and EOP&S each account for 10% of the respondents. Six other programs account for the remaining 16% of responses, while four programs produce no responses.

The questions fall into two categories. The first relates to satisfaction of services received. The second category relates to satisfaction with accessibility. Overall, the results are positive for the Division. Over 90% of the respondents rate their satisfaction with services received from the program being visited as “Good” or “Excellent”. Most of the remaining ratings are “Fair” with only a few (less than one percent) rating “Poor”. Students seem to be happy with procedures, service, personal interactions, privacy, and the knowledge of the staff.

In terms of the accessibility of programs, students support the offering of increased access opportunities. Almost 75% of the respondents said they would like to use Counseling services after 5pm. There is little difference amongst service locations in terms of respondents indicate they would not use services after 5 pm. Over 90% of the respondents are open to the usage of online opportunities; particularly the scheduling. However, 20% of the General Counseling respondents would not use Online Counseling even though they would use other online services.

While 40% of the respondents do not work, 43% work at least 20 hours per week, and more than half of those report working at least 30 hours per week. Most of the General Counseling and Transfer Center students work at least 20 hours per week. Over 40% of the SEP also work over 20 hours per week.

The most popular day for workshops is Monday. Tuesday, Wednesday, and Thursday also produce some interest. The most popular time is morning. These are not across the board preferences. EOP&S prefer afternoon workshops. There is little difference in time preference

for Financial Aid and General Counseling indicating that these students generally have needs at all times of the day.

The sample of the survey utilized in on the following page.

Counseling Division Satisfaction Survey 2012-13

N = 240

1. For which program or service are you completing this survey? (Choose one only; to evaluate other programs, use a separate survey form)

Response	Frequency	Percent	
General Counseling	87	38	<div style="width: 38%; background-color: #0000FF; height: 15px;"></div>
Career Center	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
Transfer Center	6	3	<div style="width: 3%; background-color: #0000FF; height: 15px;"></div>
SEP	60	26	<div style="width: 26%; background-color: #0000FF; height: 15px;"></div>
New Student Orientation	5	2	<div style="width: 1%; background-color: #0000FF; height: 15px;"></div>
FYE	9	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>
Puente	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
Project Success	1	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
EOP&S	22	10	<div style="width: 10%; background-color: #0000FF; height: 15px;"></div>
CalWORKs/CA RE	5	2	<div style="width: 1%; background-color: #0000FF; height: 15px;"></div>
SRC	12	5	<div style="width: 5%; background-color: #0000FF; height: 15px;"></div>
Athletics	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
Financial Aid	23	10	<div style="width: 10%; background-color: #0000FF; height: 15px;"></div>
International Student Program	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

2. Hours of operation

Response	Frequency	Percent	
Excellent	140	59	<div style="width: 59%; background-color: #0000FF; height: 15px;"></div>
Good	72	31	<div style="width: 31%; background-color: #0000FF; height: 15px;"></div>
Fair	20	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>
Poor	4	2	<div style="width: 2%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

3. Office facilities [appearance- comfort]

Response	Frequency	Percent	
Excellent	136	58	<div style="width: 58%; background-color: #0000FF; height: 15px;"></div>
Good	83	35	<div style="width: 35%; background-color: #0000FF; height: 15px;"></div>
Fair	14	6	<div style="width: 6%; background-color: #0000FF; height: 15px;"></div>
Poor	3	1	<div style="width: 1%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

4. Time of response to your request[s]

Response	Frequency	Percent	
Excellent	151	64	<div style="width: 64%; background-color: #0000FF; height: 15px;"></div>
Good	61	26	<div style="width: 26%; background-color: #0000FF; height: 15px;"></div>
Fair	23	10	<div style="width: 10%; background-color: #0000FF; height: 15px;"></div>
Poor	1	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

5. Procedures clear and easy to follow

Response	Frequency	Percent	
Excellent	161	68	<div style="width: 68%; background-color: #0000FF; height: 15px;"></div>
Good	62	26	<div style="width: 26%; background-color: #0000FF; height: 15px;"></div>
Fair	12	5	<div style="width: 5%; background-color: #0000FF; height: 15px;"></div>
Poor	1	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

6. Quality of materials received

Response	Frequency	Percent	
Excellent	156	68	<div style="width: 68%; background-color: #0000FF; height: 15px;"></div>
Good	65	28	<div style="width: 28%; background-color: #0000FF; height: 15px;"></div>
Fair	8	3	<div style="width: 3%; background-color: #0000FF; height: 15px;"></div>
Poor	2	1	<div style="width: 1%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

7. Knowledge & Helpfulness of Front Desk Staff

Response	Frequency	Percent	
Excellent	145	62	<div style="width: 62%; background-color: #0000FF; height: 15px;"></div>
Good	64	27	<div style="width: 27%; background-color: #0000FF; height: 15px;"></div>
Fair	20	9	<div style="width: 9%; background-color: #0000FF; height: 15px;"></div>
Poor	4	2	<div style="width: 2%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

8. Helpfulness & Knowledge of Counselors

Response	Frequency	Percent	
Excellent	179	76	<div style="width: 76%; background-color: #0000FF; height: 15px;"></div>
Good	47	20	<div style="width: 20%; background-color: #0000FF; height: 15px;"></div>
Fair	6	3	<div style="width: 3%; background-color: #0000FF; height: 15px;"></div>
Poor	2	1	<div style="width: 1%; background-color: #0000FF; height: 15px;"></div>
N/A	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

9. Overall quality of service

Response	Frequency	Percent	
Excellent	151	65	
Good	75	32	
Fair	8	3	
Poor	2	1	
N/A	0	0	

11. I would be very likely to use the Counseling Services in the evening hours (after 5:00 pm).

Response	Frequency	Percent	
Strongly Agree	73	33	
Agree	91	41	
Disagree	51	23	
Strongly Disagree	8	4	
Not Applicable	0	0	

Online Appointment Scheduling

Response	Frequency	Percent	
Strongly Agree	130	59	
Agree	74	34	
Disagree	10	5	
Strongly Disagree	5	2	
N/A	0	0	

Online Counseling

Response	Frequency	Percent	
Strongly Agree	75	37	
Agree	71	35	
Disagree	40	20	
Strongly Disagree	19	9	
N/A	0	0	

14. What is your preference for workshop hours?

Response	Frequency	Percent	
Morning 9 a.m. - 12:00 p.m.	78	39	
Afternoon 12:00 p.m. - 3:00 p.m.	70	35	
Evening 3:00 p.m. - 5:00 p.m.	52	26	

10. When talking to a counselor at El Camino College, I feel I have enough privacy to discuss my concerns.

Response	Frequency	Percent	
Strongly Agree	147	62	
Agree	87	37	
Disagree	1	0	
Strongly Disagree	1	0	
Not Applicable	0	0	

Online Orientation

Response	Frequency	Percent	
Strongly Agree	89	43	
Agree	96	46	
Disagree	20	10	
Strongly Disagree	4	2	
N/A	0	0	

Online Assessment

Response	Frequency	Percent	
Strongly Agree	92	44	
Agree	85	41	
Disagree	27	13	
Strongly Disagree	3	1	
N/A	0	0	

13. On average, how many hours per week are you currently working for pay?

Response	Frequency	Percent	
30 to 39	54	23	
20 to 29	47	20	
10 to 19	20	9	
1 to 9	16	7	
0 or seasonal	93	40	

15. What days would you prefer to attend workshops?

Response	Frequency	Percent	
Monday	97	47	
Tuesday	61	30	
Wednesday	60	29	
Thursday	62	30	

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.

1. Summarize the program's strengths and areas that need improvement.

“The community colleges are the primary institution of higher education for communities of color in California (particularly African Americans, Latinos, and Native Americans). Yet the community college system has not been adequately supported to fully build its capacity to address the needs of all its diverse students and as a result is not fulfilling the dream for many low-income, language, and ethnic communities in the state” (California Tomorrow, April, 1, 2002).

According to the Office of Institutional Research, the largest groups at El Camino College in 2009 were Hispanics (38.1%), and African American (18.5%). Puente and Project Success have been providing services to our largest underserved student population for 20 years. These retention programs need permanent funding to support retention services on a permanent basis. Unfortunately, the Hispanic and African American student population have one of the highest attrition rates on campus.

According to California Tomorrow (April 2002), “In the support program context (i.e. EOPS, CalWORKs, Puente) where counselors are assigned to a group of students with a more realistic ratio, almost all students speak positively and often passionately about their counselors, their supportive and caring attitudes, their help in navigating the system, and the quality of information they receive. For students who are not in support programs, however, the landscape looks quite different. While the information is helpful, few students speak of having ongoing relationships with the counselors—relationships that students need to succeed.”

The Division of Counseling and Student Services faculty addressed some of these issues by developing our first Student Success Conference for undeclared majors and our third annual Pre-Health Professions Workshop to address the decline of our continuing and evening student population and to enhance major awareness. In the past, we coordinated the Adult Re-Entry Program to increase support for our working adult population. This program was terminated due to budget cuts. In order to ensure that our underserved student populations are supported, we have Puente and Project Success. Both of these programs support first-generation, culturally diverse students, first-year and/or continuing student population. In Spring 2011, our faculty coordinated the third Annual Pre-Health Professions Workshop in the El Camino College Campus Theater. This workshop was developed and coordinated by Ken Gaines, a counseling faculty. The workshop was designed primarily for students and faculty interested in medical, dental, pharmacy, optometry, physician's assistant, physical therapy, occupational therapy and related professions. Students were able to sign up on the ECC website. Approximately 300 students and faculty attended. ECC faculty participants earned flex credit.

Both the Retention Committee and the SSTARS program is responsible for providing retention services to the students who participated in New Student Welcome Day, our SEP Program, and follow-ups with all our student support programs. The New Student Welcome Day is an open house activity sponsored by Counseling and Student Services. This program increased student and parent participants from 300 on its first year to approximately 1,000 on its fifth year.

In addition, our SSTARS Program has done a phenomenal job collaborating with student support services on campus and outreaching to students, faculty, and staff. SSTARS raised \$10,000 to support student services activities, including scholarships and book grants. We were also able to hire a retention counselor through Fund 15 and a SSTARS counselor with Matriculation funding. Due to budget reductions, these funding sources are no longer available. All counseling faculty are fully integrated into SSTARS. Our SSTARS program was featured during Flex, Management Forum, the American Counseling Association Conference, the American College Counseling Association Conference, and the President's Newsletter.

One of our newest programs that we are proud of is our Academic Counseling Student Enrollment and Student Success (ACSESS) program. This one-stop student service program generated 218 first-time freshmen, predominately developmental students and underrepresented students. It also generated FTES of \$576,711.67. Project ACSESS is the completion of the total matriculation process utilizing the one-stop services format. ACSESS guides first-time student enrollment and success by offering targeted matriculation services that include assessment, orientation, counseling, development of education plans and registration. The overall goal was to help students become self-sufficient during the registration process. This self-sufficiency will ensure that these students in future semesters will succeed especially in the area of retention and provide greater access to El Camino services. The ACSESS program is a faculty-driven program developed in the Division of Counseling. One of the greatest strengths of this program was that it was a team effort. This team worked collaboratively with academic services and received support from Dean Lew, the Dean of Humanities, Dr. Barbara Jaffe, the Associate Dean, and Dr. Gloria Miranda, the Dean of Behavioral and Social Sciences. This team also included, John Wagstaff, Director of Information Technology Services, Satish Warriar, Don Treat, Claudio Vilchis, and Sheryl Kimball. The Admissions and Records team included Bill Mulrooney, David Treat, and Jose Jauregui. The counseling aides included Andrea Eke, Angela Funes, and Jose Hernandez and a host of adjunct faculty. The Counseling team consisted of Valencia Rayford, Margaret Miranda, Carol Imai, and Sabra Sabio. Dr. Margaret Quinones-Perez chaired this team while Dr. Smith supervised the overall team. Other strengths of the ACSESS program included the following:

- Excellent customer service to full-time first-time freshmen
- Cooperation between Admission and Records, Counseling Services, and ITS
- Creating a database by student ID's and majors so that the college can track their progress at the end of fall 2007 and determine retention rates

- Having access to functional computers to log onto MyECC
- Laptops with Datatel
- Supplies (catalogs, schedule of classes), pencils, paper, AA, AS, and IGETC materials
- ITS – Student connection to ITS; Errors were seen live and enabled ITS to trouble shoot better
- Paraprofessional help to motivate students
- Students’ ability to make connections
- Students’ enhanced knowledge of the enrollment process and how to look for and schedule classes.
- ACSESS relief of in-person orientation
- Sorting of students who go through ACSESS program
- Immediate transition from orientation to advisement, and then to registration
- Technical support present to help trouble-shoot and clear up students’ issues

ACSESS was suspended due to budgetary and facility limitations.

During the spring and summer of 2011, we promoted New Student Welcome Day during the Matriculation orientations. This increased the number of student participants for this event. The New Student Welcome Day is an open house activity sponsored by Counseling and Student Services to showcase and highlight the programs of study, support programs, and services of the college. This program was initiated by the Associated Students Office (ASO) and later assigned to Counseling to provide an orientation to new students and their family on college programs and services. During this event, students have the opportunity to interact with faculty and other students from the discipline of their interest. They can also attend various informational workshops featuring support programs. A Resource Fair is likewise featured so that students can obtain additional information from services and program staff.

New Student Welcome Day (NSWD) strengths:

According to Institutional Research, NSWD student’s “Persistence from Fall 2007 to Spring 2008 was 10% higher for the cohort compared to the comparison group. Preliminary information from Fall 2008 indicates that the one-year persistence rate was higher by 5 points.” Our retention statistical summary from Fall 2008 to Spring 2009 indicates that the one-year persistence rate was higher by 5 percent, and from Fall 2009 to Spring 2010, it was 4 percent higher.

Sponsors of event:

Counseling presented at the deans’ meeting, counselors’ meetings, and major division meetings. The event was effective because of the collaborative efforts of the divisions and support from

counselors, faculty, staff and academic programs. Registration was well organized with appropriate signage and placed in strategic locations to direct students and parents. Additional signage was placed inside the campus to guide students and parents to the second-session workshops. This year, registration was held online as pre-registration using Google Docs. Students were asked to select their first and second session workshops, which allowed us to book the appropriate number of classrooms and presenters to meet the demand. Online registration generated a pre-registration list and check-in was done in alphabetical order, which made the process very smooth, thereby eliminating the need to have steps one to five. We also had an onsite registration table. In addition, volunteers directed students through the appropriate steps during registration which made the line run smoothly. The directional signs for the inside of the campus were placed the day before the event. Meeting and coordinating with the Faculty and Staff Development Director to have the umbrella tables set-up for NSW and Flex Day worked out well for the set-up of both events. People were once again pleased with the AMP Radio FM radio.

We had approximately 69 volunteers, 26 ambassadors, and students and student staff assisting during the event. Fifty faculty and staff and seven division deans participated in the major division sessions. Approximately 30 faculty presented in the second session workshops “Planning for Your College Education;” and approximately 55 faculty and staff participated in the Resource Fair. Approximately 48 students and ambassadors assisted with stuffing bags on Friday, August 19th--one week before the event. Once again, the campus tours were well organized by the Outreach Office and conducted by their Student Ambassadors. Student volunteers handed out tour flyers during check-in and during the resource fair. This year, a Counselor and Student Services Advisor partnered and coordinated student volunteer activities.

Parking instructions for students and parents were included on the postcard, letter, and website. In addition, NSW signs were posted on fourteen sandwich boards (borrowed from the Student Development Office) and placed around the outside of campus to direct students and parents. This year, Counseling developed and purchased additional signage to place inside and around the campus as well as classroom doors thereby making it easier to locate workshops.

Event:

The food this year was good; there were no negative comments about it. There was enough for everyone, including staff and volunteers. Again, this year we had two professional balloon arches as well as various small balloon poles placed along the library lawn. This released volunteers to help with check-in and with directing students and parents around the campus. The canopies were assembled the day before, so that on the day of the event it would be easier to move the canopies to the appropriate locations such as to cover the food and at check-in.

Registration:

The registration process and set-up went very smoothly; both were the result of having placed signs and of having the canopies opened the day before. Having the program start half an hour later at 9:00 a.m. instead of 8:30 a.m. worked well, allowing enough time for check in. Everyone doing the welcome presentations finished on time. The ending time was still kept at 1:00 p.m. The coordination with the Marsee auditorium stage crew also worked well. The auditorium doors

opened at 7:45 a.m., which allowed students and parents to go in early into the seating area. As students conglomerate before entering the auditorium, we need to monitor the line and remind students that at lunch time, they can sign-up for campus tours. Another suggestion is to have tour sign-up during lunch only.

Directions:

There were more volunteers directing students throughout the campus this year. With the higher number of volunteers, registration was better organized. In addition, there were more volunteers throughout the day; this made it easy to assign volunteers to each of the sessions and to collect signatures from both workshop sessions. It also allowed for volunteers to be assigned to each second workshop session to collect surveys. This year, recruiting volunteers was not as challenging as it had been in the past. Many of the campus organizations and clubs have begun to institutionalize this activity within their organization; hence, volunteering in this event has become an expectation of the participants in these organizations. Recommendations continue to be made to include all campus faculty and classified staff to assist in directing students and parents throughout the campus on the day of the event on a rotation basis so that division continues to function.

As part of the signage, we enlarged copies of the second session workshop agenda and placed them on the entrances to the buildings where the second session workshops were held. In addition, the maps should be color-coded to make it easier for students to locate the workshops. Enlarged maps should also be placed alongside the list of workshops.

According to Campus Police, the rolling marquees are not working. There is a need to continue placing signs around campus on the day of the event.

Event:

Campus police continues to be represented during the NSW planning meetings and this facilitates the communication between counseling and the Police Department. During the meetings, it was communicated to campus police that we would need assistance in moving the canopies from the Marsee to the Library lawn. However, this year, our counselor Bernadette, requested that campus police patrol the area where the canopies were kept overnight as well as patrol the signs placed inside of the campus. We need to continue communicating with campus police regarding our future event needs so that they can provide us with cadets and the electronic marquees to assist in directing traffic and guiding students and parents to the free parking locations. The food for this event was good; there were no negative comments about it. We should continue to order two professional balloon arch displays so that the volunteers can help us with registration in the morning and direct students and parents around the campus and not arrive so early to create them.

Another strength of the Counseling Division is the Student Enhancement Program (SEP). Its strengths are:

- Conducted a total of 127 SEP workshops

- Continued placing of notifications for students on Probation/Dismissal status through MyECC
- Approximately 1,176 students completed the SEP workshops during the 2010-2011 academic year
- Continued placing of fall and spring registration holds for Probation Level 2 students and notified students by mail and through MyECC
- In Spring 2011 approximately 1,142 students completed Probation II Contracts
- Processed 327 dismissal petitions in Summer 2011
- Continue to collaborate with the Admissions Office, the ITS Department and the Compton Center to develop a joint letter to inform students of their probation status.
- Continue to revise Student Enhancement booklet
- Included Compton Center faculty in Retention Planning Committee meetings.
- Continue to develop joint procedures for the reinstatement process
- Continue to develop joint procedures for placing Probation Level 2 students on hold
- Continue to develop joint procedures for the hold release on Probation Level 2 students
- Student participation in SEP workshops has increased during this year
- Completed Early Alert support service referral forms and distributed campus-wide
- For the fourth year the Matriculation team held presentations on Early Alert during the Division meetings of nine academic departments
- Due to the registration holds, students are more aware of their probation status, thus creating a higher demand for SEP workshops. In response, the Matriculation team developed a screening process to address student's SEP workshop and counseling needs more quickly and effectively

Note: The Board of Trustees approved a new Dismissal Policy (BP 4250), which states the following:

A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than 2.0 in all graded credit units attempted in each of three consecutive semesters. However, if a student achieves a 2.0 or higher during the most recent regular (Fall, Spring) semester while on probation, the student will continue on probation but will not be subject to dismissal.

This policy could not be programmed by ITS due to implementation timing conflicts; therefore, we are still using the grade point average of less than 1.75 in our dismissal procedure.

Counseling, Admissions, and Information Systems (ITS) collaborate with the El Camino Compton Educational Center in identifying the students who are on dismissal status. Every year at the end of June, the ITS Department is informed by the Admissions Office to run the dismissal program and to print out labels of the students on dismissal status. At the same time, counseling faculty along with admissions staff finalize the dismissal letter that will be mailed to these students. During this time, counseling staff prepare for the mass mailing of these letters.

Counseling also prepares the Student Enhancement Program (SEP) workshops. This program targets students on academic/ progress probation or dismissal status by strongly encouraging them to attend the workshops. During these workshops, advisors explain to students the dismissal policies, and procedures and give students strategies to return to good academic status. In addition, advisors explain to students how to prepare the Reinstatement Petition Form and the type of documentation that needs to be included with the petition form in order to complete their reinstatement packet. Counselors are also scheduled as part of the SEP workshop to guide the student and to develop an educational plan for the student on dismissal. The SEP workshops are approximately three hours in duration and are offered throughout the year. These workshops have been highly regarded by the students. Activities in the workshops help students develop a proactive sense of responsibility for their academic performance and generate solutions to problems affecting their academic performance.

	2010	2011
Academic Dismissal	613	493
Progress Dismissal	363	291
Total	976	784
Reinstatement Petitions Submitted	243	327
- Approved	228	318
- Denied	15	9

Overall, there was a decrease of dismissals from 2010 for a total of 192 students less in 2011.

Strengths:

The collaboration between the Counseling Department and the Admissions Office has been strengthened over the last years and both areas work very well to develop a comprehensive reinstatement process for the students. In addition, the ITS Department has also been involved this past year in assisting the Counseling and the Admissions Office in understanding and developing appropriate notifications to inform students of their academic status. The team efforts continue to be demonstrated in the participation of the areas coming together and working in the revision of the letters, petition forms, Portal notifications, and Counseling and Admission steps. El Camino College continues to work closely with the El Camino College Compton Center in this process. Their assistance and feedback are very important in developing steps and procedures needed for both El Camino College and the El Camino College Compton Center to follow.

The Matriculation Advisor partnered with a tenured faculty to manage the Reinstatement Petition Appeal process. The advisor is in charge of logging in each petition; distribution of the petitions among the reviewing committee members or individuals; receiving and recording the outcome of the reviewing committee decision for each petition; informing each student by phone or walk in and submitting approved petitions to Admissions for clearance of the dismissal hold. Having a centralized process continued to work well. It enabled the process to run more efficiently and quickly. For instance, if students were inquiring about their standing, it was easier to locate the

status of their petition. Petitions were also screened to make sure transcripts were attached to each one; this allowed a faster review of petitions. Thus, students received notice of their denial or approval at a faster rate. The dean will meet with each student who chooses to appeal a counselor's recommendation.

Communication between Admissions and Counseling continued to flow this year. Direct and immediate contact concerning dismissal between designated personnel in Admissions and Counseling also fostered a more effective dismissal period. The directions given to students for the completion of their Reinstatement petitions are very clear and precise.

During this dismissal period, we continued implementing "Probation/Dismissal Notifications" online and having one individual evaluating the Reinstatement Petitions.

New Virtual Counseling/WEB Q&A Strengths:

Our old online counseling was e-mail based. Although very effective, it was not as productive as our new online counseling system, WEB Q&A. Our new system went live spring 2008. Our Student Services Technician is the administrator of all incoming questions and requests from students. The technician screens the incoming e-mails to see if it is a simple question that can be answered quickly, such as "What are the counseling hours?" If the question is more complex, the technician will forward it to one of the online counselors or advisors to answer, as long as it does not require review of transcripts. Since WEB Q&A went live, we averaged 20 to 30 counseling forms per day. We anticipate this number will increase as more students realize that the system is up again.

The Web Q&A answer database is updated several times a semester to post current deadlines for registration, registration dates, and other important deadlines.

Another strength of the new system is the timeliness of e-mails answered. By having the technician screen the e-mails and having control over the distribution of the e-mails, no one counselor will be burdened with too many questions and the students' questions can be answered efficiently and in a timely manner.

The WEB Q&A system has a built-in searchable database of answers to popular counseling questions. The old e-mail based system did not have a searchable database, and counselors had to type the same answers over and over. If a question was already submitted by a student, it will search keywords to see if the question has already been answered. If the question was answered, the student will receive an instant reply with the answer attached, and there is no need to forward the question to a counselor. WEB Q&A will also ask the student if the answer was helpful, and they can select "Yes" or "No"; this information is recorded for reporting purposes. This reduces the amount of questions submitted to Admissions and Records, Counseling, Financial Aid, etc. and it frees up the flow of information.

In addition, WEB Q&A has a built-in reporting system that will allow the technician to print reports on the number of e-mails submitted by students, which will assist in increasing matriculation funding. Prior to the new system, the counselors had to forward the technician the

e-mails that they answered so that she could input the students' information into SARS to get an accurate count.

Weaknesses:

We have an urgent need to reclassify our Appointment Center's Clerical Assistant to a Student Services Technician and permanently increase the assignment from 50% to 100% in order to support the increased usage of our student services technology and we need to increase our budget to hire additional full-time and adjunct faculty to meet our students' needs. Ideally, the Appointment Center should have four permanent classified Data Entry Operators so that there is continuity in customer service and staff coverage similar to Admissions and Records front desk staff. We are only requesting two because of the District's budget constraints. The Appointment Center staff needs to be increased from 1.5 to 2.0 full-time positions. This will assist in reducing lines. The evening Career Center Clerical Assistant position also needs to be reinstated. An additional 15 adjunct faculty were added to the current on-call counselor list in January 2012 in order to have more adjunct counselors available for scheduling during our busiest hours and throughout peak periods. Consequently, the Appointment Center staff schedules appointments for 27 full-time faculty and between 8 to 37 adjunct faculty. Due to the high additional attrition of adjunct faculty counseling needs for faculty change on daily basis.

Faculty must fundraise and request money through the Foundation to fund retention support services. All retention support programs need permanent funding. We have requested additional funding through our new budget proposal process. This will enable consistent funding for our Pre-Health Professions Workshop, the Career Center's annual Student Success Conference (for undeclared majors), Adult Re-Entry, Project Success and the Puente Program. The division has requested expansion of the Puente and Project Success programs to the level of FYE model so more students can be served. Additional monies are needed to support the needs of our retention support services. The same opportunities for flex credit and student access should be made available to the ECC Compton Center.

One of the ACSESS program's weaknesses was a permanent facility; the dean has been in discussion with the SCA Management Team and the Vice President of Student Services to secure the Scholarship Office classroom on the 2nd floor of the SSC building as a secure permanent space. This request was denied. The dean is currently requesting SSC 206, which was formerly a classroom for HD courses. This request was approved in Fall 2011. Other weaknesses include the following:

Staff:

- Need for additional staff during ACSESS period
- Need to have personnel for a day shift and night shift from 9:00 a.m.-7:00 p.m.
- Need faculty and staff specifically assigned to ACSESS
- Need on-call ITS representative to "trouble shoot" student log on complications

Equipment and Location:

- Need more computer hardware and equipment

Planning and Coordination:

- Strengthening planning and the coordination process for implementation of ACSESS
- Assessment office uploads scores so that students are cleared to register for math and English classes immediately
- Financial aid representative participation
- More involvement of SSTARS committee and more information about SSTARS for the online orientation
- More coordination with academic deans to determine class availability and adding more classes based on student demand
- Breakdown in communication with Assessment Office and Humanities on how many students they were testing. Had Humanities Division known they would have opened more classes, especially English A and B
- Delay in entering student testing scores from Assessment Office, which takes 24 hours of turnaround time
- Get more staff to download the student testing scores in frequent batches. Another option is to hire additional staff during the ACSESS period to enter student test scores in Colleague
- ACSESS referral card that can be shown to Assessment Office to give the students priority in entering test scores
- Better coordination with outreach counselors
- Class availability based on student needs and student enrollment patterns
- Creating the ACSESS Process for high school students coming from feeder high schools
- Offering ACSESS process to high school students as potential freshmen. This will allow for all first year students to have block scheduled courses
- Development of database
- Input data into SARS for MIS Reporting
- Missing the Financial Aid factor

- Set up appointments with Financial Aid after going through ACSESS process. Giving students a checklist of documents to bring during the Financial Aid process
- Have a desk for EOPS
- Have the ACSESS program for fall, spring and summer (different format due to more parents coming in)
- Have an ACSESS format for summer anticipating students with parents
- Get the number of students who were enrolled in Compton Center
- Have Irene Graff track the student's retention rate
- Meet with deans and develop a package
- Send a letter to the ACSESS students to follow up with how they were doing and informing them of other programs and services
- Time period for ACSESS will be for three weeks before the start of fall classes (1st week of August, August 4-19 2008)
- Start working on concurrently enrolled middle school or high school student. Come up with a separate ACSESS for this group
- Have the program institutionalized

ACSESS Program was suspended due to budget constraints in 2008.

The New Student Welcome Day weaknesses included the following:

Workshops:

Signing up students and getting the evaluations in second session continues to be a challenge.

The second session workshops and lunch need to be promoted more effectively so that students will not leave prematurely. Also, a new location needs to be identified for parent check-in.

It was suggested once again to have volunteers walk students and parents to their second session. This did not happen because we did not have enough volunteers.

The idea of providing lunch tickets in exchange for the evaluation at the second workshops was suggested so that we can have a higher attendance in that session, thereby receiving more evaluation from students and parents. There were still problems in collecting evaluations. We collected the evaluations during the second session, distributed opportunity drawing tickets and had the drawing at each of the second session workshops. Many second session workshops

continue to not receive the expected attendance. Bags that did not have parent surveys were handed out.

Ideally, this program needs a full-time coordinator to focus only on planning this event and a full-time clerical person to assist with the logistics of event planning. Once again, this year, even though there were two full-time counselors and a full-time advisor planning this event, each counselor and advisor had other assignments in addition to this event. The NSWDC coordinator would function as the main program developer while the other counselors and advisor would act as support staff to the NSWDC coordinator. To provide better publicity in the future, we should post announcements on Facebook and Twitter as well as in the campus electronic boards.

Better communication needs to be developed between the NSWDC committee and the purchasing department so that the purchasing deadlines can be met.

Because counseling contact was reduced to 175-day schedule, NSWDC was suspended for Summer 2012.

Student Enhancement Program (SEP) weaknesses are listed herein:

- Space needed to conduct SEP workshops
- Counseling faculty needed to develop educational plans for SEP students during peak periods
- System does not allow the placement of unit limitations for students on probationary status
- Spring posting of grades needs to be completed on time on both campuses to allow proper identification of students on probation or dismissal status
- Level 2 registration holds are not automatically lifted when students return to good standing
 - ❖ It takes too long for registration holds to be lifted
 - ❖ Dismissal holds had no termination date therefore we have placed an ITS work order request to program an end date

The collaboration of our ITS Department staff as well as staff from the ECC Compton Center needs to continue to be strengthened throughout the planning process for probation and dismissal. It is also important to have both campuses complete the grade reporting at the same time so that ITS can complete the Probation/Dismissal program in a timely manner. Otherwise, this causes a delay in the mail-out of the dismissal letters and the posting of the electronic notifications on the ECC portal.

Originally, we had been assured that the ITS department would be able to run the dismissal program for both campuses separately. However, this was not the case. In addition, the Reinstatement Committee was told that two sets of dismissed student labels were going to be provided and they were; once more the dismissal labels were mixed with the probation labels. This required more time for the counseling staff to complete the mail-out of the dismissal letters. Counseling and Admissions need to develop a faster way to clear the Probation Level 2 holds.

Workshops:

In addition to sending probation/dismissal letters, this semester we placed revised notifications on the ECC Portal for students who are on probation or dismissal status. Once a student on probation/dismissal status logs into his/her MyECC account, there will be an alert. By clicking on this alert, students obtain information regarding their status and are referred to an SEP workshop or to see a counselor.

During SEP workshops, advisors explain to students the procedures for returning to good academic standing and provide students with academic strategies to succeed in college such as Time Management, Goal Setting, and Decision Making.

Directions:

Our weaknesses are not having sufficient permanent staffing to support the Matriculation and Retention Services. In December 2010, we succeeded in hiring a much needed permanent full-time Student Services Advisor. However, another full-time Student Services Advisor, full-time Matriculation Coordinator, and clerical staff are still needed. Furthermore, there has been an expansion of the Student Enhancement Program activities such as Probation Level 2 holds, an increase in demand for SEP workshops, Probation Level 2 contracts, and educational plans for probation students.

Ideally, the Matriculation and Student Retention Services programs should have two full-time Student Services Advisors, two clerical staff, and at least three adjunct faculty to assist with the many student services functions of the program so that there is continuity in customer service and reinstatement procedures. With the expansion of online orientation, NSW, SEP probation and dismissal processes and procedures, the need for two clerical staff has become vital. This necessary staffing will allow the program to better strategize and coordinate the dissemination of accurate and timely information to all support programs so that details and deadlines can be clearly communicated to students seeking Matriculation and Retention services.

The collaboration with the ITS Department needs to be strengthened with the new ITS supervisor. For the past three years, the ITS Department has provided two sets of labels; but the dismissal labels were mixed with the probation labels. This requires more time to complete the dismissal mail-out because the dismissal labels had to be identified correlating them with the dismissal lists, and then highlighting each label to match the dismissal names. This process was more labor intensive, and the assistance of all the Division and Appointment Counter staff was required to assist in completing the mail-out within three days.

Most important is to have both campuses complete the grade reporting at the same time so that the dismissal process can be completed on a timely manner. Otherwise this will continue in delaying the dismissal letters mail-out.

Due to the delay in grades being submitted, the probation and dismissal procedures were not programmed on time. This led to a delay in informing students of their status and also less time was given to dismissal students processing their reinstatement petitions.

The Counseling Division is working on reconvening Retention Committee meetings to disseminate accurate and timely information to all support staff so that details and deadlines can be clearly communicated to students in both the Admissions and Counseling offices. In addition, Counseling has designated the Matriculation Advisor to focus on the task of processing the Reinstatement Petitions; she has been coordinating this process for the last two years. However this advisor is also the co-coordinator for New Student Welcome Day, which takes place during peak periods for Student Enhancement Workshops and New Student Orientations. The reinstatement appeal process is very involved, requiring many steps such as: the logging in of each petition; distribution of the petitions among the reviewing committee members or individuals; receiving and recording the outcome of the reviewing committee decision for each petition; informing each student by phone or walk in and submitting approved petitions to Admissions for clearance of the dismissal hold.

In addition, a list is compiled of students who did not submit a Reinstatement Petition and are to be dropped from their fall classes by the designated deadline; this requires the Matriculation Advisor to work very closely with Admissions staff to ensure the completion of this process. Ideally, the Matriculation and Student Retention Services programs should have two full-time Student Services Advisors, two clerical staff, and at least three adjunct faculty to assist with the many student services functions of the program so that there is continuity in customer service and reinstatement procedures. Another feature that needs to be strengthened is making sure that faculty and staff at both campuses are aware of the probation/dismissal process so that students will receive accurate information.

Online Student Orientation:

This online orientation is technologically up to date with the Matriculation program needs and it can offer El Camino College's incoming new students an engaging and informative welcome and orientation. However, we are currently reviewing new vendors, Cynosure and Comevo, to ensure we are SB 1456 compliant. The counseling faculty would like to move forward with the purchase of Cynosure pending ITS review of the technology adequacy for ECC for the following reasons:

- Cynosure is ADA compliant
 - Hard of hearing or deaf students
 - Captions for students to read
 - Do not have close caption

- Blind Students
 - Narrated script to guide students
- Ability to upload audio and video narration
- Cynosure-Interface with ECC students data systems (Banner, Datatel, etc.)
- Translation

One of the weaknesses of the online orientation is that it cannot handle too many students logged in at once. During our peak time summer periods, many students complain that they are unable to complete the online orientation because it will not advance to the next chapters. Additionally, when ITS installs new software updates, the online orientations becomes defragmented and do not allow students to log in. Lastly, the current online orientation does not provide an accurate count of students completing the online orientation by specific term and by properly tracking student ID numbers. We are currently looking into purchasing a new online orientation. As already stated, Cynosure is the name of the vendor we are interested in; Cynosure has developed online orientation programs for more than 25 community colleges in the state and they are in every community college region. Based on our research, this vendor's orientation is ADA compliant, it has the ability to be interfaced with our student data system, Datatel, and it offers pre and post orientations surveys developed to measure orientation learning outcomes. This online orientation is technologically up to date with our program needs and it can offer El Camino College's incoming new students an engaging and informative welcome and orientation. The projected estimated cost is \$52,000.

Early Alert:

We completed the research for Early Alert by calling several campuses and going to their websites as well as posting questions on the 3CDUG list serv regarding early alert, but only three responses were received. One school is using SARS early alert; this school had used Datatel's early alert before and was not pleased with the product. Another school is using a homegrown program, and the third suggested contacting the dean of the program.

The Matriculation Committee has recommended we move forward with SARS Alert, which is used statewide as we found through our research. We contacted the vendor for SARS Alert; the estimated cost is \$9,176.25 for the first year with an annual maintenance fee of \$1,350.25. However, this project was put on hold until further discussion. Although this service is not required for SB 1456, the Division recommends its consideration in the future.

Background of Virtual Counseling/WEB Q&A:

Unfortunately, the campus web developer resigned prior to the implementation of this new system. Thus, the dean had to assign our Faculty Coordinator, Cynthia Mosqueda, the administration oversight to attend the web training to set up and implement the system and provide training to our faculty and staff. In Fall 2007, Melanie Graves enlisted the help of Cynthia Mosqueda to take over the training and implementation of WEB Q&A to ensure that the project would be carried out and implemented throughout the campus. Cynthia Mosqueda met

with JP Berger, consultant and trainer for WEB Q&A, and completed training needed to setup system requirements, security settings and web development needed to publish the new online counseling form. After she finished the training, she reformatted the counseling site to include the new WEB Q&A system requirements and trained ten counselors along with two student advisors to use the new system. The system was launched on Monday, March 3, 2008 and it is receiving over 30-50 online requests per day without any advertisement to students. Cynthia will continue to serve as the site administrator to answer questions, update system requirements and page configuration, and provide additional training to future departments and staff as they begin to utilize WEB Q&A. The District recently hired a new web developer who is expected to begin mid-March 2009. This will relieve our counselor of this duty. The new web developer works closely with our Student Services Technician.

Basic Skills Counseling Intervention:

This effort entitled, *the Basic Skills Counseling Intervention Program (BSCIP)*, is a grant-funded program that emphasizes collaboration between Counseling and mathematics faculty. The mission to address the “academic and social needs” of ECC’s underprepared students is being met through this faculty collaboration. The Counselor Intervention Program links basic skills math classes (Math 12 and Math 23) with a counselor for proactive student support in the classroom for the entire semester. The BSCIP would address the academic and social needs of basic skills students while they are taking a basic skills math course. The Basic Skills Counseling Intervention Program makes sure students are not only successful with their basic skills courses but all courses they take at El Camino College.

THE KEY COUNSELING COMPONENTS OF THE INTERVENTION INCLUDES:

- Scheduling for an appointment with the intervening counselor
- Complete an Education Plan with Counselor
- Classroom Discussion Topics: ECC Policies and Procedures; Students Responsibilities Deadline Dates; ECC Catalog/Class Schedule; Financial Aid/Scholarships; SSTARS Programs and Services (over 25+); Career/Majors Information; Educational Planning Process; AA/AS Degrees, Certificates, Transferring; Educational Goals, Time Management, Motivation; Educational planning; Navigate ECC Online WebPages; and MyECC/Registration Process.

Below is the latest report brief on BSCIP from our Institutional Research Department.
Intrusive Educational Planning for Basic Skills Math Students: Does it Help?

In the traditional matriculation process, students take placement tests, meet with counselors and establish educational goals and course plans as they begin their college careers. But even with these counseling services, the vast majority of basic skills students do not progress through the sequence to college-level math. What would happen if counselors came directly to the students in math courses to assist with educational planning (one form of “intrusive counseling”)? Would students be more likely to succeed in the course and to continue in math? That was the goal underlying the counselor intervention in selected Math-12 (Arithmetic) courses, which provided

in-class sessions with an academic counselor along with regular math instruction since Spring 2008. What happened?

Within-Course Outcomes Several within-course outcomes were compared for students starting the math sequence in Counselor and No Counselor sections. These included the establishment of an *educational plan*, additional *counseling* received, and *course success and persistence*. Forty percent of students in the counselor sections of Math 12 established an educational plan during the same term compared to 25% of students in sections without the counselor intervention. Similarly, many more students in intervention sections received other services compared to those in no counselor sections (24% vs. 2%). Overall, the rates of educational planning and counseling were much higher and statistically significant. However, students in the counselor sections were only slightly more successful in Math 12 than others and *less* likely to be retained in the class.

Long-Term Outcomes Long-term academic and math outcomes were also analyzed, including *one- and two-term persistence*, *attempting the next math class*, and *improvement and success through two math courses*. Persistence rates were slightly higher (3-5 percentage points) for the counselor group. More notable was that passing students in the counselor group were much more likely to attempt the next math course than others (78% vs. 69%). These successful Math 12 students were also much more likely to pass the next math class (i.e. *Improved*), with 48% passing their second math course compared to 40% in no counselor sections.

Conclusion

Although the percentage of students passing Math 12 was not much higher in the counselor sections, students in these sections who passed Math 12 seemed to receive an academic dividend exhibited by higher rates of achievement in the long-term outcomes of math progress, math improvement, and college persistence.

The *Basic Skills Counseling Intervention Program* (BSCIP) is continuous upon funding from the Mathematics Division.

Puente and Project Success:

This report is directly addressing the changing diversity and academic preparedness of the students at El Camino College. Puente and Project Success programs have been providing services to our largest underserved student population for over 20 years. These retention programs are requesting permanent funding to support retention services. According to Institutional Research data, as of Fall 2009, the largest ethnic groups on the campus at El Camino College are Hispanics (34.7%) and African American (16.8%). Also according to data, Hispanics and African American students have the highest drop-out and academic dismissal rates on campus. The majority of the students in the Project Success and Puente programs are students who belong to these ethnic groups. Project Success and Puente serve over 286 students. The majority of these students are first-generation college students who qualify for financial aid. Many are also English as Second Language learners. Coordinators from these programs recruit

students yearly from many area high schools and from local churches. Services provided for students in these programs include mentoring, counseling, orientations, book vouchers, book loans, scholarships, field trips, an academic early alert warning system, and learning communities.

Students in the Project Success and Puente programs are being served by the equivalent of one full-time counselor. By contrast, the First Year Experience (FYE) Program with approximately 700 students is served with the support of a 50% coordinator, a 50% counselor, several adjunct counselors and a full-time clerical support person. Student Success staff collaborate with the FYE and Learning Communities programs to maximize academic and student support services. The Puente and Project Success counselors work with the Work Study program to provide math tutoring and the Supplemental Instruction program for courses offered in the programs. There is still a need to provide additional assistance to students with academic and personal challenges in our student success programs. Thus, Project Success and Puente are requesting additional staffing and program money to support these programs on a permanent ongoing basis. According to our Accreditation Self-Study Report (Fall 2008) “Special programs have been funded by the college and through general funds and grants to assist students who traditionally have had difficulty succeeding in college. For example, Project Success and Puente focus on preparing underrepresented students for degree completion and transfer.” We also report in our Self-Study report (Spring 2002) that, “Since El Camino is a diverse campus, the school makes a special effort to accommodate its cultural and gender diversity. The Puente Project and First Year Experience, for example are designed primarily for Hispanic students, while Project Success is designed primarily for African American students.” It is important that we continue this commitment by financially institutionalizing these programs.

According to the Educational Master Plan (2004-2007): “Projected trends indicate there will be an increase in the number of students starting their post-secondary education at community colleges because of the increased competition for university admissions and the reduction of remedial courses offered at universities. This will disproportionately affect African American students as well as Hispanic students. According to Institutional Research, 90% (ECC) and 98% (ECC Compton Center) of students who start at the college must begin at the remedial math level. This percentage is even higher for African American and Hispanic students.” It was recommended in the ECC Comprehensive Master Plan (2004-2007) that 1) Project Success and the Puente Program reinstate their clerical support positions; 2) Increase Project Success coordination time from 50% to 75% by 2005 and to 100% by 2010; 3) Reinstate Project Success and the Puente Program student staff positions. The division remains hopeful that these projections will be implemented in 2012.

Every year, the expenses for activities increase, while the allocation does not match the cost for those very same activities. It is increasingly difficult to maintain current activities with the current level of staffing and funds, not to mention any new or additional projects or activities. The Student Success programs need to be institutionalized. We need to create a line budget item that will financially support the need of all our Student Success support programs.

Planning Dialogue

1. The following sources of information or evidence were used to develop the Counseling Services Planning Agenda:
 - a. Counseling and Student Services Program Review
 - b. Faculty and Staff division Survey
 - c. Counseling and Student Services Strategic Goals and Objectives
 - d. Faculty Hiring Prioritization
 - e. Counseling and Student Services Division Retreat
 - f. Counseling and Student Services mandatory Flex Day meeting
 - g. Counseling and Student Services Focus Groups
 - h. Counseling and Student Services Division Council
 - i. Counseling and Student Services Classified Meeting
 - j. Counseling and Student Services Planning Meeting
 - k. Staff and Student Surveys
 - l. Counseling and Student Services Management Meeting
 - m. Student and Community Advancement (SCA) Managers Meeting
 - n. SLO and SAO Student Outcomes
 - o. Counseling and Student Services Plan Builder Unit and Program Plans

2. The plan address student needs by adhering to the following:

Information was gathered from student surveys in the development of these plans. These surveys indicated that students needed greater counselor access in order to assist them in retention and persistence at El Camino College (ECC). A major theme among the students were they needed short-term and long-term educational planning, selection of majors, selection of careers, four-year university plans, short-term career plans, development of plans for professional schooling, and addressing personal issues that affect students persistence and retention at ECC. Students also requested access to all counseling services which included Financial Aid, tutoring, Special Resource Center, etc. Student Learning Outcomes demonstrated student needed faculty to provide additional career planning.

3. The following are the quantitative and qualitative components were built into the plan as a means to evaluate the goals and objectives:

The quantitative component of the Unit Plans were given project cost analysis based on salary positions (faculty and classified staff). Most Unit Plans reflect a two- to five-year time frame. These unit plans consistently request positions and give an estimated cost of implementation of these positions. For example, faculty developed a hiring prioritization list which is developed within the division and submitted to the campus wide hiring priority list. Classified and Management positions are reviewed in SCA Management Meetings and voted on via Survey Monkey and Google docs. The results are reported in Counseling, Classified, and Management meetings. Faculty and staff utilized Program

Review and Unit Plan to conduct rankings of the hiring of various positions within all the areas of Counseling and Student Services.

4. Faculty, Staff or other managers involved in the development of the plan(s)?

Faculty and Classified staff participated in focus groups, Advisory, Planning, and Departmental meetings. During these meeting they developed a program plan and discussed results and findings during our various planning meetings. All program plans were reviewed discussed, updated, corrected and re-submitted to the program review committee. The program plan was reviewed collectively and recommended for submission to the district. Additionally, all faculty and staff were in attendance in Number 1 (above) a-o processes.

All program plans are printed and distributed every semester to each program (Transfer, Career, Puente, Project Success, etc.) for review and update. These programs are discussed during their advisory meetings. Program plans are also discussed individually, via notes and email, and during division council meetings.

Classified staff met separately and reviewed unit plans with the dean and provided feedback.

Counseling faculty and Classified staff met and developed a planning agenda during an all day retreat.

Counseling faculty and Classified staff received a copy of the unit plan in their mailbox.

Counseling faculty and Classified staff prioritized their planning agenda during a Mandatory Flex Day Meeting. Each area submits an updated plan that was submitted to ECC Plan Builder. Follow-up dialogue continues throughout the semester to ensure its implementation and vitality via Classified, Counseling, Managers, Planning meetings, and Focus Groups.

The Dean of Enrollment Services and Planning provides an annual update on ECC Plan Builder during our Division Council Meetings. This allows faculty and staff to ask specific questions and share concerns regarding the ECC Plan Builder process.

5. How will plan(s) be communicated to your employees, including part-timers?

- a. Each faculty and staff are given a hard- and electronic-copy of minutes, drafts, and finalized plans.
- b. Part-time faculty received a copy of the unit plans in their mailbox
- c. Part-time faculty participated in the planning process.

Faculty and staff had the opportunity to vote and rank the importance for the faculty and classified positions requested in our Planning Agenda. Below are the top seven positions for each classification:

Top 7 Counseling Faculty Positions:

1. Full-Time Project Success Counselor
2. Full-Time Puente Project Counselor
3. Reinstate 50% Career Center Coordinator
4. Associate Dean
5. Matriculation Counselor/Coordinator
6. Full-Time Mesa Counselor
7. Full-Time Basic Skills Counselor

Top 7 Classified Staff Positions:

1. Program Coordinator for the Division
2. Project Specialist for the Division
3. Reinstate 50% Clerical Assistant for the Career Center
4. Student Services Technician for the Division
5. Two Data Entry Operators for the Appointment Center
6. Two Student Services Advisors for Matriculation
7. Student Services Specialist for the Transfer Center

Counseling Services Planning Agenda

El Camino College

The Dean of Counseling and Student Services is responsible for all new plans.

Strategic Initiative: A		
<i>Enhance teaching to support student learning using a variety of instructional methods and services.</i>		
Program Review Recommendation	Cost	Status
Career Assessments	\$11,940.79	
Strategic Initiative: B		
<i>Strengthen quality educational and support services to promote student success.</i>		
Program Review Recommendation	Cost	Status
Hire additional Matriculation staff for clerical support, coordinating and delivering Matriculation orientations, and other Matriculation services		
<ul style="list-style-type: none"> Hire two Student Services Advisors for coordinating and delivering Matriculation orientations and other Matriculation activities. 	\$130,000	
<ul style="list-style-type: none"> Hire a full-time Matriculation Counselor/ Coordinator 	\$95,000	
<ul style="list-style-type: none"> Hire one full-time Basic Skills Counselor 	\$95,000	
Provide on-going collaboration and coordination for our 26 student services programs (SSTARS).		
<ul style="list-style-type: none"> Hire one full-time counselor for our Student Success Transfer and Retention Services (SSTARS) program. 	\$95,000	
Increase the number and hours of part-time counselors.		
<ul style="list-style-type: none"> Secure a budget allocation each fiscal year to hire 6 part-time counselors to support peak periods, act as back up for emergencies when faculty take ill or are on vacation, probation counseling, matriculation counseling, and support general/express counseling. 	\$360,000	
Have a full-time Honors Transfer Program counselor.		
<ul style="list-style-type: none"> Hire one full-time counselor. 	\$95,000	
Establish on-going funding for one full-time MESA counselor.		
<ul style="list-style-type: none"> Hire one full-time counselor. 	\$95,000	
Increase Project Success staffing:		
<ul style="list-style-type: none"> Institutional Project Success 	TBD	
<ul style="list-style-type: none"> Hire one full-time counselor. 	\$95,000	
<ul style="list-style-type: none"> Hire one part-time Project Success counselor. 	\$50,000	
<ul style="list-style-type: none"> Hire a Clerical Assistant/Paraprofessional. 	\$20,000	
<ul style="list-style-type: none"> Hire two Peer Mentors/Tutors. 	\$28,900	
<ul style="list-style-type: none"> Hire Supplemental Instruction (SI) coaches for HD 5 & 10, and Psychology 10 courses. 	\$20,000	
Have a fully staffed and equipped Puente Program to provide additional student contact and increase student success rate:		
<ul style="list-style-type: none"> Hire a full-time Puente counselor. 	\$95,000	
<ul style="list-style-type: none"> Institutionalize Puente Program 	TBD	
<ul style="list-style-type: none"> Hire one part-time Puente counselor. 	\$50,000	
<ul style="list-style-type: none"> Hire two student assistants and one math tutor. 	\$3,600	
<ul style="list-style-type: none"> Hire one part-time Classified Clerical Assistant. 	\$25,000	
<ul style="list-style-type: none"> Purchase three computers and one printer for our program. 	\$2,350	
<ul style="list-style-type: none"> Purchase four tables or desks for the computers and printer. 	\$1,000	

Hire additional faculty to provide SRC counseling		
• Hire six adjunct counselors	\$300,000	
Transfer Center: Support innovative practices that enhance the educational experience		
• Hire one full-time Student Services Specialist	\$48,480	
• Hire one full-time Events Specialist.	\$49,776	
• Hire one full-time Secretary to be shared with the Honors Transfer Program.	\$25,000	
• Have a stand-alone Transfer Center that is readily identifiable and promotes an atmosphere focused on transferring to universities.	\$100,000	
• Provide ongoing in-service for counseling faculty for transfer services	No Cost	
Virtual Counseling: To increase on-line services to students		
• Hire a full-time online counselor.	\$95,000	
• Reconvene virtual counseling committee	No Cost	
Provide additional support, supervision, and productivity for First Year Experience (FYE)		
• Hire two full-time counselors	\$190,000	
• Hire one full-time coordinator	\$95,000	
• Hire one full-time Student Services Advisor	\$55,000	
Strategic Initiative: C		
<i>Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.</i>		
Program Review Recommendation	Cost	Status
Not Applicable		
Strategic Initiative: D		
<i>Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.</i>		
Program Review Recommendation	Cost	Status
Increase budget for supplies and fieldtrips to expand program activities.		
• Transportation for special program tours	\$20,000	
• Northern Cal Tour	\$15,000	
• Professional Development/Conferences (Puente, Umoja, Career, and Transfer)	\$10,000	
Increase in budget for Professional Development activities.		
• Funding for membership to NAFSA (National Association of Foreign Student Advisors) should be restored for all ISP staff and counselors.	\$1,000	
Strategic Initiative: E		
<i>Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.</i>		
Program Review Recommendation	Cost	Status
Hire additional Matriculation staff for clerical support, coordinating and delivering Matriculation orientations, and other Matriculation services		
• Increase Appointment Center 50% Clerical Assistant to 100% in order to provide clerical support, schedule appointments, assist with Matriculation reports, supervise paraprofessionals, process budget printouts, assist with record-keeping, data-entry, mail merges and mailings, schedule meetings, maintain Matriculation workshop schedules for counselors, and assist with	\$31,000	

SARS input and tracking.		
<ul style="list-style-type: none"> Hire one full-time permanent Student Services Technician to assist with the Division's online functions such as: Online Student Orientation, Web Q&A, and SARS and assist with Matriculation, Career, and Transfer services. 	\$55,000	
<ul style="list-style-type: none"> Hire two non-classified clerical support persons to provide assistance with the various clerical duties. 	\$76,200	
Increase Classified staff at the Appointment Center to accommodate the Division's needs and provide a higher level of customer service:		
<ul style="list-style-type: none"> Hire two Data Entry Operators to replace student and casual workers in the Appointment Center. 	\$75,210	
Hire additional clerical support for the Career Center:		
<ul style="list-style-type: none"> Reinstate the 50% Clerical Assistant position for the Career Center and increase to 100%. 	\$50,000	
Hire a full-time classified Student Services Operations Officer:		
<ul style="list-style-type: none"> Hire a Student Services Operations Officer to help the Dean of Counseling evaluate, supervise, and observe our classified and casual staff's daily work. 	\$65,000	
Provide additional supervision support and increase the productivity of the Division:		
<ul style="list-style-type: none"> Hire a full-time Associate Dean to provide daily support of counseling faculty, coordinate and oversee adjunct and full-time training, coordinate virtual counseling and division technical support, and assist with coordinating faculty evaluations. 	\$128,000	
<ul style="list-style-type: none"> Hire a Program Coordinator 	\$67,140	
<ul style="list-style-type: none"> Hire a Project Specialist 	\$57,855	
Hire additional clerical support staff to help support the Articulation Coordinator:		
<ul style="list-style-type: none"> Hire a full-time classified Clerical Assistant. 	\$45,000	
Have a fully staffed Career Center to provide continuity and function:		
<ul style="list-style-type: none"> Reinstate the 50% Career Center Coordinator. 	\$50,000	
<ul style="list-style-type: none"> Order Career Assessments/Inventories annually. This budget would strengthen quality educational and support services to promote student success and retention. 	\$11,940.79	
Be more accessible for student athletes		
<ul style="list-style-type: none"> Create counseling space in PE Building for athletic counseling 	TBD	
<ul style="list-style-type: none"> Create a counseling course to support special programs (SB 1456 Initiative) 	TBD	
Improve Counseling and Financial Aid SARS Codes for MIS Reporting		
<ul style="list-style-type: none"> Revise and improve SARS Code for proper data reporting on educational plans 	TBD	
Provide additional supervision, support, and increase the productivity of EOPS		
<ul style="list-style-type: none"> Hire a full-time Program Coordinator to focus on metrics, SLOs, creating Program Plans and writing various reports to ensure that program planning is connected to the EOPS/CARE budget 	\$67,140	
<ul style="list-style-type: none"> Hire additional staff to support the CARE program 	\$20,000	
Provide additional supervision, support, and increase the productivity of CalWORKs		
<ul style="list-style-type: none"> Hire full-time Clerical Assistant for support to improve communications and enhance efficiency. 	\$45,000	
<ul style="list-style-type: none"> Hire a part-time counselor to promote courses, workshops, and educational 	\$50,000	

planning		
<ul style="list-style-type: none"> Hire full-time permanent advisor to support efficient and streamlined operations by July 2015 	\$55,000	
Strategic Initiative: F <i>Support facility and technology improvements to meet the needs of students, employees, and the community.</i>		
Program Review Recommendation	Cost	Status
Ensure Counseling technology is upgraded and facility is ADA compliant, ergonomically equipped, and maintain a hazard free environment		
<ul style="list-style-type: none"> Provide a state-of-the-art Counseling Center Computer Lab housing 40 computers to be SB 1456 compliant 	\$60,000	
<ul style="list-style-type: none"> Provide an ADA compliant smart conference room to include ADA compliant tables and chairs to occupy 50 faculty and staff with a secure storage space 	\$35,000	
<ul style="list-style-type: none"> Convert SSC 207 in a state-of-the-art smart conference room 	\$5,000	
<ul style="list-style-type: none"> Develop a SSTARS/Student Diversity center 	TBD	
<ul style="list-style-type: none"> Install iPod, iPhone, iPad charging stations and USB ports 	\$2,000	
<ul style="list-style-type: none"> Need a separate break-room and mailroom 	TBD	
<ul style="list-style-type: none"> Provide private office space, ergonomically equipped, and ADA compliant for all Counseling faculty and Classified staff 	TBD	
<ul style="list-style-type: none"> Planter areas in the Counseling Division need to be removed to provide additional office space 	TBD	
<ul style="list-style-type: none"> Provide three flat screen monitors to allow continual presentations of counseling services and college services, information, and related policies 	\$5,000	
<ul style="list-style-type: none"> Provide better accommodations for disabled student access 	TBD	
<ul style="list-style-type: none"> Strengthen security systems within counseling and student services 	TBD	
<ul style="list-style-type: none"> Provide additional secured storage areas for specialized programs and services. 	TBD	
<ul style="list-style-type: none"> Secure funding for painting and new carpeting 	TBD	
<ul style="list-style-type: none"> Need stand-alone office space for One-Stop Center. 	\$18,000	
Provide the tools for Counseling faculty and staff to be SB 1456 compliant by July 2014		
<ul style="list-style-type: none"> Need to replace all counseling faculty and staff computers. Counseling faculty and staff report regularly that their computers are inoperable. Faculty and staff need access to upgraded technology to comply with Student Success Act of 2012 (SB 1456). 	\$60,000	
<ul style="list-style-type: none"> Installation of Virtual Computers. Need to install two computers for veterans and four computers for international students. Students in special groups need access to technology to complete required matriculation steps and remain compliant with federal regulations. 	TBD	
<ul style="list-style-type: none"> Electronic Student Education Plan. Need to revise student electronic SEP to ensure it meets the needs of all departments, offices, and programs that offer counseling services. Once changes are made the electronic SEP needs to be required for all counselors. Requirement of the Student Success Act of 2012 (SB 1456). 	TBD	
<ul style="list-style-type: none"> Online Orientation - Requirement of the Student Success Act of 2012 (SB 1456) 	\$52,000	

ITS needs to identify develop and approve a software program to record the completion of online orientation within Datatel to ensure students are considered for priority registration and for MIS data reporting. Matriculation funds will be used to pay for the online orientation.		
<ul style="list-style-type: none"> Online Early Alert - In efforts to provide a more efficient and effective Early Alert process, our Matriculation team conducted research via 3CDUG (California Community College Datatel Users' Group). Most colleges across the state are using a web based system for Early Alert. Technology based intervention would allow for fast paced outreach of a wide pool of students. We have found that SARS•ALRT is a user friendly and effective product that can assist with retention and follow-up. We are ready to purchase pending ITS review. 	\$7,500	
<ul style="list-style-type: none"> SARS-MSGs - As of January 2013, SARS Software Products is no longer selling the SARS-Call software, the Counseling Division needs to purchase SARS-MSGs, which utilizes email and/or text messages to remind students of their counseling appointments. 	\$7,500	
Have a stand-alone Career Center		
<ul style="list-style-type: none"> Need a stand-alone Career Center to accommodate a large number of students with additional tables, 50 chairs, and 40 computers with DVD capability. 	\$65,000	
<ul style="list-style-type: none"> Two portable LCD Projector to display Matriculation/Registration Group/SEP workshop information 	\$1,500	
Have private offices for faculty and staff:		
<ul style="list-style-type: none"> Have private and confidential counseling space for full-time and part-time counselors and classified staff 	TBD	
Have an EOPS Tutorial Center		
<ul style="list-style-type: none"> Add additional computer stations in tutorial center to support the increased student demand for computers 	\$8,500	
Strategic Initiative: G <i>Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.</i>		
Not Applicable		

2. XXContinue 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)

APPOINTMENT CENTER: REGISTRATION ASSISTANCE

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.**

APPOINTMENT CENTER

The Counseling Appointment Center is a high traffic area and the first point of contact for new or prospective El Camino College students, their parents and members of the community. It is our job to provide accurate and helpful information to those who are not familiar with our college, refer them to other offices, divisions, or programs, and refer to or schedule them for one of the various modes of counseling:

- Academic and specific major counseling appointments
- Veteran Counseling appointments
- Online Counseling available through our website
- Express Counseling for general questions that do not require transcript evaluation or completing an education plan
- New Student Orientation workshops
- Student Enhancement Program workshops
- Registration Workshops during registration peak periods
- Majors Drop-In
- Basic Skills, Graduation Initiative, Financial Aid, and ESL Counseling

The Student Services Technician is the main contact and support person for all SARS inquiries for both El Camino College and ECC Compton Educational Center campuses and programs utilizing this system.

REGISTRATION ASSISTANCE

Registration Assistance is a service provided by the Counseling Services Division to assist the El Camino College student population with registration in classes for the first two weeks of every semester. Students have immediate access to counselors to address general questions and clear prerequisites. Counselors are stationed in the Adds and Drops area of the Student Activities Center along with representatives from Admissions and Records and Financial Aid to assist students in adding or dropping classes.

2. Describe the student population served by the program using available data. (*Data sets may be available from Institutional Research upon request.*)

Registration Period for Continuing, Returning, and New Students

Appointments/Contacts	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
	(11/19/07-2/8/08)	(11/18/08-2/13/09)	(11/24/09-2/12/10)	(11/23/10-2/9/11)	(11/22/11-2/8/12)
Academic	2,638	2,825	2,126	3,263	2,868
Matriculation	135	192	77	145	83
Student Enhancement Program	21	53	227	348	397
Registration Group/Workshop	0	38	162	0	1
Express Counseling	6,733	6,783	6,443	6,486	6,157

Appointments/Contacts	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	(5/12/08-8/22/08)	(5/11/09-8/28/09)	(5/18/10-8/26/10)	(5/17/11-8/22/11)	(5/15/12-8/20/12)
Academic	3,528	4,086	3,810	4,288	2,806
Matriculation	788	1,011	463	378	325
Student Enhancement Program	136	305	718	679	588
Registration Group/Workshop	103	38	45	45	678
Express Counseling	10,958	11,595	11,333	9,463	11,648

First Two Weeks of Each Semester

Appointments/Contacts	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
	(2/11/08-2/22/08)	(2/16/09-2/27/09)	(2/15/10-2/26/10)	(2/14/11-2/25/11)	(2/13/12-2/24/12)
Academic	238	270	258	354	328
Matriculation	0	10	0	0	0
Student Enhancement Program	0	2	0	43	110
Registration Group/Workshop	0	0	0	0	5
Express Counseling	1,486	1,707	1,700	1,617	1,828

Appointments/Contacts	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	(8/25/08-9/5/08)	(8/31/09-9/11/09)	(8/30/10-9/10/10)	(8/29/11-9/9/11)	(8/27/12-9/7/12)
Academic	247	217	216	359	396
Matriculation	0	0	0	0	0
Student Enhancement Program	0	0	93	85	73
Registration Group/Workshop	0	0	0	0	10
Express Counseling	2,223	2,036	1,725	1,912	2,139

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

There is an increase in student retention and persistence. The outcome from student participation is orientation and an educational plan. The following are statistics of students who participated in the Student Enhancement Program:

Students who attended the matriculation orientation in Spring 2010 showed an average persistence of 74% compared with 34% of the general probation student population.

Institutional research tracked persistence rates of students who attended the SEP workshops over a three year period for the SEP SLO. Students who attended the SEP workshops in Spring 2008 showed an average persistence of 58.7% compared with 35.2% of the general probation student

population. In addition, students who attended the SEP workshops in Spring 2009 showed an average persistence of 48.8% compared with 30.2% of the general probation student population.

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

- Under Strategic Initiative 1.f *“Support facility and technology improvements to meet the needs of students, employees, and the community.”* The Counseling Division began using the computerized appointment system, SARS, to schedule counseling appointments in Fall 2003 and it is almost fully implemented. The aspects of SARS that are still in progress are SARS Trak and implementing E-SARS in all other programs and departments. In November 2010, the Counseling Division began utilizing the drop-in screen for Express Counseling. On October 1, 2012, we began piloting the ability of students to make their own counseling appointments via the web through their MyECC account where in E-SARS is used to schedule only general appointments, New Student Orientations, and Student Enhancement Program workshops. The Student Services Technician was trained to act as a liaison and primary trainer for all counseling faculty and staff in the use of SARS. SARS has dramatically changed how counseling appointments are made. Students are now able to give their El Camino student ID number and have their information automatically entered into the SARS system. The Appointment Center staff still requires that students fill out an appointment slip in order to have a back-up paper trail in case the system goes down unexpectedly. Staff can easily generate reports of student data using SARS. Counselors can keep track of students that showed or did not show up for their appointments, thereby keeping a better record for funding purposes related to how many students were served and how the counselor assisted them.

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

APPOINTMENT CENTER

The increase in technical services such as E-SARS and WebQ&A have also increased the workloads of the 50% Clerical Assistant and the Student Services Technician, thereby increasing the need for additional staffing and reclassification of positions.

1. Due to budget constraints, we have not been able to increase the Appointment Center 50% Clerical Assistant to 100% in order to provide clerical support, schedule appointments, assist with Matriculation reports, supervise paraprofessionals, process budget printouts, record-keeping, data-entry, mail merges, mailings, schedule meetings, maintain Matriculation workshop schedules for counselors, SARS input and tracking.

2. Due to budget restraints, we have not been able to hire four permanent Data Entry Operators to run the Appointment Center windows. Two would work the morning shift (i.e., 8:00 a.m. to 5:00 p.m.) and two would work the evening shift (i.e., 12:00 p.m. to 7:00 p.m.). This will bring stability to the Appointment Center and decrease the need to rely heavily on student and casual workers whose schedules vary due to their class schedules or other jobs. This request has also been included in all of our yearly Plan Builder reports.

REGISTRATION ASSISTANCE

1. Revisit the past practice of having peer counselors available to students.
 - This recommendation has not been met; rather, it has been modified by using Student Services Advisors to assist students. The recommendation for peer counselors was not impractical, but it is not a priority in the hiring process. Rather than have peer counselors, the Student Services Advisors are required to “walk the lines” during the registration peak period times. Advisors will greet students waiting to speak to an Express counselor and inquire as to how they may be helped. This assists students in determining whether they need to wait for a pre-requisite clearance or schedule a counseling appointment, seek matriculation counseling, or attend a registration group, etc.
2. Due to the increase in technology, the recommendation to have a Registration Committee to prepare for registration, debrief post-registration, and have monthly meetings has not been necessary or required.

Student Learning Outcomes (SLO)

- 1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.**
Please refer to General Counseling SLO section.
- 2. How does the program ensure that SLO’s are assessed consistently?**
Please refer to General Counseling SLO section.
- 3. Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**
Please refer to General Counseling SLO section.

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?**

SARS AUTOMATION

- Our previous recommendation to install a self-help station for the Express Counseling check-in, equipped with a computer and an ID card reader to allow students to scan their ID was completed. Effective November 1, 2010, the Division began utilizing the SARS Drop-In Screen which captures and provides better data information for reports, such as what counselor met with the students, the reason code for meeting with the counselor, and how long they had been waiting.
- Effective October 1, 2012, the Division implemented E-SARS, which allows students to schedule their general/major counseling appointment, New Student Orientation, and Student Enhancement workshops online through their MyECC account every Monday beginning at noon until booked through the next week. This has reduced the long Monday waiting lines and complaints. The implementation of E-SARS has also eliminated the number of phone calls queued up to wait for a staff member to answer. There is a help line hour on Mondays so that staff can troubleshoot e-SARS problems over the phone and then schedule an appointment for the student, if necessary.
- Staff can easily generate reports of student data using SARS.
- Counselors can keep track of students that showed or did not show up to their appointments, thereby keeping a better record for funding purposes related to how many students were served and how the counselor assisted them.

REGISTRATION ASSISTANCE

- An ongoing recommendation during our registration peak periods is to have limited vacation time for counseling faculty and staff. Counseling faculty and staff are asked not to submit requests for vacation time until after the peak period for registration is over. All vacation requests are approved by the Dean of Counseling.

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

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Student Enhancement Program	0	2	0	43	110
Registration Group/Workshop	0	0	0	0	5
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Academic	247	217	216	359	396
Matriculation	0	0	0	0	0
Student Enhancement Program	0	0	93	85	73
Registration Group/Workshop	0	0	0	0	10
Express Counseling	2,223	2,036	1,725	1,912	2,139

- 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.**

N/A

Program Environment

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

Counselors and representatives from Admissions & Records and Financial Aid are stationed in the Registration Assistance area in the Student Activities Center for the first two weeks of the semester. Additionally, the Counseling Student Services Advisors are asked to assist in directing students from the Express Counseling area to the Adds and Drops area if they only need a prerequisite cleared.

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

The Appointment Center is responsible for maintaining the work schedules for 27 full-time counselors and 15 part-time counselors. In addition, the Appointment Center staff is responsible for training and supervising between 6-8 student/casual workers each semester and ensuring that adequate coverage is available at all times.

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

- Six updated computers and monitors
- Two individual offices spaces for the Student Service Technician and the Clerical Assistant behind student workers for supervision
- Four partitioned standing work spaces for student workers with ADA compliant seating.
- Four projectors
- Six printers
- Fax machine

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

The hours of availability fluctuate per the Vice President's recommendations. Effective Fall 2012, the Counseling Office is open Mondays and Thursdays from 9:00 a.m. – 5:30 p.m., Tuesdays and Wednesdays from 9:00 a.m. – 7:00 p.m. and Fridays from 9:00 a.m. – 1:00 p.m.

- 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.**

With the implementation of the Student Success Act, SB 1456, our Division will be purchasing a new online orientation software program that will require training of all faculty and staff. We will need to ensure that it meets our needs and is compatible with our new and existing software. This will ensure better tracking of matriculation services that in turn will give priority registration to students that meet the requirements. We will also need to make sure that our SARS software has correct schedule and reason codes to reflect these changes and ensure accurate reporting MIS statistics.

Customer Service

- 1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.** Please refer to the section under Academic Counseling
- 2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

Counselors should be available by telephone for appointments. The idea of telephone appointments and possibly online counseling appointments should be explored.

- This recommendation has not been met but is in progress. Counselors do not have regular times for telephone appointments, but the Appointment Center staff will schedule a counselor a telephone appointment per the counselor's request. Staff will note that the appointment is via telephone in the comments box of the appointment screen.

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.

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

Strengths:

Implementing SARS Express Counseling software creates:

1. A smoother process for students to sign in and designate the purpose for their visit
2. Comprehensive reports for statistical data
3. Efficiency by providing access to the list of students waiting by multiple staff members and counselors

Need Improvements:

- Increase staff members to work with check-in, monitoring, redirection and cross training to assist in other areas of the Counseling Division to increase efficiency
- Increase counseling faculty support throughout the hours of operation and during peak periods
- Computer and software
- Technology, i.e. TV monitors to provide information on student services and resources.

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

Ideally, the Appointment Center would greatly benefit from increasing our Classified staff by:

1. Increasing the current 50% Clerical Assistant to 100% and re-classifying the position to Student Services Technician to assist with the current technician's workload and to meet the increase in technological services and demands.
2. Hiring four permanent classified Data Entry Operators so that there is continuity in customer service and staff coverage. One position can be funded by utilizing our yearly student and casual budget allocations.
3. Ideally, both our classified positions should be reclassified to Student Services Specialist so that they can provide the proper training to both campuses and programs that utilize SARS and so that can stay up-to-date with the latest technological requirements and demands.

Currently, the Appointment Center depends heavily on casual and student staff to maintain its operating hours from 9:00 a.m. to 5:30 p.m. Monday and Thursday, from 9:00 a.m. to 7:00 p.m. on Tuesday and Wednesday, and from 9:00 am to 1:00 pm on Friday. The Appointment Center employs between eight to ten students and casual staff per semester, on average. This dependence on temporary staff requires constant training as staff graduates or secures permanent positions off-campus. This high turnover affects the 1.5 classified staff insofar as they have to set aside extra time from their already full workload. There are also time conflicts between the student staff's school schedule and the Appointment Center's staff coverage needs, resulting in staffing shortages. A total of \$18,000 has been allocated for this year for student and casual staffing. Despite this allocation, we may need additional funds transferred from other division accounts in order to maintain the necessary staffing during the spring and summer registration peak periods and to maintain coverage through June 30, 2012.

3. XXContinue 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)

ARTICULATION SERVICES

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 Articulation Office’s primary objective is to assist all faculty, students, and staff with transfer curriculum, articulation, and transfer related matters. One of the key components of articulation is to help bridge the gap for students by enhancing partnerships and articulation with four year universities, colleges, and the surrounding community (Strategic Initiative D). The development of articulation with the universities is the foundation of the transfer process which is closely aligned with the mission of the college to “offer quality, comprehensive, educational programs and services to ensure the educational success of students”. The Articulation Officer serves as a campus liaison to the system-wide office and provides needed materials and information about course articulation proposals and acceptances.

Given the many functions of articulation, the Articulation Officer is expected to:

- Serve as an advocate for the transfer student
- Be a well-informed resource person for students, faculty, administration, counseling staff, and transfer center personnel
- Disseminate current information on articulation data to staff, students, and academic departments
- Serve as a permanent member of the curriculum committee
- Serve as a consultant and resource to faculty

- Facilitate campus participation in intersegmental programs
- Monitor each stage of the articulation process
- Manage and update campus articulation data
- Be a gatekeeper of IGETC, CSU GE Breadth, Transfer Course Agreement (TCA) lists, and other articulation related data
- Serve as a proactive agent for enhancing and improving existing articulation
- Initiate faculty approved articulation agreements
- Attend and participate in conferences and workshops

(California Articulation Policies and Procedures Handbook, 2009)

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

The Articulation Office serves the entire El Camino College student body consisting of 24,224 students for Fall 2011 (El Camino College Facts and Figures) as well as all academic divisions on campus.

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

Not applicable; the Articulation Office is not designated as a program but is a critical function of the college with regard to the transferability of courses to the universities.

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

Under Strategic Initiative B. "Enhance college services to support student learning using a variety of instructional delivery methods and services". Since the last program review in 2006, El Camino College was able to attain two STEM grants (specific to HSI) that will assist underrepresented students in obtaining associate degrees and transferring to four-year universities in STEM majors. Through the grants, El Camino College has been able to strengthen MESA and add additional components (ASEM) to bridge the gap for students not able to qualify for MESA in their first semester. As part of the grant, additional articulation has been added in science, technology, engineering and mathematics.

Under Strategic Initiative D. "Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community" The articulation office continues to make partnerships a priority; the STEM funds have provided much needed assistance with building articulation agreements and developing relations with the universities by adding articulation in the STEM majors and new courses where previous articulation did not exist. This, in turn, allowed the college to develop courses (Biotechnology 1, 2 and Biology 104 lab) to provide opportunities for students to have more laboratory experiences with classroom instruction. Aside from STEM course articulation, additional articulation has been added with the CSU and UC in all areas in social and behavioral sciences, arts and humanities, physical education, dance, and industry and technology.

Additionally, the implementation of SB 1440 and the CSU collaboration has had a major impact on how the college develops degrees, curriculum, and internal procedures to process the degree. By using the C-ID website where the transfer model curriculum templates are housed, the college has developed four associate degrees for transfer (AA-T and AS-T) in Communication studies, geology, psychology, and sociology. Using the templates as a guide, the Articulation Officer collaborated with Academic Affairs, instructional faculty, and academic deans to develop programs that will best serve the students who want to transfer to the California State University

(CSU) as well as the University of California (UC).

Under Strategic Initiative F. “Support facility and technology improvements to meet the needs of students, employees, and the community”

The Articulation Office has developed a transcript evaluation log for counselors and evaluators to view on the Portal, for non- California Community College English and transfer level math courses that have been evaluated for admission requirements to the university. This log is a work in progress and will continue to grow and have changes as evaluation and articulation evolve. The log can be accessed at:

<https://eccportal.elcamino.edu/divisions/StuServices/counseling/Counselors/Transcript%20evaluation%20log.pdf>

The college has implemented an online curriculum system for curriculum review. This addition has been a much needed component to facilitate the curriculum process without using hard copies and allows for more flexibility in reviewing courses and providing feedback to the instructors. This, in turn, has improved the process of submission of courses by the Articulation Office to the University Office of the President (UCOP) for UC transfer, IGETC, and CSUGE for approval.

Additionally, the Articulation Office has provided and maintained online access for students, counselors, and instructional faculty to obtain major guide sheets to facilitate the transfer process. Along with the assist.org website, the documents are a vital resource for students as prerequisites and major requirements are often required prior to transfer. These documents can be accessed at:

<http://www.elcamino.edu/student-services/co/transferreq.asp>

<http://www.elcamino.edu/student-services/co/articulation.asp>

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

There was a request in the previous program review in 2006 to have a full-time clerical assistant to assist with the day to day activities of articulation requests, approvals, and dissemination of transfer information. Although the office did receive part time assistance (20 hours a week), the funding, which came from grant sources, only allowed assistance for STEM majors and was only viable until the end of the grant. The impact on the students is that the Articulation Office serves the entire campus and the assistance is needed not only for specific majors but all academic majors on campus.

Student Learning Outcomes (SLO)

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

Since articulation is not a program but a function of the college, the office works closely with the Transfer Center, which has created SLO's for the transfer program. These objectives are assessed and reported in the Transfer Center program review.

2. How does the program ensure that SLO's are assessed consistently?

The Transfer Center staff meets on a weekly basis and bi-annually reviews SLO's and the results of the assessments to adjust, improve, and re-evaluate services for students.

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

At this time, the SLO assessment results do not indicate a change in the program since articulation is not a program but a function of the college. However, the uncertainty is the delivery of services for transfer, as budget highly affects the number of services the Transfer Center can provide. Thus, transfer numbers could be affected.

Program Improvement

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

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

The Articulation Office conducts workshops throughout the year for the general student population, the First Year Experience Program, and faculty concerning how to use www.assist.org. Topics include the transferability of courses and admission for students using this invaluable website. The office also conducts workshops for the annual Transfer Conference to ensure students understand admission and course requirements for their major. In addition, the office conducts trainings and in-services (SB 1440, AP exams, TAG information, transcript evaluation) to disseminate important transfer information to instructional and counseling faculty.

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

Not applicable

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.

With the implementation of the Student Success Task Force, the Counseling Division and college administration will have to address the implementation and enforcement of student educational plans for all students, developing a career major, and the need for students to complete a degree or transfer goal as the college has downsized the number of days counselors are available to students.

Program Environment

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

The Articulation Office continually builds relations with instructional faculty, divisions, and staff by attending division meetings, individual meetings with faculty to address curriculum and transferability concerns and as well as provide additional counseling appointments and workshops for students. The officer is a permanent member of the Curriculum Committee and is a resource to academic division committees providing information as appropriate for articulation and transfer.

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

Currently, there is one articulation officer and through the STEM Grant, six hours a week of articulation counselor support to work with STEM articulation majors (effective date Fall 2012).

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

For the next four years, the equipment needed to support the office would be updates to computer hardware and software to ensure the most current technology available. A larger office space would be needed to accommodate the information for articulation requests and approvals and curriculum data.

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

The hours of availability align with the counseling division hours of operation.

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.

- 1) The influences that affect the college, students, and Articulation Office which have been mentioned previously are the implementation of SB1440. Under this Senate Bill, students who attain the associate degree for transfer will be given priority consideration for admission to a CSU, receive a .10 bump in the grade point average for admission purposes, and if the degree is deemed similar by the CSU, the student is then guaranteed to finish the bachelor's degree in 60 units at the university.

These changes affect curriculum and the major requirements for the associate degree. The academic divisions are in the process of reviewing the associate degree template on the C-ID website and either adding or removing courses for the major. Due to the short timeline for implementation, the office has had to work with the curriculum advisor, faculty, and deans to implement these changes.

Action: The Transfer Center is holding workshops for students and the Articulation

Officer has conducted trainings for the counselors to ensure everyone is aware of these new legislative issues and the implementation of the Senate Bill.

- 2) The other big change from 2006 is the implementation of “local service area” used for admission purposes to the California State University. Currently, El Camino College is not in the local service area of any particular campus; therefore, there has been a drop in transfer numbers to CSULB. However, in light of the lower numbers to CSULB, ECC has seen a rise in the number of transfers to the UC system.

Action: The Transfer Center along with the Articulation Office has been very proactive in conducting workshops and providing services on transfer admission, Transfer Admission Guarantees, application workshops, and when available, transfer tours to the universities.

- 3) With all of the rapid changes in the state, Title 5 also revamped the General Studies degrees (with 2009 being the crux of the transition of the new requirements) such that the degrees must have 18 units in an area of emphasis and completion of English Composition and Intermediate Algebra with a C grade or better.

Action: The college has created accelerated math and English pilot courses to assist students who may have started in basic English and mathematics so that completing English Composition and Intermediate Algebra would not take four semesters (two years) to complete.

In addition, to the English and Math requirement, the 18 units in an area of emphasis for the associate degree has been a challenge for transfer students when the transfer institution does not require 18 units in major preparations. Students who are not interested in taking the extra courses will transfer without a degree.

Action: The college has developed a General Studies degree with an emphasis in six areas of study so students can potentially double count courses for the major and general education to complete the degree. The Articulation Office collaborated with the Transfer Center Coordinator to develop a degree that would allow students to use either the local General Education Pattern, CSU General Education Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC) and then an area of emphasis in Arts and Humanities, Fine and Applied Arts, Culture and Communication, Social and Behavioral Sciences, Biological and Physical Sciences, or Kinesiology and Wellness. Each year, the General Studies degree has generated the highest number of degrees granted by the college and has improved consistently each year (except in 2009) 1) 2007- 420 degrees, 2) 2008- 509 degrees, 3) 2009-459 degrees, 4) 2010- 574 degrees, 5) 2011- 637 degrees. This information has been posted online at:

http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_Trends_2010-11_2.pdf . The number of degrees awarded has increased due to the collaborative effort of the Graduation Initiative, public relations, and counseling to provide graduation awareness to the students.

- 1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**

Not applicable

- 2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

Not applicable

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.

- Summarize the program's strength and areas that need improvement**

The Articulation Office's strength is that the position is held by a full time, 12 month, certificated faculty coordinator who is dedicated 100% to articulation. Being 12 month is critical as courses are submitted during the summer months for UC transferability. In addition, as C-ID develops, there may be a time when C-ID will be mandated for community colleges. These courses would then need to go through an approval process, which would mean data entry to the program website for approval. The office continues to assist in Transfer Center workshops, TAG agreements, and counseling students; however, the predominant focus is building relations and articulation with four year universities. The collaboration between the office and the Transfer Center is vital in providing services to students indicating transfer as an educational goal. Another critical area is the continual collaboration with academic divisions and instructional faculty to develop courses that are appropriate for general education and major preparation to the universities.

Areas that need improvement are maintenance and continuing to build relations with local high schools. With Title 5 regulations and articulation with high schools (via the credit by exam procedure), the current process is somewhat difficult for the high school student who wants college credit for a course without having to have the student undergo an extra step or two to receive credit.

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

The recommendation to have a full-time clerical person for articulation would increase the response to articulation requests such that there would be more time spent on articulation requests for public and private universities and high schools versus clerical duties.

	Current Level		In 3-5 years		Retirement
	# of Staff	FTE	# of Staff	FTE	
Full-time Faculty (Tenure Track)	0		0		0
Full-time Faculty (Non-Tenure Track)	0		0		0
Part-time Adjunct Faculty	0		0		0
Full-time Classified Staff	0		1	1	0
Part-time Classified Staff (Permanent)	0		0		0
Part-time Classified (Temporary)	4	.25	0		0
Casual Employees	0		0		0
Student Employees	0		0		0
Manager	0		0		0
Supervisor	0		0		0
Temporary Project Administrator	0		0		0
Faculty Coordinator (Tenure Track)	1	1	1	1	0

FTE: FULL TIME EQUIVALENT (I.E., 2 EMPLOYEES
WORKING AT 50% WOULD EQUAL 1 FTE)

3. 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)

ATHLETIC COUNSELING

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.

El Camino College offers twenty-one intercollegiate sports that serve over 500 male and female student athletes each year. The athletic counseling program proudly demonstrates a strong commitment to educational success, sportsmanship, excellence and service.

Athletic Counseling is designed to assist new and continuing student athletes transitioning from high school, other community colleges, or four-year colleges and universities to El Camino College to assist them with their academic goals that consist of degree and or certificate attainment, transfer and, athletic eligibility to NCAA divisions I, II, and III, and the NAIA. Athletic counseling enhances students’ success by offering a comprehensive summer orientation, registration workshops, and academic counseling on academic requirements and current athletic admissions rules and regulations to the four-year colleges and universities.

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

Category	Characteristic	2007-08 Athletes		2008-09 Athletes		2009-10 Athletes		2010-11 Athletes		2011-12 Athletes	
		n	%	n	%	n	%	n	%	n	%
<i>All Students</i>		408	100	495	100	523	100	506	100	501	100
Gender	Female	106	26.0	149	30.1	160	30.6	170	33.6	160	31.9
	Male	302	74.0	346	69.9	363	69.4	336	66.4	341	68.1
Ethnicity	Asian	15	3.7	32	6.5	39	7.5	45	8.9	30	6.0
	African-American	98	24.0	139	28.1	137	26.2	145	28.7	143	28.5
	Latino	105	25.7	113	22.8	140	26.8	153	30.2	160	31.9
	Native American	3	0.7	5	1.0	1	0.2	1	0.2	0	0.0
	Pacific Islander	36	8.8	42	8.5	26	5.0	16	3.2	20	4.0
	White	94	23.0	122	24.6	118	22.6	103	20.4	105	21.0
	Two or more races	N/A	0	N/A		12	2.3	26	5.1	34	6.8

	Unknown/Declined	57	14.0	42	8.5	50	9.6	27	3.4	9	1.8
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3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

Category	Characteristic	2009-2010 athletes	2010-2011 athletes	2011-2012 athletes	Total
Scholar Ballers	estimated	98	105	128	328 (estimated)
AAA's	estimated	105	85	65	250 (estimated)

Category	Characteristic	2007-08 Athletes		2008-09 Athletes		2009-10 Athletes		2010-11 Athletes		2011-12 Athletes	
		n	%	n	%	n	%	n	%	n	%

Success & Retention	Success Rate*	75.8		68.1		69.3		71.7		72.6	
	Retention Rate**	90.8		84.5		83.3		84.7		84.3	
Persistence Rates	Enrolled Fall to Spring	366	89.7	412	83.2	428	81.8	407	80.4	N/A	
	Enrolled Fall to Fall	240	58.8	301	60.8	313	59.8	N/A		N/A	
GPA	Average	2.77		2.73		2.85		2.82		2.87	
Degrees & Certificates	AA/AS degree	62	15.1	33	6.6	6	1.1	5	1.0	2	0.0
	Certificate	4	1.0	0		0	0.0	0	0.0	0	0.0

*Completed course with a C/P (Pass) or better

**Completed course regardless of final grade

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

Under Strategic Initiative 1.a *“Enhance college services to support student learning using a variety of instructional delivery methods and service.”* The Scholar Baller award provides recognition of high academic achieving students who compete in college athletics; the AAA identification helps lower performing students receive additional tutoring support and counseling support to increase their ability to successfully complete their courses; athletic counselors host orientations for new students to El Camino College; and athletic counselors host on-site registration workshops to assist student athletes with registering for courses and developing educational plans.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* The athletic counselors received training on transfer requirements to the UC’s, CSU’s, Private, and out of state colleges and universities on the new admissions requirements; with the implementation of SB 1440, the athletic counselors received training on AA-T and AS-T requirements; athletic counselors received training for the online submission of the Transfer Admission Guarantee (TAG) Program. The TAG program is designed to streamline the process for students by making it easier to submit transfer guarantee applications online; athletic counselors conduct summer orientations that introduce students to their teammates, faculty, and academic and athletic guidelines and expectations; athletic counselors evaluate transcripts for current and past student athletes to see if they meet eligibility for a degree at ECC and/or for transferring academically and/or athletically; and athletic counselors receive up-to-date information on new NCAA DI, DII, DIII, and NAIA rules and regulations for transfer students.

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

In the previous program review, the athletic counselors made the recommendations below but they have not been implemented due to lack of funding, resources, and staffing. This has a direct impact on students’ success towards meeting their academic goals.

Recommendations	Strategies	Status
Teach Counseling Course for Athletes	Develop syllabus and propose to counseling and HSA division administration and faculty	Proposed
Institute comprehensive grade check	Developed procedures	Proposed
Put holds on student athlete records using ITS	Developed procedures	Ongoing
Provide NCAA workshops	Design workshops	Proposed
Establish student athlete club	Convened planning meeting	Proposed
Establish counseling office in PE building	Work with athletic division to request space	Proposed
Establish a student athlete cohort for accelerated learning community in English	Work with academic departments to create learning communities	Proposed
Establish a student athlete cohort for accelerated learning community in mathematics	Work with academic departments to create learning communities	Proposed

Student Learning Outcomes (SLO)

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

Please refer to General Counseling SLO section.

- 2. How does the program ensure that SLO's are assessed consistently?**

Through counseling appointments, orientations, and workshops.

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

Please refer to General Counseling SLO section.

Program Improvement

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

Athletic counselors collaborate with general counseling, the ECC Athletic Department and various in-state and out-of-state athletic departments, SSTARS, Adult Re-entry, Career Counseling, CalWORKs, First Year Experience, MESA, Project Success, and Financial Aid Counseling.

Each year the athletic counselors attend a conference and a convention of the CCCAA (California Community College Athletic Association) as members of the 3C4A (Community College Counselors Association in Academic Advising for Athletes). These events keep the counselors abreast of new and changing legislation for the CCCAA.

- 2. How have program personnel used metrics to improve program services?**

Review team grades and cumulative grade point averages (GPA) to see if a particular team qualifies for the cumulative minimum GPA of 3.0 to become a Scholar Team or are eligible for the individual Scholar Athlete Award. This helps promote academic achievement amongst the student athlete population.

- Nominate student athletes for the 3C4A Academic Achievement Award. This helps promote academic achievement amongst the student athlete population.
- Review student athlete transcripts for eligibility for Scholar Baller recognition. Eligibility is a

minimum 3.0GPA in at least 12 degree applicable academic units. This helps provide additional counseling and academic support.

- Review student athlete transcripts to refer them to the AAA program to provide additional academic support to students below 2.5 GPA and/or who are placed into basic skills courses. This helps promote academic achievement amongst the student athlete population.
- 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.**

Please refer to retention and persistence chart above

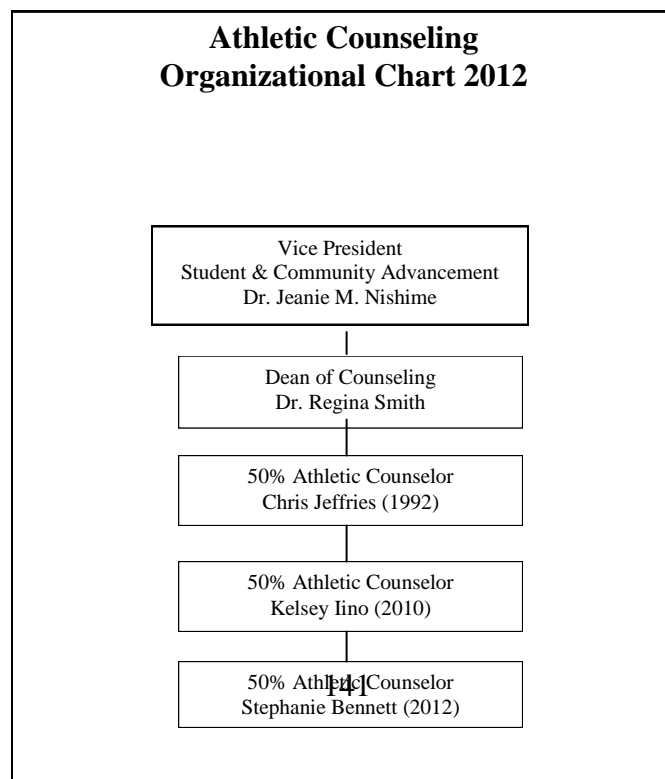
Program Environment

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

The athletic counselors work closely with the HSA dean, athletic director, athletic eligibility specialist, faculty and athletic coaches to facilitate the following services: academic planning, transfer, evaluations, and educational plans.

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

3 full-time counselors each with 50% assignment to athletic counseling



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

A private office located in the Physical Education (PE) building and individual private offices for each counselor in general counseling with floor to ceiling walls, a desk, ergonomic chairs, up to date desktop computers, up to date laptops to transport to and from the PE building, a color printer, a minimum of two file cabinets with locks per office, a telephone, a copy machine with scanner, and a fax machine. Also needed are office supplies, university and college catalogs, current NCAA manuals, COA directories and high school and transfer publications.

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

The current schedule of hours will change as a third counselor at 50% athletic counseling will be added. As of Fall 2012, two of the athletic counselors were given 13 hours each to see student athletes. There were 44 available 30 minute one-on-one appointments per week along with four hour long blocks for athletic-drop in counseling. There is an athletic counselor on duty Monday through Friday with hours ranging from 8:00 a.m. to 7:00 p.m.

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.

In 2009, the NCAA Division I (DI) changed their criteria to require two semesters of transferable English courses and one transferable math course. In 2011, the Division II (DII) schools followed suit. In 2012 the DI schools changed their GPA minimum from a 2.0 to a 2.5 and set a limit of two units of PE activity to count towards athletic transfer in addition to requiring one science course.

These new regulations will require students to meet higher academic standards. Early identification and participation in the AAA program will be essential to students' success. Also, completing educational plans prior to the start of the first competition and updating educational plans each semester will be vital for SB1456.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Summer new student orientations are valuable for students who are attending ECC for the first time. The orientation provides detailed information on athletic academic eligibility requirements for the college while also preparing them to be eligible to transfer to the four-year colleges and universities.

The on-site registration workshops have been extremely helpful. They provide direct access to a counselor who facilitates the student's ability to register for courses. These workshops also provide camaraderie as the students work together while they plan their courses for the upcoming intercessions and semesters.

Another service athletic counseling provides is identification and recognition for students who have achieved a cumulative GPA of 3.0 or higher in at least 12 degree applicable units at ECC. Along with academic achievement, the athletic counselors also identify students who are low performing to recommend additional academic support through the AAA program. This program also supports student success and achievement.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Not applicable.

Conclusions and Recommendations

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

Strengths of the program have been the knowledge and expertise of the current counselor assigned to athletics for the last 20 years and the increase of counselors assigned to athletic counseling over the past two years. The collaboration between athletic counseling, HSA staff, coaches, and instructional faculty have also been major strengths.

It is imperative that we maintain a 100% athletic counselor assignment--whether given to one counselor or divided between two or more. The high ratio of approximately 500 student athletes to one counselor warrants this need. The amount of counseling staff is inadequate to accommodate the student athlete population. The contract changes from a 12-month contract to a 10-month contract negatively affects students and the counselors' ability to meet the needs of this population. Current state-wide and district-imposed deadlines already require student athletes to have an educational plan on file prior to their first competition and that mandate requires the athletic counselors to be available throughout the summer to complete these pleas.

Along with contract changes, SB 1456 will also prove to be impossible to implement if all students will be required to develop an educational plan in order to even be given a registration date.

The athletic counselors 3-5 year direction is to request two full-time counselors for consistency and to efficiently accommodate the student athlete population in both counseling and instruction. Athletic counselors would like to create a counseling course designed for student athlete success and recommend an accelerated English and math learning community be offered to student athletes beginning Fall 2014. Athletic counselors would also like to be given office space in the PE area to see students at least 2-3 times per week since other schools have found this very effective in reaching out to student athletes by being more accessible.

2. List prioritized recommendations.

Priority #1

Create counseling space in PE building for athletic counseling- strategic initiative 1.a. *“enhance colleges services to support student learning using a variety of instructional delivery methods and services”*

Priority #2

Create counseling course designed for student athletes- strategic initiative 1.a. *“enhance colleges services to support student learning using a variety of instructional delivery methods and services”*

Priority #3

Offer Math accelerated LC’s (Basic and Developmental)- strategic initiative 1.a. *“enhance colleges services to support student learning using a variety of instructional delivery methods and services”*

Priority #4

Offer English accelerated LC’s (Basic and Developmental)- strategic initiative 1.a. *“enhance colleges services to support student learning using a variety of instructional delivery methods and services”*

Priority #5

100% full-time athletic counselor (1)- strategic initiative 1.b, *“maximize growth and opportunities and strengthen programs and services”*

3. XX 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)

CALWORKS

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.**

As adopted in 2005 by the California Community College Advisory Committee, the CalWORKs mission is as follows:

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promotion of the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

This mission effectively integrates and is driven by El Camino College's mission and vision of offering quality, comprehensive educational programs and services to ensure the educational success of students from a diverse community. Strategic Initiative, SI-B, SI-C and SI-D are inclusive of the CalWORKs program.

The CalWORKs Program assists single parents who are receiving Temporary Assistance for Needy Families (TANF) and those transitioning off welfare to achieve long-term self-sufficiency through coordinated student services. The program at El Camino College operates as a partnership with the County of Los Angeles. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Referrals to the program come through county offices in the greater Los Angeles area. Since CalWORKs is a specialized program, development of a close relationship with the students by knowing their academic as well as their personal lives is important within the counseling relationship. Students are welcome to make an appointment or walk-in for assistance.

Each semester, a student's eligibility is determined by monitoring his/her academic progress. A written notification is sent to all CalWORKs participants asking them to:

1. Meet with the counselor for review or revision of their educational plan.
2. Check the status of class enrollment of classes for the following academic term.
3. Verify their grade point average (GPA) and the progress toward their program of study.

During mid-semester, the students are asked to request progress reports from their instructors to verify their attendance and grades in their classes. This process facilitates the completion of the quarterly Progress Report (GN6070) requirement that is submitted by each student to the GAIN

Services Worker. With the collaboration of Admissions & Records, tracking of the students' performance and eligibility to enroll for the next academic term helps to identify the students who are in need of counseling.

Each fall semester, students who are on academic probation due to a low GPA or who are on progress probation due to excessive withdrawals from classes are sent a letter from Admissions & Records stating that they are not eligible to enroll during the next semester unless they appeal for reinstatement to continue in the college. The student must also participate in the Student Enhancement Program workshop for further counseling and referral to support services.

Based on the student's needs, the CalWORKs counselor also makes appropriate referrals to other programs and services such as the Special Resource Center, Psychological Services, Tutoring Services, the Career Center, Financial Aid, Learning Communities, the Learning Resource Center, and the Women in Industry & Technology Program. Coordination with the Extended Opportunity Program and Services (EOPS) and Cooperative Agencies and Resources for Education (CARE) counselors and advisors facilitates the student's participation in the program and supports his/her success in college.

Ongoing communication with the GAIN Services Workers (GSW) is maintained for verification of student enrollment, academic progress, and compliance with the 32 hours GAIN requirement. If the student withdraws from all classes, the CalWORKs Case Management Advisor, counselor, and/or the Job Developer/Placement Advisor will notify the GSW in order to update the participant's record. A list of students completing their associate degree or certificate is updated regularly and is finalized at the end of each spring semester.

The program provides academic, vocational and personal counseling to new and continuing students by:

- Developing and revising student educational plans
- Interpreting career assessment instruments
- Facilitating group orientation and information sessions
- Tracking students' progress each semester
- Monitoring and updating students' records
- Assisting and referring students to appropriate campus support services and programs, (e.g., EOPS, CARE, Special Resource Center, Financial Aid, Careers in Child Care, First Year Experience, etc.)
- Providing alternatives or academic strategies to students when they are not progressing in their program of study (e.g., tutoring, career planning, an appropriate school for completion of GED, Harbor Regional Services, and the Student Enhancement Program)
- Writing letters of recommendation and verification for Department of Social Services/GAIN program, scholarships, job applications, extension of completion of program, etc.
- Teaching Human Development 8 class designed for EOPS and CalWORKs students

Another critical activity is preparing students for the workplace. This is done through employment services, career assessment, on-campus work-study, off-campus work-study, job retention activities, life skills and mentoring opportunities.

2. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

The table below illustrates the number of CalWORKs students served from 2006- 2012:

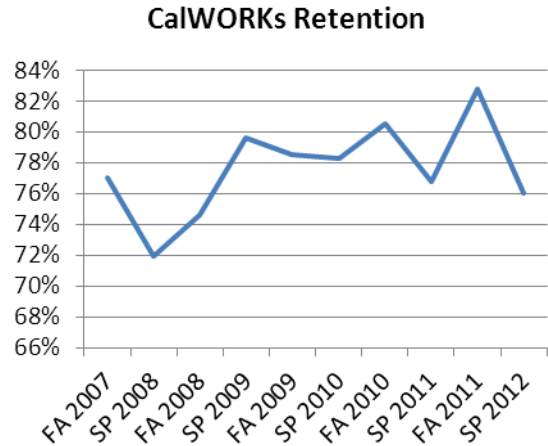
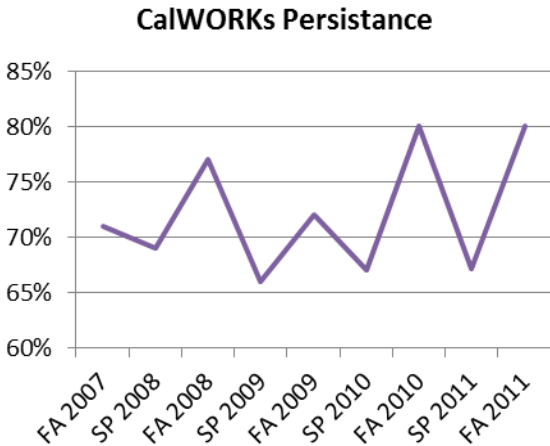
YEAR	STUDENTS SERVED
2006 - 2007	388*
2007 - 2008	398*
2008 - 2009	535*
2009 - 2010	588*
2010 - 2011	604*
2011 - 2012	590*

* Does not include the Unfunded/Low Income students.

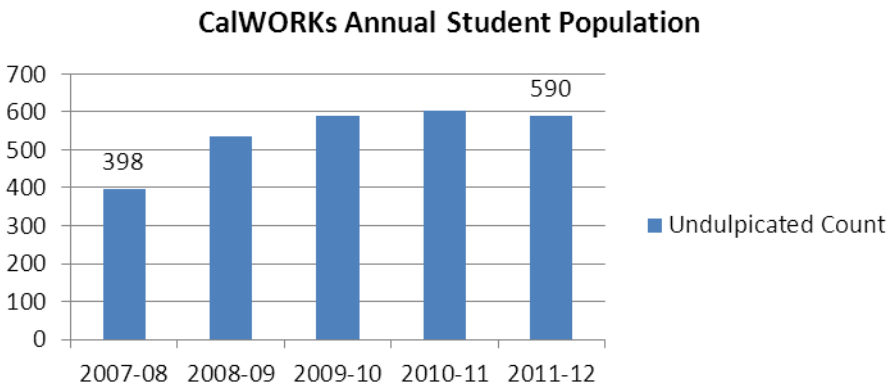
Two groups of students are eligible for the program: (1) Self-Initiated – these students are already enrolled in either a degree or certificate program; and (2) County Referral – these students have participated in Job Search and Career Assessment sponsored by the county and are referred to ECC for education and training. Prior to 2011, each student had a CalWORKs lifetime eligibility of 60 months; however, in 2011, this time period changed to a 48 month life time benefit.

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

Despite the constant challenges to program eligibility and requirements, CalWORKs persistence remains high. Over the past five years, one term persistence during the fall semesters has ranged from 71% to 80%. During spring, it maintains a level of 67% to 69%. As displayed in the chart below, retention rates have maintained an average of 77% to 83% during fall and 69% to 80% during spring semester.

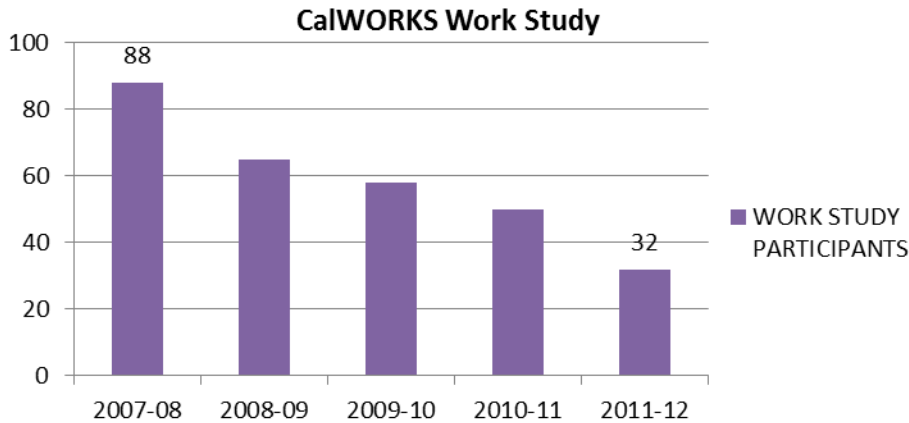


The population of ECC CalWORKs students has risen greatly over the past five years with 398 students during 2007-08 to 604 during 2010-11. Although the lifetime eligibility changed from 60 months to 48 months during 2011 (resulting in less students eligible for the program), the 2011-12 total population served was 590 students.



It is important to note that there are times when program time limits exceed the time necessary for CalWORKs students to complete degree requirements and prepare for transfer. Therefore, information obtained from ECC’s Institutional Research Department during the previous program review indicated that students who participated in the CalWORKs program showed a lower than average amount of transfers. However, the success rate of CalWORKs students with course completion and two-term persistence rates was much greater.

ECC CalWORKs uses the assessments, evaluations, and survey information to redirect the goals of case management and job placements for students. Efforts are placed upon matching a student’s major with his/her job search activities and finding off campus work-study placement. Regrettably, the work-study student patterns indicate that less student placements occur each year due primarily to a reduction in funding.



The appropriate workshops or topics are added to enhance education, job retention and life skills. The 32/35 work/education requirement promotes a balance of determination and fortitude.

Studies indicate that a student participating in the CalWORKs Program are oftentimes more prepared to travel down the road of self-sufficiency than their classmates. Students who receive educational planning are diligent in their studies, complete their DPSS/GAIN requirements, and balance work and family are much more empowered than most.

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

Goal #1 Strategic Initiative B - Strengthen quality education and support services to promote student success.

- Funding was maintained for four part time non-certificated staff.
- A part-time counselor was hired to promote courses, workshops and educational planning.
- Three part-time clerical assistants were funded to oversee the front desk operations, scheduling of appointments, make referrals, pull files, help with data entry, and perform other clerical duties.
- A part-time Project Specialist was funded to help with MIS data and reporting and to provide support required by the district, CCCC, and DPSS.
- Seventy percent of new CalWORKs students were enrolled in the appropriate Human Development 8-Strategies for Success in College or in Human Development 12-Strategies for Success in the workplace.
- Newly funded recruitment activities resulted in the retention and/or enrollment of approximately 200 unfunded/low income students.
- Maintained and improved procedures for a database that supported retention and tracking as well as supported verification of student benefit information.
- Fully implemented Medi-Cal Administrative Activities (MAA) Program which provided beneficial health related assistance to students which also generated revenue.

- Pursued grant and or funding opportunities to support CalWORKs Program and unfunded/low income students.
- Established ongoing CalWORKs new student orientation.
- Developed and completed six semester or more student educational plans electronically.

Goal #2 Strategic Initiative C – Foster a positive learning environment and sense of community and cooperation through and effective process of collaboration and collegial conational.

- Collaborated with General Counseling to increase probationary students participating in the SEP workshop each year.
- Implemented and trained staff on the updated Department of Public Social Services-GEARS student case files database software which supports CCCC required verification of student eligibility.
- Successfully collaborated and partnered with CCCC State Advisory Committee, Los Angeles County Community College CalWORKs Consortium (LAC5), DPSS Leadership Consortium and Regional GAIN meetings.
- Collaborated and participated with the Los Angeles County Childcare Planning Committee for expanded childcare services, leading to improved support of campus programs and exchange of information.

Goal #3 Strategic Initiative D - Develop and enhance partnership with schools, colleges, universities , businesses and community-based organization to respond to the work force training and economic development needs of the community.

- AARA funding was received by the ECC district to support CalWORKs student work-study.
- Additional work-study funding was received by CCCC to support CalWORKs work-study student placements.
- Additional work-study placements were increased or decreased based on funding.

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

All program review recommendations were implemented.

Student Learning Outcomes (SLO)

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

The current CalWORKs Student Learning Outcome is:

"By participating in the Education-to-Work activities created by CalWORKs, students will be able to connect their educational training directly to job skills."

The SLO for the CalWORKs program is created by the CalWORKs directors, program coordinator, and job developer. Reviewing the SLO and performing analysis is completed by the CalWORKs assistant director, job developer and program coordinator. Discussion of the SLO assessment and results takes place at the CalWORKs staff meetings and Staff Advances. SLO reports are submitted each year to the District SLO Review Board or uploaded electronically on CurricUNET.

2. How does the program ensure that SLO's are assessed consistently?

For the past two years, SLO assessment has been the responsibility of the job developer. Before this the SLO was the responsibility of the assistant director. Due to staffing changes, it was decided that the job developer could carry out the assessment from start to finish in a thorough manner. The assistant director and job developer along with the program coordinator work with Institutional Research to gather the data needed to complete the SLO and perform program analysis. To ensure that SLO's are assessed consistently, reports are turned in to the district at scheduled intervals.

The assessment of the student learning outcome was achieved by comparing the number of students served from year to year while considering significant variables, the environment, and other pertinent conditions. Students are assessed based on retention information including educational goals, academic achievement, and time clock status. Year-end reporting continues to provide an opportunity to assess education-to-work activities by reviewing the following: assessing the number of work-study assignments on-and-off campus, number and types of jobs obtained, hours worked, and salary ranges; number of students self-referred, county-referred, and post-employment referrals, and types of short-term training programs used.

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

Student placements are coordinated with both on and off campus employers. The CalWORKs Program uses the assessment information to redirect the goals of job placement for CalWORKs students. Additional efforts were made to match a students' major with job search activities, and finding off campus Work-Study placement. Workshops were available to enhance job retention and life skills. Employer evaluation surveys were also effectively used to measure success standards. Finally, coordination with Financial Aid for federal work-study continued to occur.

Students placed in work-study have proven to be successful. Students who go through the process of attending the work-study orientation, job readiness training, and interview preparation are more successful on the job and are often offered permanent assignments. While on the job, a minimum of 50% of the students are offered a pay increase and/or promotion with the existing employers within one year. However, on-campus work-study students are confined to a performance-based pay increase once a year (per ECC HR policy). Learning gaps typically relate to technology and it's not uncommon for students to seek computer skills training.

Additional funding support is needed to enhance and expand the CalWORKs Work-Study Program. Although assistance has been sought and received over the years, it continues to be temporary and unstable from year to year which makes it difficult to plan.

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?

The CalWORKs Program has struggled tremendously over the past five to ten years. Budget decreases have continuously resulted in reduction of both revenue and staffing. Forecasts indicate that there is a possibility of further cuts resulting in a loss of additional services. Unfortunately, this is occurring when CalWORKs students are faced with shortened timelines and increased obstacles, which could result in the dissolution of their education pursuits.

It is important to note that although these students face extreme hardships and hurdles (homelessness, domestic violence, transportation issues, mental health, depression, etc.), independent studies and statistics indicate they compete at a comparable and sometimes greater rate than their classmates in the general population.

CalWORKs has appreciated the support that the ECC district provided (Fund 15 backfill) for approximately three years. It was unfortunate that this funding was discontinued during the 2012-13 year. This loss of \$40,000 was definitely needed and it is hoped that this amount (and possibly more) can be restored for the population of students who have been deemed by many to have the greatest need.

The ongoing partnership with the Department of Public Social services where collaboration occurs in the area of employment and retention as well as the co-location of a GAIN Services Worker is essential. A county grant for coordination of services has been received each year for the past several years. Due to the special needs of our students, referrals and partnerships include various community based organizations that assist participants in the areas of domestic violence, housing, rehabilitation and legal services. This grant is scheduled to be reduced over the next two years from \$126,000 to \$96,000 which will, of course, impact the department.

Additional funding opportunities and venues are vital to program improvement. The CalWORKs Department continues to pursue funding sources such as the Medi-Cal Administrative Activities Program, which has proven to be successful but needs additional support.

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

CalWORKs Program Metrics							
	PROGRAM PARTICIPANTS	UNDUPLICATED COUNT	PERSISTENCE	RETENTION	WORK STUDY PARTICIPANTS	*GRADUATES/ PARTICIPANTS	CERTIFICATE OF COMPLETION
2007-08							
SU 2007	146						
FA 2007	253	398	71%	77%	88	*	*
SP 2008	293		69%	69%			
2008-09							
SU 2008	208						
FA 2008	305	535	77%	78%	65	*	*
SP 2009	399		66%	80%			
2009-10							
SU 2009	258						
FA 2009	410	588	72%	78%	58	*	*
SP 2010	389		67%	77%			
2010-11							
SU 2010	249						
FA 2010	367	604	80%	79%	50	*	*
SP 2011	506		67%	77%			
2011-12							
SU 2011	239						
FA 2011	373	590	80%	83%	32	71	71
SP 2012	439		-	76%			

**Prior to 2011-2012, Certificate and Graduate information was limited.*

Metrics have been used to identify how program activities are affecting persistence and retention. Because students may face various barriers and changes to their welfare-to-work plan, it is important to provide as much assistance as possible (which has occurred). Additional information sources have been solicited, presentations made, more one-on-one appointments put in place, flyers for marketing information created, and other resources have been applied. As indicated previously, work-study opportunities continue to be pursued.

Furthermore, CalWORKs students are challenged with maintaining a 30-35 hour a week work/school schedule in order to be in compliance. Because of the sometimes temporary and unstable work-study funding, it can be difficult to plan and support students. However, the staff dedicates a tremendous amount of effort to address this.

- 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.**

Since the merger of the EOPS/CalWORKs/CARE, a significant change in the delivery of services to CalWORKs students has occurred. The majority of these changes have been mandated by state and federal regulations. The coordination of services allowed for program expansion. Although the programs have merged, each program is still mandated individually and has separate program plans that must be approved by the CCCCCO. Objectives are set to maintain the standards of the programs leading to student success.

Students who are placed in work-study positions have proven to be successful. Those who proceed through the process of attending work-study orientations, job readiness training and interview preparation are more successful on the job and sometimes offered permanent assignments. Therefore, it is recommended that additional placements would greatly enhance student success. Additional funding sources are needed as the need increases and placements due to funding decreases.

Since students may face various barriers and changes to their welfare-to-work plan; it is important to provide as much assistance as possible for them to persist from one semester to the next. Additional services are needed in the area of presentations, one-on-one appointments, marketing of information and other avenues for communications. This supports retention and persistence.

As a result of today's changing economy and budget crisis, reduction in services to students continues. Unfortunately, the future could result in even more devastating cuts and ultimately lead to the termination of school goals. Although these students have greater barriers (i.e., domestic violence, homelessness, poverty mental health, depression, etc.), statistics indicate that they compete at a comparable and sometimes greater rate than their peers who have fewer barriers. The ability to remain flexible, stay informed, and collaborate with campus and community partners are all integral parts of the planning and solution.

During 2011, student eligibility for the program changed from a 60 month lifetime eligibility to 48 months. Because of this, a greater number of students "time out" thus eliminating eligibility each month. This results in the need for sometimes faster paced and shortened educational planning. Ideally, an opportunity for additional HD 8 classes would not only assist with their educational pursuits but also with entry and exiting points.

Program Environment

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

The CalWORKs, EOPS, and CARE Program are combined to establish the EOPS/CalWORKs/CARE Department on the El Camino Community College Campus. The CARE and CalWORKs offices are co-located. There are combined staff meetings, staff advances, counseling activities, program events, and recruitment activities.

The CalWORKs team is mainly composed of the EOPS/CARE/CalWORKs Assistant Director, CalWORKs Case Management/Childcare Program Coordinator, Job Developer, two part-time

clerical staff, and part-time counselors, all of whom have established a good rapport in communicating students' situations or concerns to each other. For example, meetings occur on a regular basis to coordinate and establish a line of communication that will convey the same information to students. Through case management meetings, discussions occur regarding student cases and progress while proposing alternatives that would be favorable to a student's well-being.

Since CalWORKs is a specialized program, development of a close relationship with students by becoming familiar with their academic as well as personal lives is important within the counseling relationship. Students are welcome to make an appointment or walk-in for assistance.

CAMPUS

EOPS

The staff that is responsible for the EOPS and CalWORKs book request forms works in conjunction to eliminate duplication of services. Referral systems are in place between programs. There also is a combined EOPS/CalWORKs/CARE Alumni Association and EOPS/CalWORKs/CARE Advisory Committee.

DSPS

CalWORKs, EOPS, and CARE counselors have ongoing communication with DSPS counselors at the El Camino College Special Resource Center (SRC). Referrals occur on a consistent basis regarding student assessment for possible learning disabilities. Students are referred for assessment by completing a referral form.

Financial Aid

Coordination occurs with the Financial Aid Office to ensure students who are eligible for both work-study programs (i.e. CalWORKs Work-Study and Federal Work-Study) will only receive one placement. Federal work-study and CalWORKs work-study are documented through the use of the campus-wide Datatel Computer Information System.

Other:

Students are also referred to the Assessment Center for English and math placements. This is done with an Inter-program Referral and Student Referral form. It is also used for referrals to other campus services such as psychological counseling, Women in Industry and Technology Services and the Campus Child Development Center.

CalWORKs also collaborates with the following campus and service groups:

- Student Success Transfer and Retention Services (SSTARS)
- Behavioral and Social Sciences Division
- Humanities Division, Mathematics and other academic divisions
- Information Technology Systems (ITS)
- Outreach and School Relations

- Fiscal Services
- El Camino College Bookstore
- El Camino College Foundation

COMMUNITY

Local County Welfare Department

Within L.A. County Department of Public Services (DPSS), ECC CalWORKs works primarily with four regional offices that refer separately for educational services and also contract with different Resources and Referral Agencies in the provision of childcare services to participants. Strong relationships have been built between both agencies and upper level staff. Meetings are held, which are essential with the changes (proposed, repealed and enacted) in the GAIN Program. The partnership has been further strengthened by the GAIN Services Worker (GSW) on-site representation at El Camino College.

ECC CalWORKs staff attends the quarterly GAIN Regional and Training (GRET) meetings held by Regions I, IV, and V, where colleges and community agencies exchange education program information and discuss issues related to participant retention and success. Other meetings are held in conjunction with Legal Aid agency staff to address such issues as sanctions and student eligibility for better understanding and resolution of potential problems. These meetings have been essential with the changes (proposed, repealed, and enacted) in the GAIN Program.

El Camino College also receives a Los Angeles County Board of Supervisors Grant where DPSS funds are used to enhance and sustain the El Camino College CalWORKs Program through coordination efforts, educational planning and employment.

Local County-LAC5

For more than 11 years, El Camino College CalWORKs has been an active participant (including the ECC Assistant Director serving as chairperson for five years) and co-founder of the Los Angeles County Community College CalWORKs Consortium (LAC-5). This consortium consists of 21 community colleges that meet monthly to discuss/plan for CalWORKs issues and student advocacy. El Camino College also continues to play an active and critical role in the LAC5 Steering Committee. Attendance at these meetings includes high-level representation and involvement from the Los Angeles DPSS Administration, Work Force Investment Board, and Legal Aid Advocates.

Collaboration also occurs with the following community partners:

- Harbor Interfaith Services, Inc. to provide emergency shelter, job placement, advocacy, transitional housing, assistance to domestic violence victims, and support services to the homeless
- Housing Authority to provide leadership and information regarding affordable housing opportunities and to educate students regarding special programs

- Didi Hirsch Community Mental Health Center to provide mental health services, substance abuse counseling, and workshop support for student and staff development
- Harriet Buhai Center for family law counseling to assist students with legal referrals and services
- Neighborhood Legal Services and Legal Aid Foundation of Los Angeles to assist with referrals, staff development and student intervention
- LIFETIME to advocate for economically/academically disadvantaged women in education and to provide workshops for students and staff
- Dress for Success and Working Wardrobes to promote the economic independence of disadvantaged women by providing professional attire, a network of support and the career development tools to help women thrive in work and life
- Medical Administrative Activities (MAA) program to connect students and families to Medi-Cal, Healthy Families insurance and covered services through coordinated activities

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

Currently, the CalWORKs staff is comprised of the assistant director, coordinator, work-study and job development advisor, project specialist, two clerical assistants, four part-time counselors (equaling 25.5 hours per week), and three to five work-study students. We currently serve approximately 600 CalWORKs eligible students and 10-20 post time limit students. Depending on various factors, CalWORKs students are required to have an abundance of mandatory paperwork that must be completed by the CalWORKs department, including educational plans each semester, quarterly progress reports, monthly attendance reports, and semester training verifications. This does not include additional documents related to sanctions, timed out reporting, ongoing policy/procedure changes and other correspondence.

Based on the required documents, ongoing changes and communications that are needed with the Department of Public Social Services, it becomes difficult for the staff to maintain the level of service that is needed but they are dedicated and continue to be effective. CalWORKs funding is often affected by both federal and state budget crises which has resulted in reduction in revenue and services to students.

Budget cuts have reduced staff . Prior to budget cuts, and now even more so with the possibility of additional ones, there is a need for additional administrative/clerical support, counseling, case advisement, case management, outreach and technical activities. This would require hiring additional staff and/or increasing the hours of existing staff. The addition to the staff would both better assist students while also motivating employees who are currently working extremely hard with sometimes minimal assistance. Outside funding sources will be sought to assist with the anticipated budget cuts.

In order to stabilize the program additional staff is needed, including:

- CalWORKs Student Services Advisor - Full-time

- CalWORKs Senior Clerical Assistant - Full-time
- CalWORKs Administrative Assistant- Full-time
- CalWORKs Counselor Faculty Coordinator - Full-time

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

Equipment and supplies are currently sufficient. However, computers will need upgrading within the next two years. Additionally a recommendation to expand the reception area of two suites involving SS205A and SS205B has been discussed and will be reviewed in the near future.

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

CalWORKs staff works Monday, Tuesday, and Thursday from 8:00 a.m. – 5:30 p.m. Wednesdays 8:00 a.m. – 6:00 p.m. (6:30 p.m. - EOPS) and Friday 8:00 a.m. – 5:00 p.m.

In the past, the office was open at least one evening a week until 7 p.m. This allowed those students who were not available to meet during the day due to school and work obligations to be able to be assisted. As a result of budget cuts and reduced staffing, CalWORKs is no longer available to offer accommodating evening hours, nor are we open to the public on Fridays.

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.

The CalWORKs Program assists single parents who are receiving Temporary Assistance for Needy Families (TANF) and those transitioning off welfare to achieve long-term self-sufficiency through coordinated student services. The program at El Camino College operates as a partnership with the County of Los Angeles. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Referrals to the program come through county offices in the greater Los Angeles area. Two groups of students are eligible for the program: (1) Self Initiated – these students are already enrolled in either a degree or certificate program; and (2) County Referral – these students have participated in Job Search and Career Assessment sponsored by the county and are referred to ECC for education and training. Prior to 2011, each student had a CalWORKs lifetime eligibility of 60 months, however at 2011 this time period changed to a 48 month life time benefit.

Since the last Program Review in 2006, the number of CalWORKs students served per year has increased by more than 200. While the CalWORKs budget continues to decline, state guidelines dictate that the CalWORKs Office serves all eligible students that come to the office. Thus,

accommodating each student that is requesting assistance has been challenging. The funding to deliver CalWORKs services comes from various state and federal grants. The program has also been successful in receiving an LA County DPSS grant. However, each of these grants has been cut tremendously over the past years and this has created uncertainty from year to year concerning whether funding was going to be available at all. Although the District provided some support through backfill funding in 2010 and 2011, it is the decision of the district for CalWORKs to stand alone in 2012. No further backfill assistance is expected from the district. The CalWORKs Assistant Director is constantly looking for ways to reorganize the staff to maximize the duties of the remaining employees.

CalWORKs coordinates five ECC programs (i.e. EOPS/CARE, Counseling, DSPS/SRC, Athletics, and CalWORKs) with the Medi-Cal Activities Program (MAA) which connects students with Medi-Cal/Healthy Families Insurance and coverage services through various activities. Reimbursable claims are submitted to LACOE for these activities which are ultimately certified by the California State Healthcare Services department. The MAA program has proven to both assist students with valuable health insurance information and also provides additional revenue for the participating departments.

Prior to September 2012 and for approximately five years, CalWORKs also supported (with limited revenue) unfunded low income students who also have numerous barriers but less time to complete them than the general population of students. These students include those receiving General Relief, Social Security Income, Tribal TANF, Childcare Only, Post Employment-CalWORKs and Employment Development Department (EDD) students. Completion of documents, case management and educational advisement were included in the support that was provided. Due to loss of funding and support, these students are now being served by Admissions and Records.

The recently signed Student Success Task Force Act will magnify the current successful efforts of the CalWORKs program.

Student Success Task Force Recommendations:

Increase College and Career Readiness

Because of the CalWORKs/Cal-LEARN (teenage parent program) as well as the new regulation regarding no FAFSA eligibility based on incompleteness of a High School Equivalency, Diploma, or GED, the need for collaboration is extremely important.

Strengthen Support for Entering Students

DPSS/GAIN has a model for centralized diagnostic assessment for English and Basic Skills. There is also a separate one for career planning and learning disabilities. These detailed and comprehensive assessments have been successfully utilized by all L.A. County colleges. El Camino College counselors have found them to be reliable with detailed insight. In essence, students should be required to participate in the diagnostic assessment and in the development of

the educational plan because it would assist in their becoming active learners while taking ownership of their education.

When students have access to the online educational plan, it should be easier for them to access and actively participate in the process of planning their educational goals. It has been found that because of the CalWORKs model, students who are required to participate in various services are deemed to be more successful. CalWORKs students must meet a 30-35 hour work/school/volunteer participation rate each week to maintain their eligibility. This model has ensured effective participation.

In order to comply with DPSS/GAIN requirements, a CalWORKs student who attends ECC must already declare a major or program of study during their entire attendance at ECC. Therefore, counselors are able to provide them with their mandated extended educational plan. The counselors are also able to advise students regarding their choice of study/career if it appears that it is not reasonable.

Incentivize Successful Student Behaviors

Based on the 48 month lifetime CalWORKs eligibility stipulation, the majority of CalWORKs students enroll full-time. This has resulted in them successfully receiving certificates, degrees, and skill upgrades within reasonable time limits. This process has definitely encouraged successful program completion. Because students are motivated to make progress for the next level of educational pursuits, the concept of taking basic skills following deficiencies during their first year is important to them.

Align Course Offering To Meet Student Needs

Focusing course offerings on the needs of students has been one of the areas of concern for CalWORKs students. For years, discussions occurred regarding open entry, open exit options for students which was not a viable option based on college operations. However, because of time limits, continued reduction to support services combined with ongoing barriers, the schedule alignment would be welcomed and supported.

Improve the Education of Basic Skills Students

Alternatives to basic education are welcomed. For example, Academic Strategies courses that are led by the Learning Resource Center improve basis skills online and promote individualized study plans and skill building. This has resulted in positive outcomes for CalWORKs students when also followed up with counseling support (i.e. classroom group sessions and presentations, etc.).

Revitalize and Re-Envision Professional Development

Professional development opportunities continue to promote improved leadership and overall success in department operations.

Enable Efficient Statewide Leadership & Increase Coordination among Colleges

The Los Angeles County Community College CalWORKs Consortium (LAC5) is a model for Statewide Leadership and Coordination among colleges. It is comprised of the 21 community colleges and the Los Angeles District offices that are all located in Los Angeles County. Each

month, the consortium meets along with its partners (i.e. DPSS, Legal Aid agencies, Workforce Investment Boards, etc.) to address specific county and statewide CalWORKs related matters. This consortium has been positively recognized and applauded by state, county, and local organizations. The LAC5 also interacts with state leaders such as the CCCC, Department of Social Services, CalWORKs Directors Association and the CalWORKs Association. These interactions and partnerships all support more efficient leadership, increased operations and effective communications.

Align Resources with Student Success Recommendations

It is strongly recommended that categorical program funds are not merged. It is believed that this will greatly affect the services to students and have negative impacts on student success.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Each semester, a CalWORKs Student Survey is completed, based on: office operations, facilities, quality of work and customer service. The average yearly outcomes are noted below. The quality of work, office operations and customer service are definitely exemplary and can be shared with other programs.

SCHOOL YEAR	EXCELLENT	GOOD	FAIR	POOR
2007-08	62.6%	32.91%	4.04%	.45%
2008-09	77.54%	17.37%	4.79%	.30%
2009-10	70.34%	24.35%	5.18%	.13%
2010-11	72.73%	24.58%	2.54%	.15%
2011-12	69.10%	28.41%	2.18%	.32%

2. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

The facilities of the office need improvement. Because the amount of student traffic is continuous and hours limited, more reception area space is needed. Appropriate recommendation will be made by the program directors and upper-level management for review and approval.

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.

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

Strengths

- The ongoing New Student Orientation each term
- Tracking student's progress each semester
- Partnering and collaborating with the Department of Social Services, L.A. Consortium (LAC-5), Business/Industry, and community
- Developing and teaching HD 8 designed for EOPS/CARE and CalWORKs programs
- Developing and completing six semester or more student educational plans electronically
- Participating in the Retention Committee and in recruitment activities, (e.g., presentations to local community agencies or organizations)
- CalWORKs related leadership at the state and local levels
- Case management and advisement activities
- Assistance with stabilization of the program through additional funding from ECC general fund and/or outside grants
- Providing Group New Student Orientations that will support student success and retention
- Developing and completing six or more semesters Student Educational Plans (SEP) electronically for all students
- Implemented a revised course of action that includes direct involvement from the onsite and phone access GAIN social workers who act as liaisons that provide required proof of eligibility information. In the future, we hope to be involved in a process where an MIS student data match is done between ECC and DPSS.

Challenges

- Prior to 2004, CalWORKs employed two part-time counselors. Beginning 2004-05, a full-time counseling position was created. This counselor brought more stability to the program by providing additional services or activities to the students and by assisting in long-term projects and serving on committees. When the full-time counselor retired, the program employed part-time counseling but still has a great need for more than the 24-28 total hours that is currently offered by part-time counselors.
- Additional CalWORKs Work-Study placements will provide opportunities for students to obtain employment and gain valuable work experience that they otherwise would not be able to obtain with no consequence to their benefits or compliance. Offering more workshops and one-on-one assistance is recommended.
- Multiple barriers include issues related to homelessness, domestic violence, mental health, learning disabilities, substance abuse, and criminal records. The EOPS/CalWORKs/CARE Foundation Emergency Fund has been helpful in assisting these students. However, additional funds would support enhanced student success and retention.

- In addition to the previously noted barriers, reasons for exiting the program may include graduation, transfer, county sanction due to non-compliance, student relocation or sometimes the student is tired of dealing with the "system" and becomes overwhelmed. It is important to remember that approximately 95% of CalWORKs students are single parents who must maintain 32 hours (and, for the two-parent family, 35 hours) per week of approved DPSS activities - usually a combination of education and work activity. Additional staffing is needed to support services to students.
- The MIS Data Collection System implemented in accordance with state regulations and laws by the Chancellor's Office reflects tracking of students and accountability requirements. The data elements are tied to student records and programming. CalWORKs staff has successfully worked with ECC's ITS Department to implement this reporting process. Issues such as attempting to accurately determine the number of students enrolled/served while utilizing information from two separate Datatel screens are difficult to determine. The data received is used to provide ECC (and all other California Community Colleges) funding information. Currently, reporting of non-enrollment records lowers the number of students who may have actually been served. Further research is needed.
- More student access for case management and student advisement will result in improved student retention. Additional funding is required.
- As previously noted under (i.e. staffing) employing additional full-time staff will stabilize the program and improve student success.

**2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).
Future CalWORKs Annual Program Plan Goals and Objectives (summarized)**

Future CalWORKs Annual Program Plan Goals and Objectives (summarized)

- Hire full-time clerical support to improve communications and enhance efficiency
- Have a minimum of three part-time non-certificated staff each year
- Fund a part-time counselor to promote courses, workshops, and educational planning by July 2013 (District)
- Hire a professional who will be contracted to research and/or pursue new grant/funding opportunities for both CalWORKs and Unfunded Low Income students by July 2014
- Hire two permanent staff who will improve communications and strengthen services to students by July 2015
- Secure funds by June 2013 that will ensure the continued program development focused on other Unfunded Low Income students by June 2014
- Hire full-time permanent advisor to support efficient and streamlined operations by July 2015
- Collaborate with Dean of Counseling and Student Services to gain support for a full-time district approved Faculty Coordinator to support efficient and streamlined operations by July 2016
- Expand the Medi-Cal Administrative Activities Program which provides beneficial assistance to students while also increasing revenue at a minimum of 5% each year

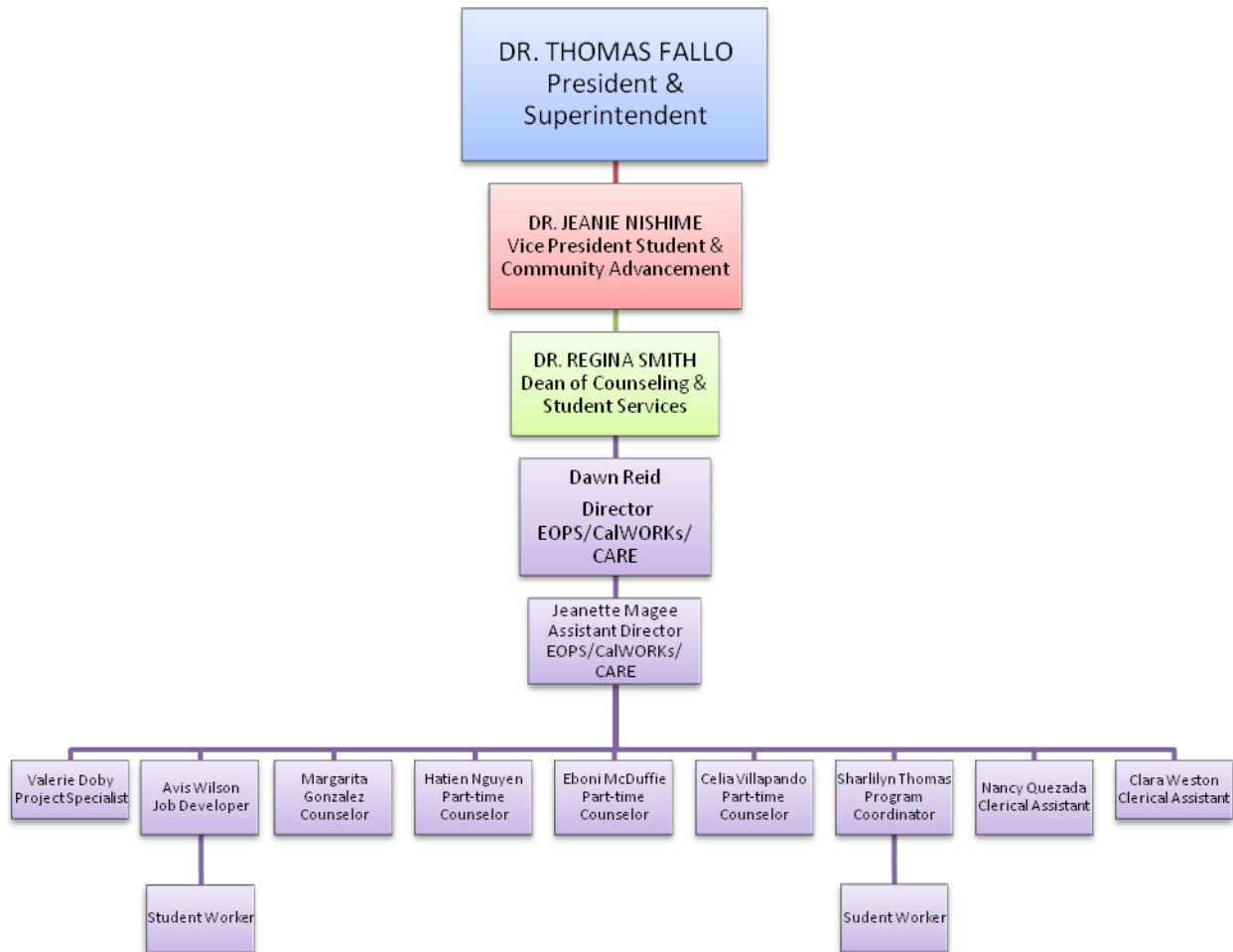
- Obtain direct information from the Probation & Retention Committee to develop a process that will support participation and collaboration for all students. Contact will be made with 99% of CalWORKs SEP students each year.
- Coordinate with local and State CalWORKs organizations for information, direction and access leading to improved and/or additional services to students each academic year.
- Apply for additional funding support (i.e. Chancellor's office work-study funding, ECC funds, etc.) that will support a minimum of 5% additional student placements each year.
- Require students to attend a work-study orientation each fall and spring semester
- Monitor student progress for support and retention efforts
- Make referrals to campus programs to assist low achieving students
- Regularly communicate with GAIN/Department of Public Social Services
- Conduct student surveys during spring and fall
- Complete MIS Data Collection System implemented in accordance with state regulations and requirements of CCCCCO

3. XX 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)

CalWORKs

ORGANIZATION CHART



CAREER CENTER

Program Description

Career Center Counseling Services provides opportunities for extensive exploration and evaluation of interests, aptitudes, skills, and personality characteristics related to major, career, pre-professional planning and job success. Career counseling appointments, career counseling drop-in “quick questions,” career assessments, career tours, and major/career related workshops are available for current enrolled students and alumni. The Career Center resources include career related books, occupational files, several online career information systems, and major/career targeted websites that students use for career research and planning. Throughout the year, Career Center faculty and staff provide Career Center orientations as well as conduct classroom presentations to students regarding the Career Center services and resources.

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

- *The Career Center is available for students who are undeclared, searching for a major, or who are changing or confirming a major.*

2008 statistics: 6,851 students stated that they were undeclared majors and 2,025 students enrolled for retraining/re-certification programs.

2009 statistics: 6,136 students stated that they were undeclared majors and 1,719 students enrolled for retraining/re-certification programs.

2010 statistics: 5,122 students stated that they were undeclared majors and 1,378 students enrolled for retraining/re-certification programs.

- *More classroom Career Center presentations are presented during fall semesters than in spring semesters until 2011 when retired career counselors were replaced.*

Fall 2008: 959 students received classroom presentations and 740 students used the Career Center for career research and to explore their major. A total of 1,480 career assessments were administered to students.

Spring 2009: 474 classroom presentations were made and 643 students used the Career Center for career research and to explore their major. A total of 1,280 career assessments were administered to students.

Fall 2009: 1,332 classroom presentations were made and 425 students used the Career Center for career research and to explore their major.

Spring 2010: 1,112 students received counseling information and also used the Career Center for career research during career orientations.

Fall 2010: 1,082 students received classroom presentations and 704 students used the Career Center for career research and to explore their major.

Spring 2011: 1,333 students received classroom presentations and 487 students used the Career Center for career research and to explore their major.

Fall 2011: 1,370 students received classroom presentations and 524 students used the Career Center for career research and to explore their majors.

Spring 2012: 733 students received classroom presentations and 316 students used the Career Center for career research and to explore their majors.

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

Data is only available for two of the program activities:

- Undeclared Student Workshops: During the Fall 2011 and Spring 2012 semesters, 60% of student participants indicated that they did not have a major. 75% indicated that after attending the Undeclared Workshop, they were likely to declare a major.
- Related to Career Center Orientations: 2009-2010 Student Learning Outcome surveys indicated 94% of the students are more knowledgeable of the Eureka career database, 89% are more aware of career counseling appointments, 85% are more knowledgeable of career web sites, and 83% are more knowledgeable of career tours after receiving a career orientation.

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

Under Strategic Initiative 1.a. "Enhance college services to support student learning using a variety of instructional delivery methods and service"

- I. Workshops: Ongoing career workshop offerings range from Undeclared Workshops to workshops for specific majors, career, and industries including Careers for English Major Workshop, FBI Career Workshop, History Major Workshop, Career workshop for Accounting Major and Alternative Majors for Business Careers.
- II. Classroom Presentations: The Career Center collaborates with faculty to offer numerous classroom presentations on Career Center services to a variety of divisions and programs, including basic skills courses. Classroom presentations have served the vital role of making students more aware of career counseling and bringing career information to them.
- III. Career Tours: The Career Center offers free transportation to students and visits various

companies and industries. Students have the opportunity to network with professionals and discover internships with potential career advancement.

Under Strategic Initiative 1.b. *“Maximize growth opportunities and strengthen programs and services to enhance student success”*

- I. The Career Center staff attends Region 7 Conferences and receives continuous training and support to implement the Career Café website from the State Chancellor’s Office and to expose students to its use and applicability.
- II. Career assessments training sessions are available for counseling faculty and staff. During the 2012-13 school year, training includes professional certification in the Myers-Briggs Type Indicator and the Strong Interest Inventory.

Under Strategic Initiative 1.d. *“Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community”*

- I. The Career Center annually offers the Career Expo and Major Fair. This annual fair provides opportunities for students to network with potential employers, learn about various academic careers, and find meaningful work experience related to their major. The Expo and Fair involves employers as well as ECC faculty and staff.

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

The Career Center projected in the 2003 Trends and Projections Form, a 30% increase in students seeking services, including students on Financial Aid needing to declare a major to receive funds as well as more re-entry and re-careering adults. Therefore, the Career Center recommended counseling hours to be the equivalent of two full-time career counselors by 2010 (52 hours per week), and one Career Center Coordinator, and dedicated clerical help to be reinstated and increased to full time.

At this time, the Career Center has 26 hours of career counseling appointments per week (Fall, 2012) and two Student Services Advisors who are only half-time. Due to budget cuts annually, the aforementioned recommendations have not been implemented. The impact on the Career Center and students has been a reduction in the offering of services. The Career Center is understaffed and therefore no prepared to address the issues that are starting to impact us: the newly legislated SB 1456 and the need for all transfer students to declare a major.

Student Learning Outcomes (SLO)

Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The Career Center Advisory consists of faculty, classified and casual/part time staff. They work in collaboration to create SLOs. SLO statements, assessment results, and reports are discussed in staff meetings to implement best practices.

How does the program ensure that SLO's are assessed consistently?

Surveys are administrated twice a year on a schedule created with the assistance of the Office of Institutional Research. During the 2011-12 academic year, the Career Center counseling faculty distributed SLO surveys to students during the "Undeclared Majors" workshop.

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

The SLO assessment results indicate the need to continue to offer and to increase the "Undeclared workshops" to help students to identify and confirm a major. Studies show that students with a declared major are most likely to increase the success and retention rates of the college. Students with a declared major are also more likely to do well in school, complete their objectives, and transfer to a university.

Program Improvement

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

Facilities and Equipment needs:

The Career Center is currently a shared space that is not sound proof with 15 computer stations.

The Career Center needs a separate sound proof center that includes the following:

- Smart classroom capability for career orientations, presentations, workshops, trainings and meetings
- Office space and ergonomic work stations including furniture and equipment for a career coordinator, advisor, technician, counselors and clerical workers
- Additional tables and 50 chairs and 50 computers with DVD capability
- A lamination machine

- Additional industrial size printer to handle the demand of students printing career resources information, materials, and transcripts

Rational for Budget Needs:

The Career Center needs an adequate budget in order to appropriately plan, promote, and operate efficiently. To accommodate a larger number of students, the Career Center needs a designated center with adequate and updated equipment, resources, and supplies mentioned above. The following are additional needs to improve the Career Center based on previous program reviews:

- Reinstatement of the Career Center Coordinator position*. This position will provide continuity and stability to the Career Center staff and student workers. This position is necessary to interface with all Divisions on campus to create and initiate the new Student Success Initiative to help all new students to select their majors within their first 30 units at ECC.

*If the Career Center can't hire a full-time Career Center Coordinator, it is recommended that one counselor be appointed to take on 50% Career Counselor/Coordinator duties. The position is needed to serve the ever increasing number of the undeclared students.

- Reinstatement of the clerical assistant position back to a permanent position that is full-time with benefits. This person performs all vital clerical duties and responsibilities for the Career Center. Due to previous budget cuts, the Career Center has only a part-time clerical assistant.
- Have a minimum of 30 computers in the Career Center. More faculty are scheduling class visits to the Career Center for a Career Center orientation. The average class that visits has 35 students in attendance. The ideal number of computers would be 50.
- Hire a full-time Career Counselor position to help fulfill the Student Success Initiative for the undeclared student to select a major. Hundreds of career counseling hours each year have been lost to the retirements of Bill Cooper and Carol Imai. In the next two years, the Career Center anticipates losing an additional 132 career counseling hours due to the retirements of Elaine Moore and Lisa Raufman.
- Hire a permanent full-time Student Services Technician position. This person would provide technical assistance and information to students regarding Career Center resources and services. This person will also create, maintain, and update the database for the Career Center that includes employers, students, and the community members the Career Center serves. This person's duties will include assisting with the career orientations, transporting students on tours, collecting surveys, and managing the Career Center webpage. Additionally, this person will be responsible for updating, maintaining, posting, and modifying the Career Center LinkedIn, Twitter, Facebook, and other career related links.
- Increase career assessments/inventories due to SB 1456 to assess more undecided students. Every year, ECC research has indicated over 6,000 "undecided major" students. To

appropriately address this issue, the Career Center counselors need access to appropriate career tools in the form of career assessments/inventories. The results of a previous SLO (in 2008), indicated that the Career Center had a success rate of 83% of the students who attended the “Got Major” workshop declared a major. The trends and projections in Career Counseling indicate a move towards using assessments/inventories online. More of ECC’s counselors are receiving training to be able to use online assessments/inventories. With this training, more counselors will be able to reach more students.

- Increase funding for all Career Center Fairs; Career Expo and Majors’ Fair and all Division Career/Major Fairs. The fairs would provide the undeclared students with an opportunity to network with professionals, faculty, and employers as they are deciding on a major. The declared major students, can find work related to their interests and major. This has a direct impact on the students’ retention and success of El Camino College.
- Reinstate the Career Center Conference account. This budget would allow for opportunities to attend career conferences for professional development and growth as they pertain to students’ success and retention. By attending the career conferences, the counselors/staff are better informed about new career technology and programs. Career conferences also provide opportunities to network with other professionals and learn.
- Hire consultants and guest speakers/trainers to conduct in-service training and/or retreats for professional development as they pertain to career assessments/inventories and career counseling. Professional development training keeps career counselors and staff abreast of the best and latest applications and advances in the career counseling field. Additionally, it provides the opportunity for certifications.
- Reinstate the Career Center Student Worker Account. This budget allows the Career Center the flexibility to hire student workers during peak periods prior to work-study program approval. Peak periods are usually 2-3 weeks before the semester begins and during the registration/add/drop period but the work-study students are not awarded until mid semester. Student workers play a vital role in providing coverage and assistance in the Career Center.

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

The Career Center began offering workshops to reach more undecided students. To reach more students, the Career Center is starting to use social media. The expansion of the Career Center website included the creation of a Facebook page which has improved access to information about career services to the new generation of technology-driven students. In addition, the Career Center has offered an annual Career & Majors’ Fair and career exploration tours.

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

The Career Center Advisory meets regularly to discuss how to continually improve program services and to increase the number of students utilizing the services. The metrics that follow are used to determine which services to increase, enhance, or reduce on a yearly basis. The Career Center reaches the most students by way of classroom presentations; during classroom presentations the Career Center often surveys students' career needs.

2008 statistics: ECC had 6,851 students stating that were undeclared majors and 2,025 students enrolled for retraining /recertification programs.

- Fall 2008: Classroom presentations of counseling and career services were provided to 959 students. 740 students used the Career Center for career research and to explore a major. A total of 1,480 career assessments were administered to students.
- Spring 2009: Classroom presentations of counseling and career services were provided to 474 students. 643 students used the Career Center for career research and to explore a major. A total of 1,280 career assessments were administered to students.

2009 statistics: ECC had 6,136 students stating that were undeclared majors and 1,719 students enrolled for retraining/recertification program.

- Fall 2009: Classroom presentations of counseling and career services were provided to 1332 students. 425 students used the Career Center for career research and explore major.
- Spring 2010: 1,112 students received counseling information and also used the Career Center for career research during career orientations.

2010 statistics: ECC had 5,122 students stating that were undeclared majors and 1,378 students enrolled for retraining/recertification program.

- Fall 2010: Classroom presentations of counseling and career services were provided to 1082 students. 704 students used the Career Center for career research and to explore a major.
- Spring 2011: Classroom presentations of counseling and career services were provided to 1333 students. 487 students used the Career Center for career research and to explore a major.

2011 statistics:

- Fall 2011: Classroom presentations of counseling and career services were provided to 1,370 students. 524 students used the Career Center for career research and to explore majors.
- Spring 2012: Classroom presentations of counseling and career services were provided to 733 students. 316 students used the Career Center for career research and to explore majors.

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.

Students who participate in the Undeclared workshop make decisions about their majors.

- Before attending the Undeclared Major workshop, 60% of the undeclared students did not identify a major.
- After attending the Undeclared Major workshop, 75% of the students identified a major.
- 85% of the students surveyed identified the top two needs: career counseling appointments and the use of the Career Center for career research; resources, computer software, and online career information.
- Also, 85% of the students surveyed ranked the workshop to be either a Five or a Four (Five being Excellent and One being Poor).

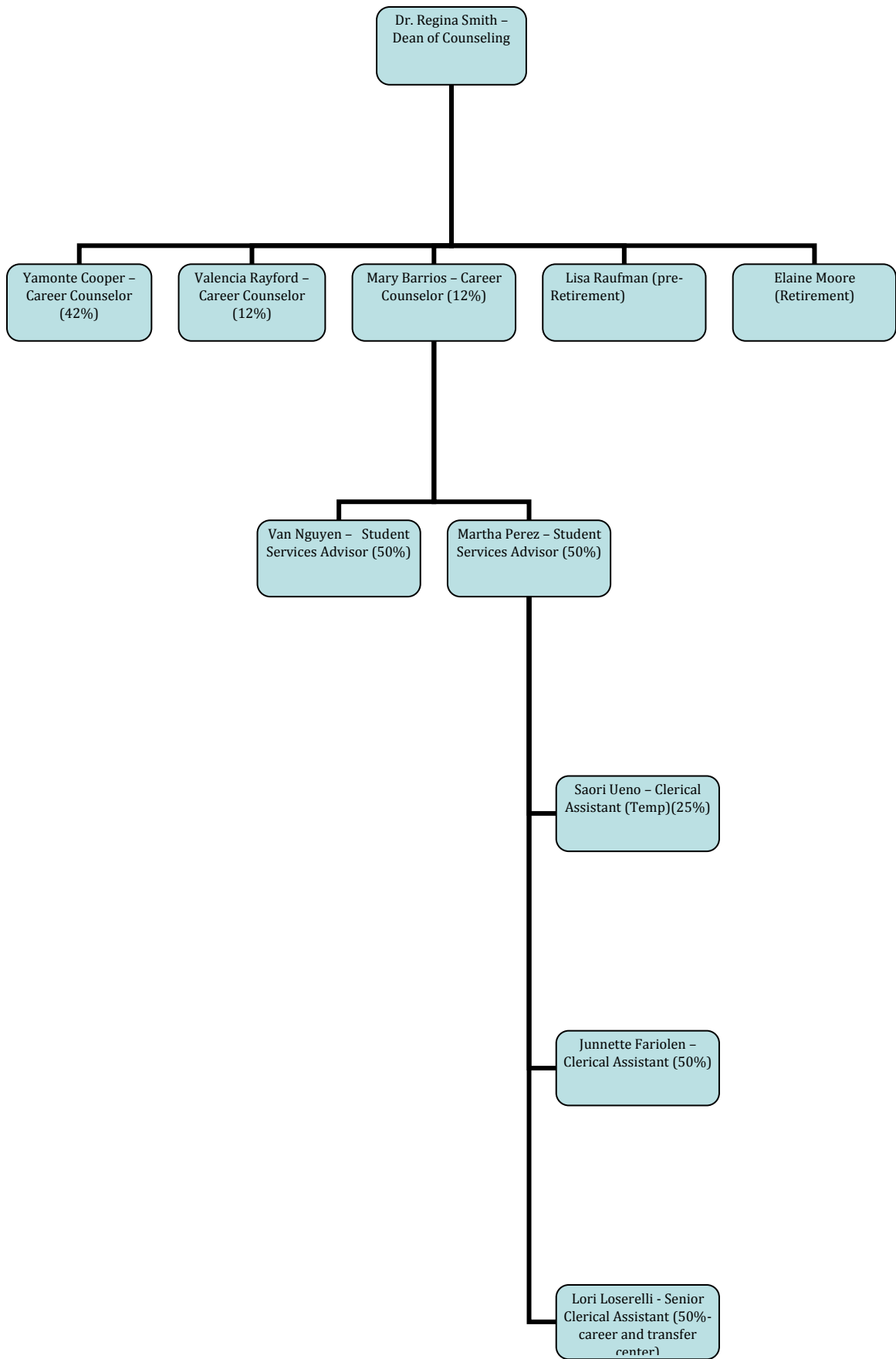
As a result of the survey, the Career Center will be offering more workshops targeting undecided students.

Program Environment

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

The Career Center continues to collaborate with faculty and other student programs on campus as well as speakers from off campus. The Career Expo & Majors' Fair is coordinated with faculty from different departments and divisions. Career tours are implemented by networking with employers such as the Inglewood Superior Court, KTLA, Los Angeles County Fire Department, Orange County Authority Fire Department, the Daily Breeze, the L.A. Times, and the Post Elementary School. The History Workshop and other career workshops are offered in collaboration with the history faculty and the Extended Opportunities Services and Program. Other career activities are also collaborated with the effort of the SSTARs, the Honors Transfer Program, Admissions & Records, Women In Technology, the Puente Program, Project Success, the Financial Aid Office, CalWORKs/CARE, human development classes, the First Year Experience Program, and the New Student Welcome Day event.

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



Describe facilities or equipment needs for the next four years.

The Career Center continues to share physical space with the Transfer Center within the Counseling division. The Career Center needs to be returned as a stand-alone center as it was before 1989. This includes having an easily identifiable enclosed classroom. The new space should also include FERPA compliant cubicles for students to speak to Career Center staff and receive career counseling services and be staffed by faculty, classified, and clerical staff, as well as federal work-study students.

The Career Center needs a separate sound proof center with smart classroom capability for class presentations and meetings. Also office space for the career coordinator, advisor, technician, counselors and a desk and work space for clerical workers. Also needed are: additional tables, 50 chairs and 50 computers with DVD capability, a lamination machine, and an additional industrial size printer.

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

The current scheduled hours of operation for the Career Center are similar to the Counseling Division hours of Mondays and Thursdays: 9 a.m. - 5:30 pm, Tuesdays and Wednesdays: 9 a.m. - 7 p.m. The Career Center is closed on Fridays.

These newly expanded evening hours help the Career Center better serve evening students than in past years when the center was only open one evening a week on Wednesdays. The new schedule facilitates the offering and promotion of more evening workshops and the potential to offer more career appointments.

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.

External Factor: Title V and SB1456 needs:

In 2006, information collected on undecided majors changed as a result of Title IV Regulations Student Eligibility 34 CFR 668.32. This federal mandate requires students to declare a major in order to receive financial aid. Consequently, students were more motivated to participate in activities to help them research and clarify their major.

The California Community College Student Success Task Force Recommendation (SB1456) 2.5 states: “Encourage students to declare a program of study upon admission, intervene, if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.” One of the requirements for implementation for this recommendation states: “Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term.”

To be able to implement the Student Success Task Force Recommendation 2.5, a Career Counselor Coordinator will need to be hired. The Career Counselor Coordinator will be able to provide more career counseling appointments and workshops for students. Innovative workshops such as the Undeclared Workshops where 75% of participating students were likely to declare a major after attending the workshop is evidence of the need for a Counselor Coordinator. There is also a need for creating and implementing new delivery modalities via workshops and online “interaction” with students.

In order to remain in compliance with Federal Financial Aid and State Title V regulations, a Career Counselor Coordinator is needed in the Career Center.

Customer Service

Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

During the Fall 2011 and Spring 2012 semesters, the Career Center administered extensive evaluations to students at the Undeclared Workshops. The following are the findings:

- After attending the Undeclared Major workshop, 75% of the students identified as having a major.
- 85% of the students surveyed identified the top two needs: career counseling appointments and the use of the Career Center for career research, resources, computer software, and online career information.
- 85% of the students surveyed ranked the workshop to be either a Five or a Four (Five being Excellent and One being Poor)

What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Overall, the workshops were rated high on the excellent/good scales. There was no immediate need to change any aspect other than to increase the availability of workshops at this time.

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.

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

The Career Center's strengths remain the specialized career services that the Career Center is able to offer. The Career Center offers specialized workshops to meet the needs of undecided and all students. The Career Advisory Committee strengthens the program by offering an opportunity for collegial consultation and advocacy to meet student needs.

The most needed improvements are to secure a: 100% dedicated faculty coordinator and adequate staff for the Career Center and a stand-alone Career Center space.

List prioritized recommendations

The Career Center needs a separate sound proof room with a smart classroom to include capability for class presentations and meetings. Office space and ergonomic work stations (including furniture and equipment) are needed for a career coordinator, advisor, technician, and counselors as well as work space for clerical workers. To meet the needs of students, we need: additional tables, 50 chairs and 50 computers with DVD capability. Lastly, a lamination machine and an additional industrial size printer to handle the demand of students printing career resources information, materials, and transcripts.

The Career Center needs an adequate budget in order to appropriately plan, promote, and operate efficiently. Ongoing improvements require that the program increases the availability of student appointments and workshop offerings. To accommodate a larger number of students, the Career Center needs a designated center with adequate and updated equipment and resources. The following are additional needs to improve the Career Center:

- Reinstatement of the Career Center Coordinator position. This position will provide continuity and stability to the Career Center staff and student workers and the ability to collaborate campus-wide to implement SB 1456.
- Reinstatement of the clerical assistant position back to a permanent full-time position with benefits. This person performs all vital clerical duties and responsibilities for the Career Center. Currently, the Career Center has only part-time clerical assistants.
- 30 computers in the Career Center are a necessity. More faculty are scheduling class visits to the Career Center for Career Center orientations. The Career Center needs additional computers for these students to access career information and research. The Career Center averages approximately 35 students per class using 15 computers in the center. The insufficient number of computers is a grave disservice to students.
- Appoint the one counselor as 50% Career Counselor/coordinator. The position is needed to serve the ever increasing number of the undeclared students. Train more counselors to be able to provide career assessments and career appointments.
- Hire a full-time Career Counselor position to serve the ever increasing number of the undeclared students.
- Hire a permanent full-time Student Services Technician position. This person will create, maintain, and update the database for the Career Center including employers, students, and the community members that the Career Center serves. This person will have duties that include assisting with the career orientations, transporting students on tours, collecting surveys, maintaining the Career Center webpage and updating, maintaining, posting, and modifying the Career Center LinkedIn, Twitter, Facebook, and other career related links.
- Increase Career Assessments/Inventories. Career counselors need access to appropriate career tools in the form of career assessments/inventories. The trends and projections in Career Counseling is a move towards using assessments/inventories online. More counselors are being trained to use these assessments.
- Fund all Career Center Fairs, Career Expo and Majors' Fair and all Division Career/Major Fairs. The fairs would provide the undeclared students with an opportunity to network with professionals, faculty, and employers as they are deciding on a major.
- Reinstatement of the Career Center Conference account to allow opportunities to attend career conferences for professional development and to be better informed of all the new career technology and programs. Career conferences also provide opportunities to network with other professionals and learn.
- Hire consultants and guest speakers/trainers to conduct in-service training and/or retreats for professional development as it pertains to Career Assessments/Inventories and Career Counseling. Additionally, it provides the opportunity for professional certifications.

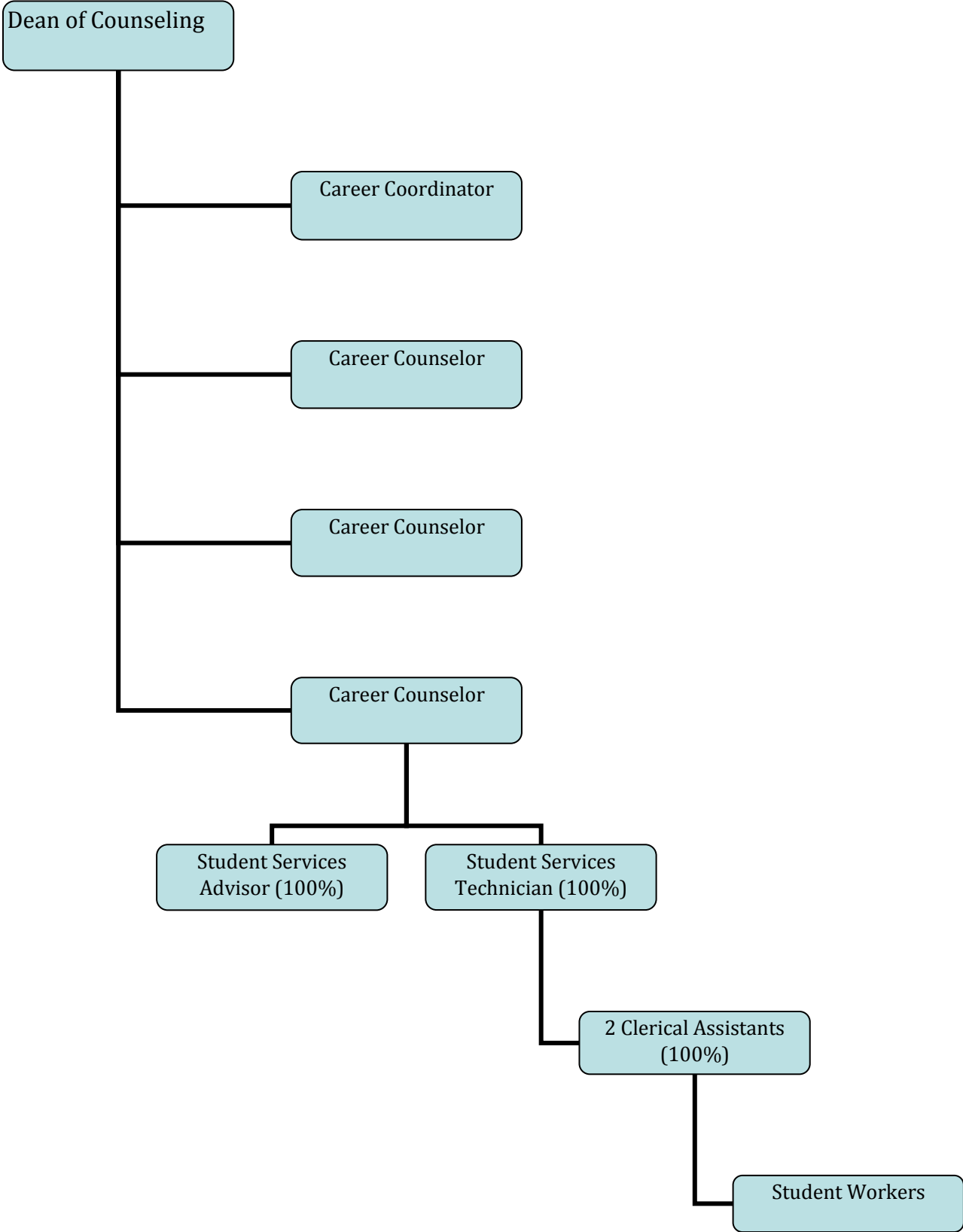
- Reinstated the Career Center Student Worker Account. This budget allows the Career Center the flexibility to hire the student workers during peak period prior to work study program approval. Peak period is usually 2-3 weeks before the semester begins and during the registration/add/drop period, yet the work study students are not awarded until mid semester.

***see chart on following page**

3. 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)



Career Center Proposed Organizational Chart





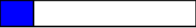



Undeclared Major Workshop Fall 2011

N = 35





1. Do you have a major?

Response	Frequency	Percent	Mean: 0.4
Yes	14	40.0	
No	21	60.0	



2. What type of career services would you most likely to use in the future?

Response	Frequency	Percent	Mean: -
Career counseling appointments	14	41.2	
To take career assessments	8	23.5	
Attend career workshops	6	17.6	
Use Career Center resources; Eureka- Career Cruising- Career Café- etc	11	32.4	
Attend career fairs	6	17.6	
Sign up for career tours	10	29.4	

3. How did you hear about the Career Center?

Response	Frequency	Percent	Mean: 1.8
Referral; counselors/instructors/friends/classmates	20	64.5	
Human Development class	3	9.7	
Classroom presentations	2	6.5	
Other	6	19.4	

4. Did you have a major before attending the workshop?

Response	Frequency	Percent	Mean: 0.5
Yes	15	48.4	
No	16	51.6	

5. After attending the workshop are you likely to declare a major?

Response	Frequency	Percent	Mean: 0.8
Yes	21	75.0	
No	7	25.0	

6. What do you hope to learn from the workshop?

Response	Frequency	Percent	Mean: -
To help me decide on a major	19	54.3	
To identify my interests- personality- characteristics- skills- values- etc..	17	48.6	
To identify career and major options	14	40.0	
To help me narrow down career choices	12	34.3	
Other	0	0.0	

7. How did you hear about the workshop?

Response	Frequency	Percent	Mean: 2.7
Referral; counselors/instructors/friends/classmates	14	45.2	
Human Development class	0	0.0	
Classroom presentations	1	3.2	
Announcement; marquee-flyers- career web site- kiosks- etc	13	41.9	
Other	3	9.7	




8. On a scale of 1-5. Five being Excellent and One being Poor. How would you rate the workshop?

Response	Frequency	Percent	Mean: 4.1
5	10	28.6	
4	20	57.1	
3	5	14.3	
2	0	0.0	
1	0	0.0	








Undeclared Major Workshop Spring 2012

N = 67






1. Do you have a major?

Response	Frequency	Percent	
Yes	38	61	
No	24	39	







2. What type of career services would you most likely to use in the future?

Response	Frequency	Percent	
Career counseling appointments	46	71	
To take career assessments	19	29	
Attend career workshops	34	52	
Use Career Center resources; Eureka- Career Cruising- Career Café- etc	29	45	
Attend career fairs	21	32	
Sign up for career tours	25	38	

3. How did you hear about the Career Center?

Response	Frequency	Percent	
Referral; counselors/instructors/friends/classmates	24	42	
Human Development class	20	35	
Classroom presentations	6	11	
Other	7	12	

7. How did you hear about the workshop?

Response	Frequency	Percent	
Referral; counselors/instructors/friends/classmates	17	29	
Human Development class	21	36	
Classroom presentations	8	14	
Announcement; marquee- flyers- career web site- kiosks- etc	9	15	
Other	4	7	

6. What do you hope to learn from the workshop?

Response	Frequency	Percent	
To help me decide on a major	39	59	
To identify my interests- personality- characteristics- skills- values- etc..	35	53	
To identify career and major options	33	50	
To help me narrow down career choices	29	44	
Other	1	2	

6. Did you have a major before attending the workshop?

Response	Frequency	Percent	
Yes	42	64	
No	24	36	

7. After attending the workshop are you likely to declare a major?

Response	Frequency	Percent	
Yes	56	92	
No	5	8	

8. On a scale of 1-5. Five being Excellent and One being Poor. How would you rate the workshop?

Response	Frequency	Percent	
5	35	52	
4	28	42	
3	4	6	
2	0	0	
1	0	0	

Career Center SLO 2012-13 (Pre Survey)

N = 26

Career counseling appointments

Response	Frequency	Percent	
5	11	42	<div style="width: 42%; background-color: #0000FF; height: 15px;"></div>
4	12	46	<div style="width: 46%; background-color: #0000FF; height: 15px;"></div>
3	3	12	<div style="width: 12%; background-color: #0000FF; height: 15px;"></div>
2	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
1	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

Career assessments

Response	Frequency	Percent	
5	9	36	<div style="width: 36%; background-color: #0000FF; height: 15px;"></div>
4	9	36	<div style="width: 36%; background-color: #0000FF; height: 15px;"></div>
3	5	20	<div style="width: 20%; background-color: #0000FF; height: 15px;"></div>
2	2	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>
1	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>

Attend career workshops

Response	Frequency	Percent	
5	6	24	<div style="width: 24%; background-color: #0000FF; height: 15px;"></div>
4	6	24	<div style="width: 24%; background-color: #0000FF; height: 15px;"></div>
3	9	36	<div style="width: 36%; background-color: #0000FF; height: 15px;"></div>
2	3	12	<div style="width: 12%; background-color: #0000FF; height: 15px;"></div>
1	1	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>

Use Career Center resources; Eureka- Career Cruising- Career Café- etc

Response	Frequency	Percent	
5	8	32	<div style="width: 32%; background-color: #0000FF; height: 15px;"></div>
4	7	28	<div style="width: 28%; background-color: #0000FF; height: 15px;"></div>
3	7	28	<div style="width: 28%; background-color: #0000FF; height: 15px;"></div>
2	2	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>
1	1	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>

Attend career fairs

Response	Frequency	Percent	
5	6	23	<div style="width: 23%; background-color: #0000FF; height: 15px;"></div>
4	11	42	<div style="width: 42%; background-color: #0000FF; height: 15px;"></div>
3	5	19	<div style="width: 19%; background-color: #0000FF; height: 15px;"></div>
2	2	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>
1	2	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>

Sign up for career tours

Response	Frequency	Percent	
5	8	32	<div style="width: 32%; background-color: #0000FF; height: 15px;"></div>
4	8	32	<div style="width: 32%; background-color: #0000FF; height: 15px;"></div>
3	2	8	<div style="width: 8%; background-color: #0000FF; height: 15px;"></div>
2	6	24	<div style="width: 24%; background-color: #0000FF; height: 15px;"></div>
1	1	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>

2. How did you hear about the Career Center?

Response	Frequency	Percent	
Referral; counselors/instructors/friends/classmates	15	65	<div style="width: 65%; background-color: #0000FF; height: 15px;"></div>
Human Development class	1	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>
Classroom presentations	1	4	<div style="width: 4%; background-color: #0000FF; height: 15px;"></div>
Other	6	26	<div style="width: 26%; background-color: #0000FF; height: 15px;"></div>

3. How did you hear about the workshop?

Response	Frequency	Percent	
Referral; counselors/instructors/friends/classmates	11	48	<div style="width: 48%; background-color: #0000FF; height: 15px;"></div>
Human Development class	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
Classroom presentations	0	0	<div style="width: 0%; background-color: #0000FF; height: 15px;"></div>
Announcement; marquee- flyers- career web site- kiosks- etc	9	39	<div style="width: 39%; background-color: #0000FF; height: 15px;"></div>
Other	3	13	<div style="width: 13%; background-color: #0000FF; height: 15px;"></div>

**4. What are your reasons for attending the workshop?
What do you hope to learn from the workshop?**

Response	Frequency	Percent	
To help me decide on a major	10	42	
To identify my interests-personality-characteristics-skills-values-etc..	9	38	
To identify career and major options	9	38	
To reaffirm my major/help me narrow down career choices	5	21	
Requirement for my class assignment/program	14	58	
Other	2	8	

Career Center SLO 2012-13 (Post Survey)

N = 24

Career counseling appointments

Response	Frequency	Percent	
5	6	26	
4	12	52	
3	4	17	
2	0	0	
1	1	4	

Career assessments

Response	Frequency	Percent	
5	6	29	
4	12	57	
3	2	10	
2	0	0	
1	1	5	

Attend career workshops

Response	Frequency	Percent	
5	6	27	
4	6	27	
3	6	27	
2	2	9	
1	2	9	

Use Career Center resources; Eureka- Career Cruising- Career Café- etc

Response	Frequency	Percent	
5	8	33	
4	8	33	
3	3	13	
2	2	8	
1	3	13	

Attend career fairs

Response	Frequency	Percent	
5	4	18	
4	8	36	
3	6	27	
2	4	18	
1	0	0	

Ice-breaker

Response	Frequency	Percent	
No	18	75	
Yes	6	25	

Online career resources

Response	Frequency	Percent	
No	22	92	
Yes	2	8	

4. On a scale of 1-5. Five being Excellent and One being Poor. How would you rate the workshop?

Response	Frequency	Percent	
5	14	61	
4	8	35	
3	1	4	
2	0	0	
1	0	0	

Sign up for career tours

Response	Frequency	Percent	
5	4	17	
4	9	39	
3	5	22	
2	3	13	
1	2	9	

Career assessment

Response	Frequency	Percent	
No	5	21	
Yes	19	79	

3. After attending the workshop are you more likely to identify or confirm your major?

Response	Frequency	Percent	
Yes	16	76	
No	5	24	
Major	0	0	

EXTENDED OPPORTUNITY PROGRAM & SERVICES (EOPS)

Program Description

EOPS was established in 1969, amidst the struggle for civil rights and racial equality. Students and community activists held demonstrations to protest the under-representation of minorities and low-income students in higher education. In response to the social and political pressure, the state of California passed Senate Bill 164 and amended the Title V regulations to authorize community colleges to develop the EOPS Program for the purpose of supporting economically and educationally disadvantaged students in the community college system.

Since then, EOPS has been operating under the philosophy that everyone has the potential to learn. Necessary support and retention activities were developed to include intensive counseling, assistance in applying for financial aid, tutoring, summer enrichment and retention programs, book services, grants and special orientations.

The design of the EOPS Program should reflect the needs within the population it is serving. For example, students with insufficient preparation in the English language and/or math skills, as well as students who have competing demands on their academic performance due to parenting responsibilities and their need to work while attending school, are in need of above and beyond services. Our Cooperative Agencies Resources for Education (CARE) Program is an additional support program for single head of household parents that are participating in California Work Opportunities and Responsibilities to Kids (CalWORKs) and receiving cash assistance from Temporary Aid for Needy Families (TANF).

EOPS at El Camino College is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS is designed for the sole purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are “over and above in addition to” services available to all students. EOPS strives for innovative and creative ways to enhance and encourage students’ academic success and excellence, while fostering the student’s personal growth and development. EOPS attempts to exist in an environment that is sensitive to and caring of its students while advocating for the needs of the economically and educationally disadvantaged population.

The Mission of El Camino College is to offer “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.”

EOPS in itself is a quality, comprehensive educational program. The *over, above and in addition to services provided* to our diverse population ensure the educational success of the El Camino College students that we serve. In addition, the Extended Opportunity Program and Service at El Camino College continues to achieve its statewide mission and goals of addressing the needs and services of students whose educational and socioeconomic background might prevent them from successfully attending college. EOPS and the district work collaboratively to fulfill El Camino’s

mission and the EOPS state mission. El Camino College’s Strategic Initiatives help guide the decision-making and planning at all levels in the efforts to achieve these goals.

1. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

The student population served by EOPS is mandated by Title V Regulations which state that in order to be eligible for EOPS the student must be financially and educationally disadvantaged. Therefore, 100% of EOPS students are low-income and educationally challenged.

The demographics of the EOPS Program taken in 2012 show that 67% of the population being served are women. The 33% male population is the result of an increased effort to recruit and retain male students. The data also shows that 72% of our population is between the ages of 18-24. The chart below displays the ethnic breakdown of the program and the percentage of change in each group between the fall and spring semesters. The two largest groups that the program served in 2011-12 were Hispanic and African-American students which accounted for 78% of the total population. The increase in the Hispanic students served is an accomplishment. As mentioned in the 2006 Program Plan, the numbers in the program were low compared to the number of Hispanic students on campus. The campus is currently a Hispanic serving institution and it is appropriate that the numbers in EOPS reflect that. The remaining 22% of the population consisted of Asian, White, Unknown, Filipino, Pacific Islander, and American-Indian/Alaskan students in that particular order.

<i>EOPS Student Demographics 2011-12</i>												
<i>Ethnic Breakdown</i>	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Fall 2008</i>	<i>Spring 2009</i>	<i>Fall 2009</i>	<i>Spring 2010</i>	<i>Fall 2010</i>	<i>Spring 2011</i>	<i>Fall 2011</i>	<i>Spring 2012</i>
Asian Students	90	87	103	109	130	124	105	89	70	89	75	57
African Students	628	567	618	560	659	668	404	383	348	433	316	227
Filipino Students	27	20	24	16	15	10	8	7	11	17	12	11
Hispanic Students	502	457	509	443	537	533	422	379	355	477	418	331
American Indian-Alaska Students	2	2	10	8	6	5	3	4	10	6	4	4
Other Non White Students	13	12	10	23	27	25	0	0	0	0	0	0
Pacific Islander Students	64	61	24	14	20	19	19	15	11	14	12	7
White Students	24	18	77	71	71	84	66	59	59	54	50	37
Unknown Students	74	73	85	87	90	90	116	100	76	68	39	22
Total	1424	1297	1460	1331	1555	1558	1143	1036	940	1158	926	696

The EOPS Program managed to operate effectively with a population of 953 total students served during the 2011-12 fiscal year. The total population served is calculated each year by adding our new and continuing students from fall to the new student population in the spring. EOPS served approximately 3% of the total population at ECC (3.2% in Fall 2011 and 2.6% in Spring 2012). The program has downsized as a result of operating with a decreasing budget.

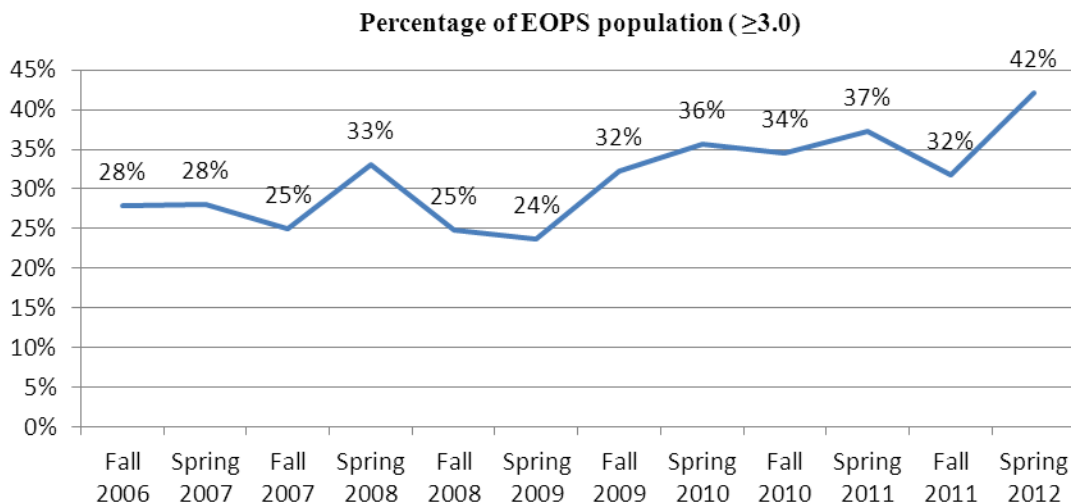
In 2010, EOPS began using contact cards for students interested in joining the program. Many students have waited a semester or longer for the opportunity to apply. EOPS has been forced to

downsize in order to continue providing the same level of service. We plan to maintain the current student cap and intend to only serve a total of 953 students during 2012-13. However, as future funding and staffing requirements are met, we expect to increase the number of students served. Our long term goals are to raise the annual population served to 1,500 within the next five years.

<i>EOPS Student Population for the last 5 years</i>										
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
New Students	658	405	722	352	269	232	281	500	186	27
Continuing Students	802	926	831	1,208	874	804	659	658	740	669
Exited Students	491	534	501	554	477	339	377	282	418	257
Population Served	1,460	1,331	1,553	1,560	1,143	1,036	940	1,158	926	696
Population/ Year	1865		1905		1375		1440		953	

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

The ultimate goal of the EOPS program at ECC is to support the enrollment, retention and transfer of students who are challenged by language, social, economic, and educational disadvantages. A large part of what we use to evaluate student success comes through data we receive from Institutional Research. Data on program retention and success can be seen under Program Improvement, question 2. Retention for the EOPS program remains around 80% per semester and success has been increasing since spring 2011. Our CARE program has an average retention rate of 67% which is 12% lower than EOPS. We have recognized this difference and placed our focus on closing this gap during this year. It’s currently our number two goal on ECC plan builder for 2013-14.



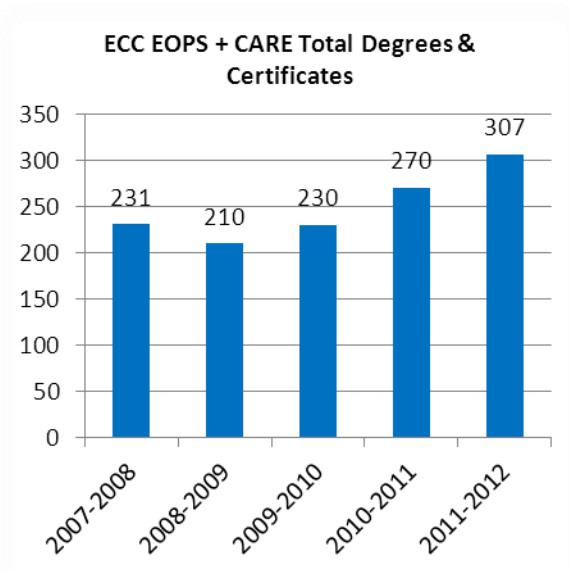
One interesting discovery is that the number of students who obtain a 3.0 or higher GPA each semester is rising even though the number of students served is decreasing each year. This can be seen in the chart above which shows that 42% of our student population in spring 2012 received a 3.0 or greater GPA. This is a 14% increase since spring 2006 which is encouraging despite the decreasing student population.

The EOPS program has also shown strong success with graduates over the last few years. This is one of the programs ultimate goals to encourage and guide students towards obtaining a degree or certificate. As displayed in the chart below overall trends indicate that EOPS/CARE graduates are increasing compared to previous years.

<i>EOPS & CARE Graduates</i>						
	EOPS	2007-08	2008-09	2009-10	2010-11	2011-12
Associate degrees		132	148	165	197	214
Certificates		76	44	45	54	62
		208	192	210	251	276

	CARE	2007-08	2008-09	2009-10	2010-11	2011-12
Associate degrees		14	10	12	10	21
Certificates		9	8	8	9	10
		23	18	20	19	31

	EOPS + CARE	2007-08	2008-09	2009-10	2010-11	2011-12
Associate degrees		146	158	177	207	235
Certificates		85	52	53	63	72
		231	210	230	270	307



The task of tracking progress beyond ECC is a challenge, but we have recently been able to access data on our EOPS transfer students by utilizing the National Student Clearinghouse. With the assistance of Institutional Research, we recently learned that EOPS had a total of 593 students transferred to a four-year institution during 2008-09. The numbers indicate a decline in the number of students transferring, but this was partially expected due to the decrease in student population since Spring 2009. It is worth repeating that neither EOPS nor the District has a tracking process that will account for all transfer students. The National Clearinghouse can only track those students who transfer to schools that participate in the Clearinghouse. We don't expect numbers for 2011-12 to be available until Spring 2013.

<i>Yearly Transfers (4 year Institution)</i>			
	2008-2009	2009-2010	2010-2011
EOPS	545	437	351
CARE	48	39	31
EOPS + CARE	593	476	382

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

There was a need for more counseling, case advisement, case management and technical activities, which required hiring new staff or replacing vacant positions. The additional staff was needed at a time when our program population was much higher and justified the need. Since the last program review EOPS replaced a vacant counseling position and hired an additional fourth full-time counselor. Unfortunately, one of those positions resigned and the third full-time counselor also retired.

The list below shows the four Strategic Initiatives that EOPS linked to its 2006 Program Review recommendations.

Strategic Initiative	Program Review Recommendation	Result
Strategic Initiative E - Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.	Hire a fourth full-time counselor	Completed – Position was filled but the Counselor resigned after a year. The position remains vacant and cannot be filled at this time due to monetary restrictions and lack of justification.
	Hire a Program Advisor to assist with increasing transfer and career services.	Completed
	Hire a male mentor coordinator for retention of male students.	Completed - A full-time EOPS Counselor is serving as the male mentor and also acts as advisor to a male support group (SIMBA Club) on campus that focuses on retention.

Strategic Initiative B - Strengthen quality educational and support services to promote student success.	Strengthen Advisory Board Membership and Partnership	Completed
Strategic Initiative D - Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.	Increase early outreach activities to target Hispanic families	Completed
Strategic Initiative F - Support facility and technology improvements to meet the needs of students, employees, and the community.	Increase space for additional employee positions	Completed

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

All six program review recommendations from 2006-07 were successfully implemented since the last program review.

Student Learning Outcomes (SLO)

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

Each year, the SLO for the program is created by the EOPS Director, Program Coordinator, and counselors. Reviewing the SLO and performing analysis is completed by the EOPS Program Coordinator. Discussion of the SLO assessment and results takes place at the EOPS staff meetings and Staff Advances. SLO reports are submitted each year to SLO Review Board or uploaded electronically on CurricUNET.

2. How does the program ensure that SLO's are assessed consistently?

For the past two years, SLO assessment has been the responsibility of the EOPS Program Coordinator. Before this, the SLO was assessed by an EOPS counselor. Due to staffing changes, it was decided that the Coordinator could carry out the assessment from start to finish in a thorough manner. Over the last two years, the Program Coordinator has worked with Institutional Research to gather the data needed to complete the SLO and preform program analysis. To ensure that SLO's are assessed consistently, reports are submitted to the District at scheduled intervals.

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

Recent SLO assessments have indicated that components being investigated are functioning as intended. Our SLO from two years ago looked into the EOPS tutorial center and found that students who utilize the EOPS tutoring services at least 10 hours per semester increased their GPA's more compared to students who receive less than 10 hours of tutoring. After examining the data, we concluded that students who completed more than 10 hours of tutoring showed an average increase of 1.02 points to their GPA compared to the less than 10 hour group whose GPA only increased by 0.48 points. Also, we concluded that students from the more than 10 hour group successfully completed 74% of their units attempted. The students who did not complete 10 hours only completed an average of 57% of their units attempted.

Based on the results of the SLO, the tutorial component was modified. Additional tutors were hired for the following semesters. Great efforts were made to keep our senior tutorial staff consisting of three casual tutors who have all worked for EOPS for ten years or more. These senior tutors act as mentors, especially to our new staff members who are often students themselves. We concluded that our tutorial component is successful because we have a staff that has years of experience and knowledge working with the EOPS student population. We believe that without their leadership and knowledge, this component would suffer and our results would decline.

Another SLO's that was assessed by EOPS was, "EOPS Students who receive a book voucher will show higher success and retention rates compared to EOPS Students who did not receive a book voucher." The results show that students receiving book vouchers have a 13.1% higher success rate and a 4.7% higher retention rate than non-book voucher students. Based on these findings, we can assume that book vouchers make a significant change in student success. We would like to offer more book vouchers each semester, but state funding limits the amount we can currently spend on vouchers. Decreasing the voucher amount per student would provide more vouchers, but we've concluded that dropping the amount would also force more students to pay for books out of pocket. We will increase the number of vouchers distributed as our student population and program funding increases.

Program Improvement

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

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

Since the last Program Review, the EOPS Program has participated in the yearly faculty hiring process and obtained two new counseling positions. In addition, we participated in the yearly ECC Program Planning Process which connects planning to budgeting, resulting in computer equipment for the staff and student tutorial lab, additional space for existing staff, and backfill funding from the district to supplement the cut in EOPS and CARE's state funding. All of these acquisitions allow the program to better serve the students.

The staff have engaged in the following activities in order to improve the services offered to students: EOPS/CalWORKs/CARE Staff Advance (bi-annual), EOPS/CARE Technical Assistance Training, CCCEOPSA Conference, EOPS Region 7 meetings, LAC5 (CalWORKs Region meetings) grant writing workshops, Transfer Workshops, SARS Training, Sexual Harassment Training, Emergency Preparedness Training, Website Development training, Online Teaching Training, the FACC Conference, Conflict Resolution Training , Various Advisory Boards, and UC/CSU Counselor Conferences.

The newly legislated Student Success Act recommends the following activities for the general campus that have already been implemented and proven successful by EOPS for over 40 years:

- Increasing college and career readiness - (Early Outreach Program)
- Strengthening support for entering students - (testing, orientation, counseling, six-semester educational plan, book vouchers, progress reports, Human Development 8 course)
- Incentivizing successful student behaviors - (priority registration, recognition grants, recognition banquet)
- Aligning course offerings to meet student needs - (Human Development 8, basic English)
- Improving the education of basic skills students - (Tutoring)
- Revitalizing professional development - (EOPS Conference and Technical Training)
- Enabling efficient statewide leadership and increasing coordination among colleges - (EOPS Association, Chancellor's EOPS Office staff, Region and Advisory Board meetings)
- Aligning resources with Student Success Recommendations - (guidelines to receiving and spending EOPS state funding)

The one area the El Camino EOPS Office needs to improve on is the career component. Developing a strong career component is one of the goals for EOPS and has been listed in Plan Builder as well as the State Program Plan for 2012-13. A current EOPS advisor is working closely with the campus Career Center and Advisory Board to provide EOPS students with over and above services in career advising. The advisor will research and recommend and administer career assessment tools, refer students to career counselors for evaluation of results and facilitate workshops. A survey is being developed to determine the strengths and weaknesses of the career service provided by EOPS.

2. How have program personnel used metrics to improve program services?

Program Metrics were used in the:


- Faculty hiring process to justify need of additional counseling staff (2008)
- Justification for more space to serve students (2008)
- Estimation of the number of book vouchers to prepare for each semester
- Estimation of the number of new students targeted to reach the desired number of students served each semester

Most recently, the number of CARE students being served has decreased without efforts to control that population. As a result, the number one goal of EOPS this year is to support the CARE Program with active program awareness to students already in EOPS as well as supporting the small remaining CARE staff.

In an effort to give full attention to program planning and budgeting, a position request for a full-time coordinator has been approved by the Dean of Student Services and included in Plan Builder for the last three years. We are currently awaiting approval by the Vice President of Student and Community Advancement to move forward as we understand the importance of using metrics to improve program services. The primary role of the part-time EOPS/CARE Coordinator is to create, update and report program metrics and Student Learning Outcomes to support the planning and budgeting of the program.


EOPS (Including CARE)


Semester	# Program Participants	# Receiving Book Vouchers	Average Book Voucher Awards	# Grants Awarded	Average Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2008	1553	777	\$ 264	217	\$ 293	80.7%	62.4%	79.7%	58.1%
Spring 2009	1560	557	\$ 214	341	\$ 224	74.8%	66.6%	80.5%	60.8%
Fall 2009	1143	462	\$ 267	171	\$ 336	85.3%	62.7%	80.0%	62.4%
Spring 2010	1036	604	\$ 266	186	\$ 290	74.4%	65.8%	79.6%	62.3%
Fall 2010	940	493	\$ 267	149	\$ 330	85.1%	64.3%	79.9%	63.6%
Spring 2011	1158	590	\$ 252	164	\$ 192	77.7%	51.9%	79.6%	62.8%
Fall 2011	926	408	\$ 269	182	\$ 334	87.5%		79.2%	64.1%
Spring 2012	969	342	\$ 259	183	\$ 222			81.0%	66.8%

 Indicates that figures are not available yet from Institutional Research

CARE

Semester	# Program Participants	# Receiving Book Vouchers	Average Book Voucher Awards	# Grants Awarded	Average Grant Awards	Persistence (One-Term) Rate	Persistence (Two-Term) Rate	Retention Rate	Success
Fall 2008	172	0	\$ -	174	\$ 500	79.9%	54.3%	73.4%	52.0%
Spring 2009	163	0	\$ -	182	\$ 500	74.1%	60.1%	77.3%	57.2%
Fall 2009	95	0	\$ -	76	\$ 400	82.5%	63.5%	81.0%	59.7%
Spring 2010	114	0	\$ -	84	\$ 632	79.5%	72.3%	78.3%	61.1%
Fall 2010	132	0	\$ -	111	\$ 400	91.4%	70.3%	79.3%	57.6%
Spring 2011	171	0	\$ -	115	\$ 300	71.4%	55.9%	74.7%	51.9%
Fall 2011	125	0	\$ -	85	\$ 324	78.0%		74.9%	52.7%
Spring 2012	92	0	\$ -	50	\$ 512			71.8%	55.7%

 Indicates that figures are not available yet from Institutional Research

 The majority of CARE students receive GAIN vouchers in place of EOPS book vouchers

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.

EOPS students at El Camino College have a history of, having a higher GPA, persistence, retention, and graduation rate than the general population. This statistic is even more impressive because all EOPS students, as mandated, are educationally disadvantaged. We attribute the success of the EOPS students to the mandated services that are provided, including placement testing, counseling, orientation to College (Human Development 8 course), educational plans, Priority Registration, Peer Advising, Progress Reports, Tutoring, Probation Services, Transfer Services, and CARE (for single Parents).

It is the program objective for the EOPS student to meet his/her educational goal within six semesters or 70 units. In order to do so, the students must remain focused, stay on track and complete their units successfully each semester. Offering a book voucher and priority registration is the initial motivation for the students to follow the guidelines; however, success results from them doing so.

Program Environment

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

EOPS offers a warm and welcoming environment to students. It is a safe place where they can come and share their struggle and be mentored. The staff is trained and prepared to assist students who are not familiar with the college culture. The components are spread out into four locations. The counseling, peer advising and tutoring component (including the computer lab) is located in SSVC 202. The Business Office (for distribution of applications, book vouchers, priority registration, data management and general information) is located in SSVC 203. The Outreach and Retention Office (Outreach, Career, Probation and Transfer Service) is located in SSVC 205A and CARE is located in SSVC 205B.

EOPS managers, faculty and staff work together to ensure that the students receive “Over above and in addition to” service. Each component (Outreach, Counseling, Transfer, Probation, Tutorial, Peer Advising, Career, Book Service/Grants, Data Management, Office Support, and CARE) all work together collectively and individually to support the students. In addition, the EOPS Program has a great working relationship with many other support programs on campus such as ITS, Counseling, DSPS, the bookstore, the Foundation, Financial Aid, Campus Outreach, Admissions, Testing, First Year Experience, Project Success, Puente, the Transfer Center, the Career Center, Foster Youth, Student Development and SSTARS.

The EOPS Program has always taken a proactive approach to improving the culture and environment between students, staff and other programs on campus. At ECC, the partnership between the EOPS and CalWORKs programs has been representative of what a cohesive working relationship between programs can accomplish. Working together, the programs support each other to ensure each student has access to all the resources available on campus to aid student success.

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

EOPS/CARE has a total of 46 full-time, part-time and student staff that provides various services. EOPS has a total of eleven full-time staff; these include the Director (1), Assistant Director (2), Counselors (3, 4), Advisors (8, 9, and 13), Administrative Assistant (11), Secretary (12), Technician (10), and Project Specialist (14). There are also eight part-time employees that include the part-time counselors (7), the program coordinator (15), the CARE Advisor (21), the clerical assistant (16), the program aide (18/23), and three tutors (20). Out of this group, there are four non-certified positions (15, 21, 16, and 22) in which the employees are fulfilling full-time job duties under a 170 workday restriction. The remaining staff consists of 27 student employees who work as office aides (19), peer advisors (17), and tutors (20). The numbers represent positions found on the organizational chart which has been added to the end of this report for reference.

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

Office and technology needs were addressed from the previous program review and additional office space has been acquired since that time. Our current needs are to develop the EOPS tutorial center with the addition of two new computer work stations. Our current equipment is adequate and the ITS Department has done its best to keep systems updated and repair computers as needed.

As technology changes, we expect that the computers and printers in the lab will be updated by the district on the same schedule as the other labs on campus.

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

The scheduled hours of availability for EOPS students is Monday through Thursday, 9:00 a.m. to 5:30 p.m. and Wednesday, 9:00 a.m. to 6:30 p.m.. The office is closed on Fridays. According to our reports from the SARS GRID our highest traffic is on Monday and Thursday mornings and our slowest traffic is during the evenings. In order to stretch our budget, we chose the current scheduled hours of availability. In addition, special workshops are given for students on probation one Saturday each semester from 10:00 a.m. to 2:00 p.m.

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.

Since the last Program Review in 2006, our population remains diverse. However, as it was our goal to do, the number of Hispanics and male students served has increased. The State definition

of low income has risen slightly, and there is current legislation that will allow AB540 students to be served in EOPS effective January 2013. Between the years 2006-2008, the number of students served in our program increased tremendously, but due to the uncertainty of the state budget, the program received a large reduction in state funding, causing the need to downsize the counseling and support staff and thus the number of students served. Fortunately, the District has supported EOPS and CARE for the last three years with backfill money in addition to the district support funds that are mandated by the state grant. However, the backfill for categorical programs, including EOPS, is expected to go away this year. It will be the responsibility of EOPS to stand without the backfill moving forward.

As we have connected planning to budgeting, we have been slowly decreasing support staff since we have steadily decreased the number of students served to the minimum required by the state. Our method for decreasing the number of students served was twofold; initially, we were asked to discontinue our off-campus outreach efforts and we decreased our outreach staff from six in 2006 to two in 2012. Next we implemented a new eligibility intake process. Students must apply to EOPS/CARE much sooner and may have to wait a semester to get in. However, when we reach our desired number of new students, we stop intake. While this has served our quality control well, it has been a disservice to turn away 600-900 students that are not given immediate assistance and therefore may not come to school at all. In addition, the money that was once given by the auxiliary fund to support early outreach programs has diminished and so has the program until the EOPS budget can support it in the future. Other EOPS services that were discontinued due to budget cuts include Summer Readiness, Teen Parent Academy, EOPS Survival Kits (backpacks with school supplies), and off campus cultural enrichment field trips.

The uncertainty of the state budget has also caused the district to decrease the number of sections offered. This ultimately affects the potential EOPS student who needs to be enrolled in 12 units to be in the program. We have lost many interested students who became ineligible because they were not able to register for 12 units due to lack of availability of classes.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Customer service surveys were created and distributed for a period of one week during November. A total of 140 surveys were collected and analyzed by Institutional Research. The results of the surveys showed that students identified priority registration and book vouchers as the best services offered by EOPS. Survey results show that 94% of students feel that priority registration was very helpful and 89% also felt that book vouchers were very helpful. Since the number of courses offered has been reduced throughout the community college system, priority registration has become a valuable commodity towards student success. The book vouchers have been analyzed before through a Student Learning Outcome which indicated a large increase in success and retention for students that receive a voucher. It is very costly to provide book

vouchers considering that each is \$300 per student but there's no other service that has as large an impact on student success.

EOPS is more than a book voucher service; however, there are many exemplary services that are combined to motivate, retain and transition the students. These include motivational workshops that are provided every semester; the graduation sash, cap and gown that are given to the graduating students; transfer fee waivers that are provided to transfer eligible students; and the most popular motivational tool -- the Recognition Awards Banquet. The Recognition Awards Banquet celebrates the EOPS/CARE students who receive a 3.0 or higher GPA, graduate and transfer students, CARE students who completed all of their requirements, and a selected group of students who have overcome tremendous obstacles to stay in school. The banquet is held off campus in a hotel banquet hall and is attended by EOPS staff, directors, the Dean of Student Services, the VP's, the President, and other supportive management, faculty and staff. Students are honored with pictures, awards, certificates and dinner to acknowledge their academic accomplishments.

The banquet has proven to be a great motivation and retention tool as it is an invitation only event. Each year, students eagerly wait to find out if they have been invited and strive to get excellent grades to secure their invitation. The main speaker is carefully selected by a committee to ensure that the students are further motivated. A former and current student are also selected to give their testimonies on the struggles and successes of their academic and professional careers. Over the years, we have expanded our Banquet to include the CalWORKs Program. Their students have also been encouraged by their attendance as they strive to achieve a 3.0 or higher GPA in order to be honored. The EOPS/CalWORKs/CARE Recognition Awards Banquet honors the fact that the very students who face financial and academic obstacles have become excellent students. These students are truly appreciative for the acknowledgment.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

From the comments we received on the surveys, a number of students conveyed the need for additional counselors and tutors and computers in the tutorial center. We also received a number of requests to offer additional drop-in counseling hours during the semester. These needs had been addressed earlier in the fall and the tutorial staff was increased from six to ten this semester. Additional part-time counselors are also participating in the training process for EOPS during the months of November and December. We hope these additional counselors can be used to provide additional drop-in counseling and greater access to EOPS services during the semester. The request for additional computers has been addressed in the ECC Plan Builder for the past two years.

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.

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

Strengths

- ✓ High percentage of students with a GPA of 3.0 or higher each year
- ✓ Increasing number of graduates (associate degrees and certificates)
- ✓ Ability to manage the number of students served with the eligibility process
- ✓ Ability to use metrics to connect planning to budget
- ✓ Excellent working relationship with campus academic and student support services.
- ✓ Survey results showed the highest approval on all measurements including – Hours of operation, Timeliness of response to requests, Helpfulness of materials provided, Front desk staff, Advisors, Counselors, Tutors, Office facilities, Clarity of procedures, Overall quality of service, Peer advisors, Computer lab, Book voucher, Priority registration, Career services, Website, Comfort, Recognition grant, Transfer services, CARE services, etc.

Areas that need improvement

- ✓ Recruitment and retention of CARE students (May be caused or influenced by outside factors such as new and continuously changing laws that sanction students receiving CalWORKs/ County assistance forcing students to withdraw from school).
- ✓ Implementation of an online contact card for students interested in applying to EOPS/CARE. This would help to streamline the recruitment process, create a database for prospective students and reduce the amount of paper we use for contact cards and spreadsheets.

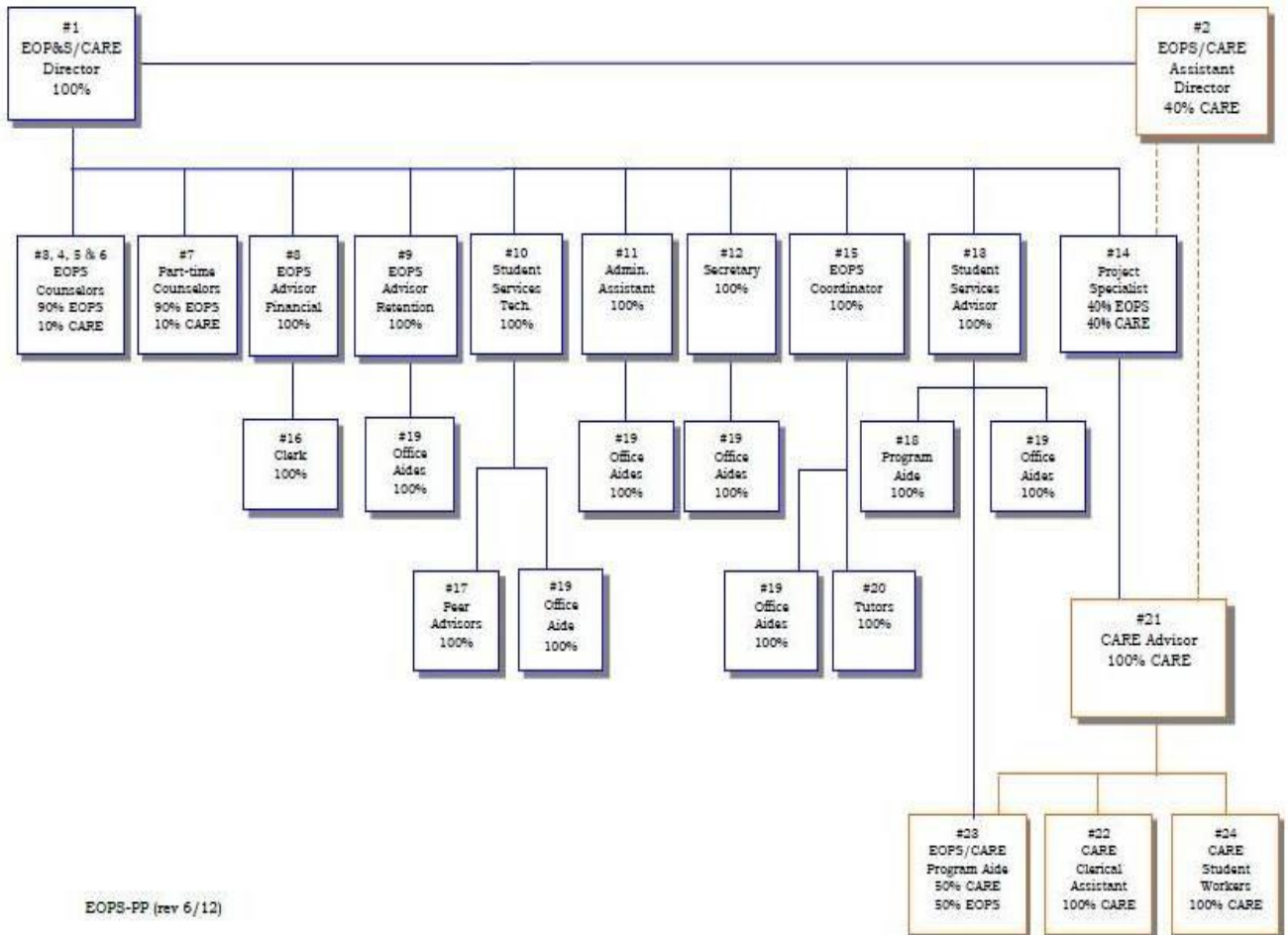
2. List prioritized recommendations.

1. Hire a full-time Program Coordinator to focus on metrics, SLO's, creating Program Plans and writing various reports to ensure that program planning is connected to the EOPS/CARE budget.
2. Hire a full-time CARE Student Services Advisor to focus on the recruitment and retention of CARE students.
3. Hire additional staff to support the CARE program.
4. Enhance the EOPS career component to stay in compliance with the Student Success Act.
5. Add additional computer stations in tutorial center to support the increased student demand for computers.
6. Seek ways to improve the tracking of transfer students.

3. XX 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)

PART 2 EOPS/CARE Program Organizational Chart Include all positions listed in the Student Services Automated Reporting for Community Colleges (SSARCC) EOPS budget plan and include position numbers.



EOPS-PP (rev 6/12)

EXPRESS COUNSELING

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.**

Express Counseling is a service that is provided by the Counseling Services Division to serve the El Camino College student population as well as prospective students. Express Counseling offers students immediate access to counselors to address general questions, to clear prerequisites and to make appropriate referrals to other programs and academic divisions. Express Counseling is staffed by counseling faculty and is available to students on a walk-in, first-come first-serve basis.

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

Express Counseling potentially serves the entire El Camino College student population (new, returning and continuing), as well as prospective students. Refer to General Counseling for demographic information on enrolled students at the college.

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

Counselors address general questions and/or requests such as, but not limited to:

- Interpreting English and math placement test scores
- Evaluating, articulating and clearing course prerequisites taken at other colleges
- Granting or denying overload petitions
- Referring students to programs and additional services
- Reviewing associate degree general education patterns and major requirements
- Reviewing university general education patterns and major requirements
- Reviewing certificate and vocational program requirements
- Interpreting academic policies

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

Under Strategic Initiative 1.a “*Enhance college services to support student learning using a variety of instructional delivery methods and services.*” Express counseling enhances services to students by offering another counseling modality and increased access to counselors. Express counseling provides answers to students’ quick questions and oftentimes is instructional in nature.

Under Strategic Initiative 1.a “*Enhance college services to support student learning using a variety of instructional delivery methods and services.*” Express counseling provides referrals to other student services. These referrals teach students about the campus and what it has to offer them to support their academic success.

Under Strategic Initiative 1.b “*Maximize growth opportunities and strengthen programs and services to enhance student success.*” Counselors receive training on a variety of topics related to university transfer such as transfer admission changes and guarantee programs and the new associate degree for transfer. Counselors also receive updates on new academic policies and procedures such as repeatability. It is crucial for counselors at Express Counseling to be current and up-to-date on information given to students.

Under Strategic Initiative 1.f “*Support facility and technology improvements to meet the needs of students, employees, and the community.*” The Counseling Division implemented the SARS drop in screen to automate the student check-in procedures. SARS allows students to request specific counselors. It also tracks the number of students each counselor has assisted. The use of SARS would optimize record keeping and generate the data needed for the year-end review evaluation.

Under Strategic Initiative 1.g “*Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.*” Express counseling reduced paper waste by shifting to the SARS log-in for students.

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

2006-2007 Prior Recommendations

1. Change name from “Drop-In” to Express Counseling to align with the purpose that services shall be limited. (completed)
2. Make Express Counseling more efficient by limiting services to the following: (completed)
 - Clearing prerequisites
 - Making referrals to other services and academic divisions
 - Addressing questions that do not require extensive counseling
 - Evaluating transcripts from other colleges *during peak periods* to advise students for the upcoming semester only.
 - Distributing guide sheets and other written information from the Transfer/Career Center
3. Eliminate the following time consuming functions to increase the productivity of Express

Counseling: (Completed)

- Completion of educational plans
 - Veteran's certification forms
 - Formal degree and transfer evaluations
 - Formal evaluation of transcripts from other colleges for appropriate planning
4. Hire a Data Entry Operator to check in students at Express Counseling, monitor the student traffic, particularly during peak periods, direct students to other services, and assist with scheduling individual counseling, Matriculation, and Student Enhancement Workshop appointments. An example is to schedule the student for a counseling appointment rather than see a counselor at Express Counseling. (Still Need)
 5. Automate the student check-in process with the implementation of SARS where counselors can be identified with specific students as well as the number of students they advise. The use of SARS would optimize the record keeping and generate the reported data for the year-end review evaluation. (Completed-ongoing)
 6. Require newly hired adjunct counselors to job shadow experienced full-time counselors at Express Counseling in order to develop competency to work independently at Express Counseling. (Completed-ongoing)
 7. Invite adjunct counselors to attend counselors' meetings for updates and in-services. (Completed-ongoing)
 8. Provide periodic updates for the adjunct counselors where they meet with a core group of counselors and the college Articulation Officer. (Completed-ongoing)
 9. Offer Registration Preparation Groups for new students during peak periods in order to plan their academic program for the upcoming term. (Completed-ongoing)
 10. Reactivate the Express Counseling Focus Committee. (Still Need)
 11. Adhere to the current services at Express Counseling. (Completed-ongoing)
 12. Implement the SARS software to automate the student check-in procedure and cross-train the Counseling Appointment Staff to check in students for Express Counseling. (Completed-ongoing)

Student Learning Outcomes (SLO)

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

Refer to General Counseling's SLO section.

How does the program ensure that SLO's are assessed consistently?

Refer to General Counseling's SLO section.

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

Refer to General Counseling's SLO section.

Program Improvement

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

- Increase counseling faculty availability to meet the needs of express counseling
- Reactivate Express Counseling focus committee made up of faculty and staff
- Replace current student staff with Data Entry Operators to monitor the students check-in for counseling services and other requests/referrals
- Update computers and software
- Continue and increase training and updates for full-time and adjunct counselors

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

- Offer New Student Orientations and Registration Preparation Groups for new students to assist them in planning their academic program for the upcoming term. Staff and faculty screen students waiting to be seen by an Express Counselor, ascertain their needs, and redirect new students in need of registration assistance to join a Registration Preparation workshop. These services will directly contribute to the Counseling Division and effectively support the implementation of SB 1456, the Student Success Act of 2012
- Provide updates for the adjunct counselors where they meet periodically with a core group of counselors and the Articulation Officer
- Beginning in, 2004, adjunct counselors were required to job shadow full-time counselors a minimum of 40 hours

Beginning in 2004, adjunct counselors were invited to attend counselors' meetings for updates
- Beginning in 2004, periodic trainings with the college Articulation Officer and a core group of full-time counselors have met with the adjunct counselors
- Beginning in 2004, registration preparation groups have been available to new students during peak periods

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

2008-2009		2009-2010		2010-2011		2011-2012	
July	2,685	July	2,442	July	2,558	July	1,912
August	4,062	August	3,408	August	3,613	August	3,798
September	1,779	September	2,578	September	2,311	September	1,767
October	1,131	October	1,237	October	1,198	October	1,123
November	1,469	November	1,774	November	1,973	November	2,110
December	1,866	December	2,255	December	2,233	December	2,180
January	2,749	January	2,439	January	2,631	January	2,213
February	3,145	February	2,962	February	2,799	February	3,016
March	1,397	March	1,318	March	1,056	March	1,015
April	1,257	April	1,271	April	962	April	1,036
May	2,253	May	2,708	May	2,929	May	3,492
June	4,312	June	4,312	June	3,657	June	3,813
Total	28,105	Total	28,704	Total	27,920	Total	27,475

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.

Not applicable.

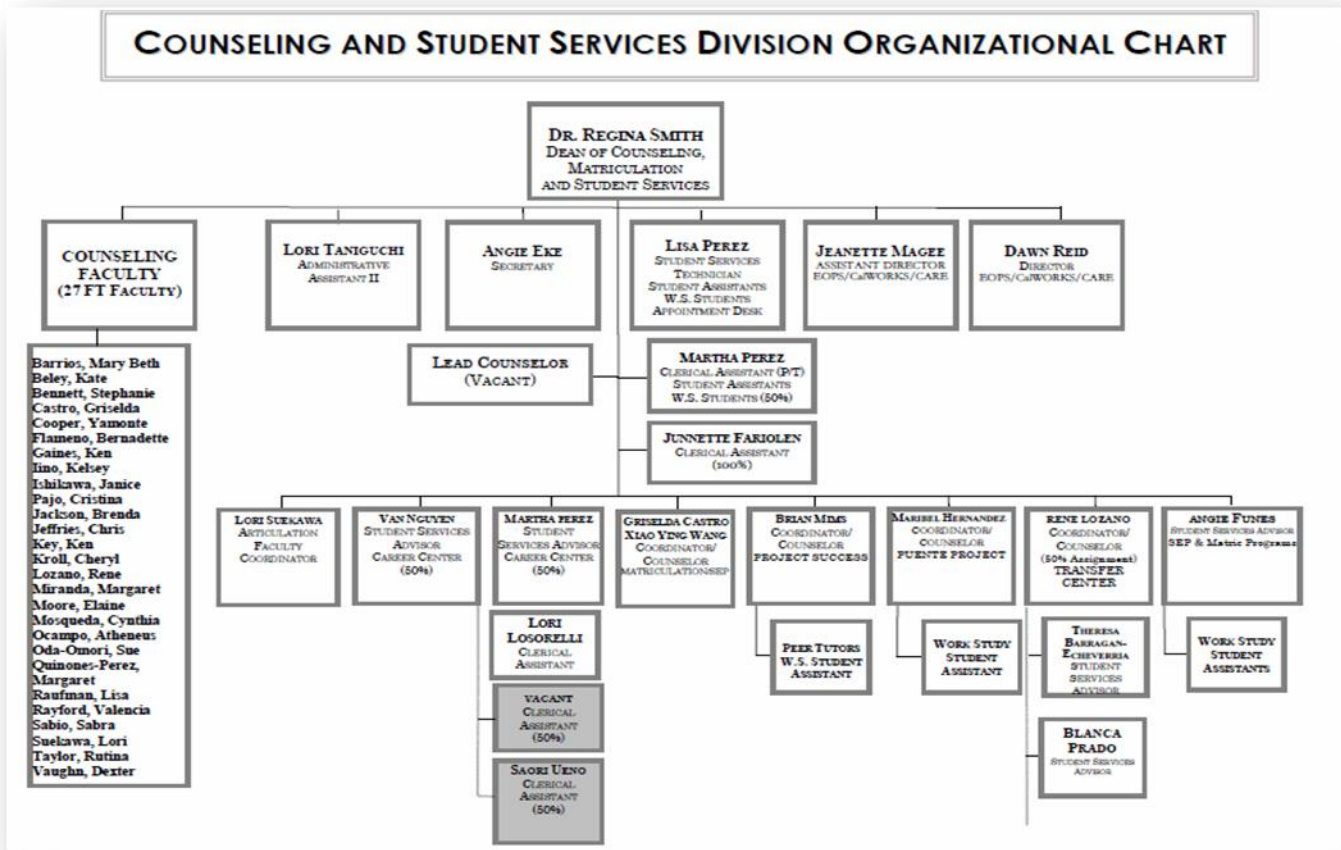
Program Environment

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

The Express Counseling environment is fast paced to assist as many students in a timely manner with answers to quick questions. It is currently located at the front entrance of the Counseling Center. There are two designated desks for Express Counseling and any overflow is easily

handled in the Career and Transfer Center. Express Counseling has definite peak periods. Counselors and staff work together to manage the crowds of students during the peak periods. One of Express Counseling's functions is to refer students to additional services such as the many programs that make up SSTARS (Student Success Transfer and Retention Services), including Financial Aid, EOPS/CalWORKs, CARE, MESA, the Special Resource Center, General Counseling, the Career and Transfer Center, tutoring, supplemental instruction (SI), and other areas throughout the campus.

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



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

- Up to date computers and monitors
- A TV monitor that will let students know the average wait time, where they are on the sign up list, and if they have missed their name being called
- Equipment needs for the Express Counseling space:
 - Two desks
 - Two ergonomic chairs
 - Two ergonomic keyboards
 - Computers loaded with Datatel, SARS, internet access, etc.
 - Up to date literature, materials, and forms related to El Camino College academic programs, policies and procedures, and university transfer information
 - Phone

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

All full-time counselors are assigned a minimum of two hours a week of express counseling to cover: Monday and Thursday, from 9:00 a.m. to 5:30 p.m.; Tuesdays and Wednesdays from 9:00 a.m. to 7:00 p.m., and Fridays from 9:00 a.m. to 1:00 p.m. Any gaps in coverage are filled in with part-time counselors.

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.

More services and innovative practices are needed to accommodate the anticipated influx of students. Express Counseling is the front line of the Counseling Division, serving prospective, new, returning and continuing students on a constant basis throughout the year. New students include students who just graduated from high school, students from other colleges and universities, and adult students from the workforce.

According to El Camino College's enrollment data, there has been an increase of new students in recent years. In Fall 2008, there were 4,079 new students; in Fall 2009, there were 4,209 new students; in Fall 2010, there were 6,195 new students. In Fall 2011 there was a decrease in new students with a total of 5,843; this still represented a significant influx of students from 2008 that will come through counseling with limited resources. This data validates the need for an increase in counseling faculty and additional staff support.

Another factor that will have an impact on Express Counseling is the Senate Bill 1456 also known as the Student Success Act of 2012 that requires all new students entering college to complete orientation and to have an education plan. Students who have an educational plan will receive priority registration. In order to report the correct numbers for El Camino's MIS reporting, students wanting to see an Express Counselor must provide an ECC student ID# or SSN. If the student does not wish to provide a SSN, then he/she must apply online to El Camino College to obtain an ID#.

Another factor contributing to an increase in new student enrollment is an increased awareness of the AB 540 and the California Dream Act that will become effective in Spring 2013. This legislation allows undocumented students to become eligible for state fee waivers. With AB 540 and the California Dream Act, more students will be able to attend college as a result of their eligibility for resident tuition fees and enrollment fee waiver.

Another change was the implementation of SB 1440, which provides California State University priority transfer consideration for community college students who earn an Associate of Arts for Transfer or Associate of Science for Transfer (AA-T or an AS-T). According to enrollment data from Institutional Research, the percentage of new students declaring transfer as their goal has been steadily increasing from 42.1 % in Fall 2008; to 42.8% in Fall 2009; to 44.0% in Fall 2010; and then to 46.0% Fall 2011.

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.

A recommendation to manage peak periods more efficiently would be to block all counselors for express counseling and make the exception to allow student educational plans to be completed during that period in express counseling. The only scheduled appointments booked during that time would be for veteran students. This would help manage the student needs and support the changes to registration with SB 1456.

One challenge that has been met was to fully implement SARS. SARS allows the division to track students who need to talk to an Express Counselor. Students, staff, and counselors can input the student's ID number, name, and information into the system instead of having the students manually write their name on a sign-in sheet. The SARS Express Counseling screen was piloted and fully implemented in Fall 2010. To check in, students swipe their student ID card or type in their ID number. If students do not know their ID number, a staff member can assist with the check-in process.

With the implementation of the Express Counseling screen, we can now document the student requesting counseling, the counselor that assisted the student, the wait time to see a counselor and the reasons why students utilize express counseling services. With the implementation of

SARS, reports are more comprehensive and precise, making them more valuable for statistical reports and program improvement.

A drawback to the new SARS Express Counseling feature is that visitors to the campus or potential students who want to speak with an Express Counselor must provide their SSN or they cannot sign in. Previously, the division used to issue prospective students a guest ID number, but that stopped due to the State Chancellor's Office not recognizing a student unless he or she applies to the college first.

The Appointment Center casual staff needs to be replaced with four permanent classified Data Entry Operator positions. However, the division is currently requesting two positions due to the district budget constraints. This will allow the division to meet the needs of the students. The Data Entry Operators can assist with staffing hours, tracking reports, data entry for waivers and prerequisites, assisting students using the computers or PORTAL to print transcripts, or to register using online services, retrieving student transcripts from either Datatel or the PORTAL; and allowing students more confidentiality with regard to counseling needs and using their student ID numbers, and other ongoing job assignments. These Data Entry Operator positions would allow staff to operate a computer, which has become a basic and core function in the division. Automated and online scheduling (SARS) has alleviated some of the workload for scheduling appointments, but there is still a significant demand for these positions.

Increases in services that provide innovative and efficient practices are needed to accommodate the anticipated influx of students. Some of the areas that will be directly impacted are general counseling appointments, Express Counseling hours, evening hours, classroom visits, orientations, registration groups, student enhancement program workshops, college tours, career tours, university tours, transfer services, appointment center scheduling, virtual counseling, and various other online services.

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

Strengths:

- Implementing SARS Express Counseling software creates:
 1. A smoother process for students to sign in and designate the purpose of their visit
 2. Comprehensive reports for statistical data
 3. Efficiency by providing access to the list of students waiting by multiple staff members and counselors
- Increased Express Counseling hours

Need Improvements:

- Increase staff members to work with check-in, monitoring, redirection and cross training to assist in other areas of counseling center to increase efficiency

- Increase counseling faculty support throughout the hours of operation and during peak periods
- Design of Express Counseling Center to utilize space effectively
- Computer and software
- Technology (i.e., TV monitors to provide information on student services and resources)
- Reactivate Express Counseling Focus Group

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

1. Restoration of the three lost or frozen positions
2. New Computers and Software for staff and faculty
3. Reclassification of the 50% Clerical Assistant to 100% Student Services Technician
4. Redesign of Express Counseling to have a state of the art, all inclusive counseling One-Stop-Shop
5. Increase adjunct counselors for counseling support throughout the hours of operation and during peak periods

3. XX 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)

FINANCIAL AID COUNSELING

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 objectives of the counseling component of the Financial Aid Office are as follows:

1. Develop electronic and handwritten educational plans
2. Discuss major selection, educational goals, catalog rights, and time management
3. Evaluate transcripts and enter prerequisite clearances in Colleague
4. Counsel students regarding academic and progress probation and dismissal policies
5. Refer students to other services both on and off campus when appropriate
6. Explain the Financial Aid Satisfactory Academic Progress Policy and assist students in preparing their appeal letters
7. Prepare and explain Lock in Lists for students with prior degrees or 90 or more units attempted
8. Calculate GPA and complete the Cal Grant GPA Verification Form for students with a high school transcript who have not completed 16 units at a community college and students with transcripts from other colleges
9. Attend Financial Aid Staff meetings when requested
10. Review and edit Satisfactory Academic Progress Policy
11. Assist Financial Aid Advisors in reviewing Lock in Lists
12. Provide training to counselors regarding new financial aid policies and any changes in the Financial Aid Satisfactory Academic Progress Policy
13. Serve on SAP Appeals Committee
14. Determine whether students enrolled prior to July 1, 2012 may be waived from the ATB

These objectives support the college's mission and vision statements, strategic initiatives, and core competencies in that they enhance student success via sound planning and information dissemination in a professional, supportive setting while at the same time encouraging students to acquire and/or develop the knowledge, the thinking skills and the communication abilities to further their professional and personal growth. We particularly emphasize the use of technology and encourage students to locate and evaluate pertinent financial aid information via the Web.

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

The Financial Aid student population is reflective of the college's population. The Federal Pell Grant Program is the largest grant program at El Camino College based on data for 2010-11. It consists of 61% female and 39% male. 44% of financial aid students are of Hispanic descent, 28% are African-Americans and less than 10% are identified in each of the following ethnicities- White-non-Hispanic, Asian, or multi-ethnicity. 39% of financial aid students are under 19 years old and 40% are between the ages of 20 and 29 years. 45% of students receive the Board of Governor's Fee Waiver and 12% receive the Federal Pell Grant. The number of students who complete the Free Application for Federal Student Aid (FAFSA) has increased by at least 20% in the past two years. However, many students do not qualify for the Pell Grant because they do not meet Satisfactory Academic Progress (SAP) standards.

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

After students participate in a counseling session, they will submit their SAP appeals (if applicable) and/or register for the classes they have selected with the assistance of a financial aid counselor. They may also follow up on specific referrals that they received in their counseling sessions. Because we require that their education plans are updated every year, the Financial Aid Office periodically sends out email blasts reminding students to come in to update their education plans if they have not already done so.

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

Under Strategic Initiative 1.b *"Strengthen quality educational and support services to promote student success."* The Counseling Division hired two new full-time counselors in January 2010 to address the needs of the financial aid student population and to add to the quality and strength of support services.

Under Strategic Initiative 1.f *"Support facility and technology improvements to meet the needs of students, employees, and the community."* The financial aid counselors updated the financial aid website as it relates to academic counseling.

Under Strategic Initiative 1.c *"Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation."* Financial aid counseling strives to collaborate and continuously participate in the collegial consultation process. An example of this is incorporating financial aid information into the New Student Welcome Day orientation and the Student Enhancement Program.

Under Strategic Initiative 1.b “*Strengthen quality educational and support services to promote student success.*” Financial aid counselors trained and collaborated with EOPS counselors on “Lock-in-List” procedures for students.

Under Strategic Initiative 1.b “*Strengthen quality educational and support services to promote student success.*” Financial Aid and Basic Skills counselors made classroom presentations to answer frequently asked financial aid questions, review general procedures, and discuss Satisfactory Academic Progress (SAP) policies.

In addition, the Financial Aid Office has implemented the following items since the last program review:

Under Strategic Initiative 1.f “*Support facility and technology improvements to meet the needs of students, employees, and the community.*” Successfully completed transition from paper files to document imaging.

Under Strategic Initiative 1.f “*Support facility and technology improvements to meet the needs of students, employees, and the community.*” Increased online services for financial aid students, including online forms and fee waivers and responses to Web Q&A.

Under Strategic Initiative 1.f “*Support facility and technology improvements to meet the needs of students, employees, and the community.*” New computers were updated with financial aid restricted websites for student use.

Under Strategic Initiative 1.f “*Support facility and technology improvements to meet the needs of students, employees, and the community.*” Implemented ongoing online FAFSA workshops.

Under Strategic Initiative 1.b “*Strengthen quality educational and support services to promote student success.*” Opened financial aid computer lab for students to apply online, make corrections, and participate in online orientations.

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

Prior program review recommendations not completed were as follows:

- Work with the Dean of Counseling and Student Services and Director of Information Technology to encourage the college to update the PSPR degree audit program in Datatel: *Some recommendations were made as part of the Portal Ed Plan Revision Committee, but the lack of staffing in ITS prevented any follow up.*
- Develop a Program Support Plan for private counseling offices for the financial aid academic counselors when they move to their temporary facilities while waiting for the new building. Be sure there is space for a copier and for the Guide sheet cabinet: *Until the passage of Measure E in November of 2012, this building project was put on hold, so it has not been necessary to establish this plan.*

- Purchase new paper shredder for counselors: *The counselors are now able to access the shredders in the Financial Aid Office.*
- Purchase another copy machine for the counselors: *The counselors have access to the new copy machine in the Financial Aid Office.*
- Increase the number of educational plans by 10%: *Educational plans increased by 79.6% from 2007 to 2012.*
- Reduce the number of financial aid students on probation by 5%: *Students on financial aid probation have been reduced by 32.6% from 2007 to 2012*

Student Learning Outcomes (SLO)

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

The financial aid academic counseling area participates in the Counseling Division's SLOs.

- 2. How does the program ensure that SLO's are assessed consistently?**

Refer to the Counseling Division SLO

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

Refer to the Counseling Division SLO

Program Improvement

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

The financial aid counselors need to have offices that are not near the Financial Aid Office line to preserve confidentiality and avoid noise and frequent interruptions during financial aid academic counseling sessions. The financial aid counselors would also like to increase classroom presentations and involvement in the Satisfactory Academic Progress Workshops to increase student awareness of the financial aid academic policies and new federal and state regulations.

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

Financial aid counselors provided classroom presentations to students in basic skills courses and participated in Satisfactory Academic Progress information workshops. The financial aid counselors also collaborated with the Counseling Division's matriculation team to include the Satisfactory Academic Progress policy in the Matriculation and SEP workshops and provided trainings on the financial aid policies to the general counseling faculty.

In addition, the Financial Aid Office increased the financial aid counseling staff to three full-time counselors. The Financial Aid Office also opened a Financial Aid Lab to assist students in submitting their satisfactory academic progress appeals and educational plans.

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

Prior to October 1, 2009, the Financial Aid Office only employed one full-time counselor. In October of 2009, another 50% counselor was assigned to the office and in January and February of 2010, two additional full-time financial aid counselors were hired, though one of them was given 5% release time to work on a Title V grant for five years. In the fall of 2012, the 50% counselor assigned in October of 2009 was converted to 100%, so the office now has three full-time financial aid counselors, one of whom is still at 95% for the duration of the Title V grant. As a result of hiring additional counseling staff, the office has been able to increase the number of education plans written as well as student contact time. The following data supports this assertion:

Reason Code (SARS)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ACA ED PLAN	284	318	604	932	1290	1394
LOCK-IN-LISTS	111	145	210	350	562	684
LOCK-IN-LIST REVIEWS	0	0	0	55	107	112
STATUS CHECKS	289	350	729	581	141	157
EVAL TRANSCRIPTS	0	84	124	222	155	319
FINANCIAL AID OTHER	0	0	122	652	130	287

Data from 2006-Spring 2009 is not a fully reflective of the financial aid counseling data because SARS did not have the Lock-in-list review option until Fall 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.

Refer to the Division of Counseling Program Review.

Program Environment

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

As noted above, there are three financial aid counselors and each of them regularly interacts with financial aid students, front counter staff, advisors, the director of the office, all the general counselors, and a number of other support staff from programs such as EOPS, the Special Resource Center, MESA, FYE, etc.

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

There are three financial aid counselors, all of whom report to the Dean of Counseling and Student Services (see attached Counseling Division organizational chart). The Financial Aid Office consists of 20 employees including the Financial Aid Director, Assistant Director, Student Service Advisors, Accounting Technician, User Support Technician, Senior Clerical Assistant, Financial Aid Assistants and an Administrative Assistance.

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

Facilities and equipment needs for the next four years include confidential counseling offices for the financial aid counselors that should not be located near the Financial Aid Office due to noise and interruptions during academic counseling sessions, computers and printers for each counselor, desks, chairs and file cabinets. Financial aid counselors currently have access to copy machines and shredders. If counselors are granted offices away from the Financial Aid Office, a centralized copy machine and shredder would be necessary.

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

Scheduled hours of availability for counseling appointments correspond to all the times that students request appointments. One of our counselors begins her appointments at 7:30 a.m., two of them meet students after 5:00 p.m., and one sees students on Fridays. Specific hours are: Monday – Thursday from 7:30 a.m. until 6:30 p.m. and Fridays from 10:30 a.m. to 1:30 p.m.

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.

There have been a number of recent changes in federal and state legislation that have significantly impacted the financial aid student population. As of July 1, 2012, students must have a high school diploma or the equivalent (as it is defined by the state) to receive financial aid and they now have a twelve term limit on the Pell Grant. Additionally, students who receive subsidized Stafford loans must pay the interest that accrues during the grace period. If not paid, the accrued interest will be capitalized. Moreover, the minimum need to qualify for a BOG fee waiver has now changed from \$1 to \$1,104. Finally, with the passing of Senate Bills 130 and 131, AB540 students are now eligible for specific types of state aid such as the BOG fee waiver and the Cal Grant. The Financial Aid Office has made every effort to apprise students of these changes via its website, e-mail blasts, and the publishing of documents such as our “Important

Changes Affecting All Financial Aid Students” handout. These changes have not significantly affected the types of students served, with the exception of AB540 students. We continue to see that the highest population of students served by the Financial Aid Office is between the ages of 19 and 20. This newer generation entering community college is more adept at using new technology as a means of communication, including social networking and text messaging with cell phones. These factors may influence how the Financial Aid Office effectively communicates with the next generation of students attending the college. The second highest population is between the ages of 25 and 39. The age gap between the populations of students served by Financial Aid means that it is also important to use traditional forms of communication such as email, mail, and verbal.

Customer Service

- 1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**

The financial aid academic counseling area participates in the Counseling Division’s customer service survey. The Financial Aid Office also has a customer service survey online. However, there has been a transition in personnel and the link is not currently active.

- 2. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.**

Refer to the Counseling Division Program Review

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.

- 1. Summarize the program’s strength and areas that need improvement.**

The financial aid academic counseling component has increased educational plans by 79.6% since the last program review. Financial aid counselors need to continually work with the director of the Financial Aid Office to keep abreast of any new federal and state laws that affect a student’s financial aid eligibility. We also need to keep accurate appointment, educational planning, lock-in-list, and transcript evaluation data through the SARS software.

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

The financial aid counseling area needs to revise and improve SARS codes for proper data reporting on educational plans. In addition, during financial aid non-peak periods, reassign the

counselor hired in October of 2009 back to 50% financial aid/50% general counseling or to 100% general counseling. The need for additional financial aid counseling support is only apparent during SAP appeal submission periods (late September to mid-November, late February to mid- April, and possibly during the month of July), especially because the number of students submitting SAP appeals has decreased dramatically in recent semesters. During non-peak period times, financial aid counseling faculty are assigned to Express counseling and/or Probation and Dismissal counseling; they counsel students in their assigned major divisions: Humanities (English, ESL, Foreign Languages); Social and Behavioral Sciences: (American Studies, Anthropology, Childhood Education, Economics, Education, Ethnic Studies, History, Liberal Studies, Philosophy, Political Science, Psychology, Sociology) and Fine Arts: (Art, Communication Studies, Dance, Film/Video, Music, Photographic Studies and Theater); they attend Academic Division meetings, and they conduct classroom presentations regarding financial aid academic policies. There is also a vacancy in the part-time financial aid counseling position as the part-time counselor was reassigned to the Special Resource Center to backfill a full-time counselor on sabbatical leave for Fall 2012, though, at present, there does not appear to be a need for a part-time financial aid counselor.

3. XX 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)

FIRST YEAR EXPERIENCE/SUPPLEMENTAL INSTRUCTION

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 their academic goals that consist of degree and or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive summer orientation, academic counseling, and assistance to each student with financial aid resources, such as fee waivers, pell grants, and loans. Further, 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 uses an integrative approach to teaching and learning where students participate in multiple learning communities for an entire academic year. Students participate in a cohort model and acclimate to the campus at a faster rate than students who do not participate in a cohort model. The FYE program and its students have outperformed their comparison groups in the following areas: student success, retention rates, persistence, and course progression. Further, FYE students are more likely to be retained beyond their second year than are students who did not participate in the program.¹

Supplemental Instruction (SI)

The main objective of the Supplemental Instruction (SI) Program is to provide support to students from diverse academic backgrounds in order to help them pass specific courses. In the process, students discover skills that are critical to their successful learning experience. The SI Program provides academic support by placing an SI Coach in the targeted course section to assist students with course work. The SI Coach is a student who has passed the targeted course with a letter grade of A or B. The SI Coach attends all lectures along with the students. Immediately after class ends, the SI Coach facilitates two fifty-minute sessions per week which students from the targeted course can attend to get additional course-related support. Student participants gain critical course-related knowledge through the guidance of the SI Coach as well as through their classmates, an objective which fulfills El Camino College's core competency I. Worksheets, mock exams, review of homework questions, and collaboration among students are all integral components of SI sessions. Further, students learn critical skills such as how to read the textbook effectively, take efficient notes, approach instructors with questions, and create a positive mindset that focuses on personal and academic success. These skills fulfill El Camino College's core competency II.

¹ The First Year Experience Executive Summary provided by the Office of Institutional Research.

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

The student population of FYE consists of 60% female and 40% male, and over 65% of the students participating in FYE are of Hispanic or Latino descent. Over 70% of the students are the first person in their family to attend college and another 65% receive some type of financial aid assistance in the form of grants, fee waivers, scholarships, and student loans. At least 85% of the students are matriculating directly from high school and have no prior college units. The student population of SI participants consists of 68% female, 32% male, 55% first-generation, and 40% Latino. The median age of SI session attendees is 22.²

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

In the 2010 FYE Institutional Study provided by the Office of Institutional Research, FYE students were tracked into their second year of college after the completion of their first year with FYE. The following data provides evidence of success even after the program services and activities decreased:

- Overall, FYE students demonstrate high persistence rates. On average, FYE students persist to their 2nd semester at a rate of 81%. This is higher than the control groups' persistence rate of 74%.
- The 3rd semester persistence rates for the FYE cohorts remained stable from year to year. The FYE students had a 3rd semester persistence rate of 72%. On the other hand, the control groups had an average persistence rate of 49%.
- FYE students demonstrated strong 4th semester persistence rates. The FYE cohorts had an average 4th semester persistence rate of 67%. This is 29 percentage points higher than the control group's persistence rate of 38%.

Further, the 2010 FYE Transfer Study³ by Institutional Research provides a summary of transfer rates and transfer destinations for students who participated in FYE. Figure 1 represents the transfer rates for the 2001, 2002, and 2003 cohorts. The following is data collected and verified through the National Student Clearinghouse:

² The Supplemental Instruction Executive Summary provided by the Office of Institutional Research.

³ The FYE Transfer Study provided by the Office of Institutional Research 2010.

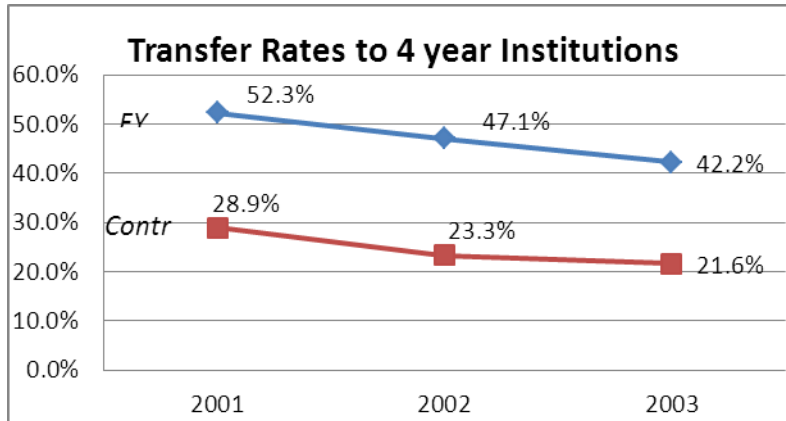


Figure 1. FYE transfer rates

- The 2001 cohort had a 52% transfer rate while the 2002 cohort saw a lower rate of 47%. Transfer rates for the 2003 cohort decreased by 5 points to 42%. However, FYE students transfer at a higher rate in comparison to their control groups.
- Interestingly, 91% of the 4-year transfer students in the 2001 cohort received a bachelor's degree with an average time to degree of 6 years. Although later cohorts have not achieved this high rate of degree attainment, tracking results for the next few years should show an increase in degrees received. The Office of Institutional Research is in the process of compiling data for the 2004 and 2005 cohorts.
- Nearly half (47%) of the FYE 4-year transfer students were Latino. The second largest ethnic group was African-Americans, comprising 21% of transfer students entering a 4-year institution. They were followed by Asian/Pacific Islander (12%) and White (11%) students.

The Office of Institutional Research was only able to provide data for the 2001-2005 cohorts because community college students are given at least six 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 six years, and
3. Complete at least twelve units in the CCC system within six years.

FYE has already submitted a research request for additional transfer data on the 2004 and 2005 remaining cohorts after the intent-to-transfer cycle has been completed.

Supplemental Instruction

In the 2010 Supplemental Instruction Analysis of Academic Outcomes Study provided by the Office of Institutional Research from Fall 2003 to Fall 2009, success rates in SI supported sections were six percentage points higher on average than in courses without SI support. Furthermore, students in an SI supported class who attended three or more SI sessions were more likely to be successful in their class compared to their classmates who did not attend at least three SI sessions. The average difference was 29 percentage points.

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

Under Strategic Initiative 1.a *“Enhance college services to support student learning using a variety of instructional delivery methods and service.”* FYE, in partnership with the Faculty Inquiry Partnership Program (FIPP) funded through the Wal-Mart grant, will have at least fifteen FYE instructors participate in “On Course I” and “On Course II” through the 2010-2011 and 2011-2012 academic years. FYE faculty will implement activities and pedagogical methods learned during FIPP training and use this knowledge to improve student success and personal responsibility among FYE students. All FIPP in-class activities will be assessed and discussed at monthly FIPP meetings. To date, eight FYE instructors have completed the Faculty Inquiring Partnership Program with five more scheduled to complete the training in spring of 2011.

Under Strategic Initiative 1.a *“Enhance college services to support student learning using a variety of instructional delivery methods and service.”* The SI Program provides instruction that differs from a traditional lecture format. The unique peer-to-peer component allows students to support each other with the assistance of their SI Coach. The SI Coach facilitates interaction amongst the students to enhance understanding of course material.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* The FYE advisor and academic counselors received training on the new online submission Transfer Admission Guarantee (TAG) Program. The TAG Program is designed to streamline the process for students by making it easier to submit transfer guarantee applications online. The FYE staff received direct training from both the University of California and the Transfer Center staff and coordinator. The FYE Program participated in processing over 35 TAG applications during the first cycle. The goal is to continue to increase the initial baseline number of TAG submissions over the coming years.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* FYE conducts summer orientations that introduce students to members of their cohort, the faculty, and the program guidelines and expectations. Further, FYE provides an English and Spanish orientation for FYE parents.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* FYE completed graduation evaluations for current and past

cohorts during the month of January 2011 and was successful in processing 125 student graduation petitions for the spring of 2012. Further, another 53 students submitted graduation petitions for the summer of 2011. Currently, FYE is in the process of completing another cycle of graduation evaluations for the fall of 2011.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* The SI Program administers student and professor surveys every semester. This is an important feedback tool that allows the program to continuously improve its services. In addition, partnering with the Mathematics Division has strengthened the quality and efficacy of student learning and student success in that discipline.

Under Strategic Initiative 2.a *“Use student learning outcomes and assessment to continually improve processes, programs, and services.”* The creation of the SI Program Student Learning Outcome (SLO) has helped improve the program through assessment and reflection. The most notable improvement is the structure of the SI sessions, which now includes mock exams to help better prepare students.

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

In the previous program review, it was recommended that FYE and SI be institutionalized and receive ongoing district funding. Permanent funding would allow the programs to consistently plan and schedule the number of learning communities and SI sections the program is able to offer. The SI Program was impacted the most because it was unable to list the number of SI sections offered in the schedule of classes. This has a direct impact on students because many did not know which math courses were offered and subsequently did not enroll in SI supported courses.

Student Learning Outcomes (SLO)

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

The people involved in the SI SLO process include the SI Coordinator, the FYE/SI Counselor/Faculty Coordinator, the FYE/SI Secretary, the Director of Institutional Research, and a veteran SI Coach. SLO statements, assessment results, and reports are discussed in staff meetings so best practices can be implemented. SLO's are created at all levels and in categories that include the following areas: orientation, linked courses, SI sessions, and overall quality of program services.

2. How does the program ensure that SLO's are assessed consistently?

The FYE/SI Program sets specific deadlines to stay on track for timely completion of each section of the SLO cycle. Further, the program has developed an internal SLO calendar for SLO's that need to be assessed each semester. All survey methods are ordered ahead of time from the Office of Institutional Research so that each SLO is administered efficiently.

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

The SLO assessment results have led to several changes since FYE/SI began the process. Changes were made to the overall design of the FYE orientation and a new workshop on "How to use MyECC" was included as a result of the SLO process. Second, a questionnaire was provided to students half-way through the semester to solicit direct feedback on the strengths and weaknesses of the learning community. This change provided helpful feedback to FYE instructors and allowed them to modify their curriculum.

Program Improvement

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

The FYE/SI program would like to have a timely and adequate budget in order to appropriately plan, recruit, promote, and operate effectively. Participation in SI sessions is affected negatively as a result of an untimely and inadequate budget. The SI Program will grow exponentially in the 2011-2012 academic year, expanding from 25 sections in 2010-2011 to a minimum of 50 sections in 2011-2012.

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

The SI Program has strengthened its SI coach recruitment process to include a hiring exam in the subject that the coach is interested in supporting. This has significantly improved the quality and accuracy of support that students receive in SI sessions. The SI Program has also strengthened its partnership with the Mathematics Division to further enhance the scope of SI support in that department. Faculty involvement in pre-semester SI training has been another factor that has improved the general understanding and implementation of SI support.

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

Both FYE/SI have used metrics since the program was first launched in 2001. Metrics have been used to monitor and report student success, retention, persistence, course progression, transfer rates, and graduation rates for each cohort in FYE. Further, the SI Program uses metrics to track the number of students who attend SI sessions and surveys all of their students to improve the quality of SI sessions. All of these metrics are then shared with FYE counselors and faculty to better design and improve services for students participating in FYE/SI programs.

**The following data was provided by the Office of Institutional Research. Please note: A comparison cohort of FYE students was not used to calculate the rates below.*

Success and Retention Rates

	Fall <u>2007</u>	Spring <u>2008</u>	Fall <u>2008</u>	Spring <u>2009</u>	Fall <u>2009</u>	Spring <u>2010</u>
Success	66.3%	64.3%	72.8%	74.3%	80.2%	78.9%
Retention	84.3%	85.9%	91.0%	87.0%	91.5%	89.2%

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.**

In fall of 2010, FYE piloted an accelerated learning community in which a cohort of students enrolled in English B and English 82 during the first eight weeks of the fall semester. FYE students who were successful at the end of the first eight weeks continued into the subsequent eight weeks and were enrolled in English A and English 84. A total of 35 students participated in the cohort; 48% were female, and 52% were male. At least 68% of the students were of Hispanic background. The second highest was Asian/Pacific Islander with 16%, the third group was made-up of African American students at 8%, and the remaining group were Caucasian/White students at 4%. At least 92% of the students were full-time, and another 8% of the students were part-time. All of the students were first-time students with no prior college units. Over 76% of the students declared transfer as their primary educational goal, and another 12% were undecided in their educational goal. The remaining 12% were interested in vocational programs such as nursing and/or fire science. At least 28% of the students in the program were English as Second Language learners and 56% of the students in the cohort were first generation college students.

This accelerated learning community format allowed students to complete both basic and developmental English courses in one semester as opposed to the traditional time length of two semesters needed to meet eligibility for English 1A. Students were able to progress at a faster pace and enroll in English 1A for the spring of 2011. The retention rate for this pilot was extremely high with 95% of the cohort still remaining until the very end of the academic semester. At least 95% of the cohort passed the first two sets of courses (English B and English 82) during the first eight weeks of the semester. Another 88% of students passed English 84 in the second eight weeks and 94% of the cohort was successful in passing English A. Currently, the overall campus success rate for students enrolled in non-accelerated English courses is only about 63.8%.

This coming fall, FYE will pilot another link with two new faculty teaching in the accelerated format. In the spring of 2012, FYE plans to increase the number of faculty participating in the program by offering between six or seven additional accelerated links. Further, FYE/SI will pilot a math blended pilot program in fall of 2011 in which students will be given the opportunity to take two math courses concurrently in both basic math and elementary algebra. FYE/SI will

pilot three cohorts for the fall 2011 semester and 105 students will be part of the program's first round of blended math courses.

The data shows a strong need to increase the number of accelerated links currently being offered through FYE. Further, the students in the cohort completed an evaluation survey of the accelerated link experience and at least 96% of the students reported having a positive in-class experience. Another 96% of the students reported that they would recommend the accelerated link experience to other students if given the opportunity. FYE will need additional resources to increase the number of accelerated sections in both basic and developmental English courses. Faculty will need to be trained and counseling services needs increased. These two components are critical to the future success of accelerated learning communities. Further, qualitative data has been conducted by the UC/ACCORD research center (funded by the Bill & Melinda Gates Foundation) at UCLA and they have compiled the following data after conducting interviews with students who participated in the accelerated links. Below are themes that emerged from the interviews:

- *The Culture of the FYE Classroom:*

Students we have interviewed describe their English classroom as a place where they feel comfortable and supported by their peers, particularly by the instructor, Mr. Pete Marcoux. Based on what the students are sharing with us in the interviews, the culture of the classroom is established by Mr. Marcoux, who projects a sense of 1) genuine caring about student success and 2) support that will encourage that success. This culture is set by the instructor and tied to the learning community environment of the classroom. Students have shared that they feel like this learning community is a “family” and that they support each other inside and outside of the classroom. Several students mentioned that they study with their cohort peers outside of class and have developed social relationships with each other outside of school. Students in the cohort independently created their own Facebook page which illustrates the sense of community fostered by the link. The combination of the efforts of the instructor and the learning community environment seem to have created a classroom culture where the students can see and reach their potential.

- *FYE Services:*

Based on our interviews, the FYE services that are readily available to students are another important component of their ability to successfully complete these courses. Students have shared that they know they can visit the FYE Office to find answers to questions about course planning, major/minor course requirements, and financial aid. All eleven students in this sample were the first in their family to attend college and seemed to have limited access to college information prior to enrolling at El Camino. As a result, having a centralized place on campus to gain college information seems to play a critical role in the decisions students are able to make and also contributes to the ways they feel supported as FYE students. Students have most frequently mentioned the counseling

services being the most helpful. In particular, they mention Ramon Franco and Dr. Cynthia Mosqueda (most frequently) as staff that they feel they can relate to and who they feel confident will be able to help find answers to their questions.

- *Learning to be “Successful Students:”*

A final theme that seems to support student success of those we have interviewed is learning the skills students need to be successful college students. Many of the students mention specific skills they have learned in the English 82/84 series that have helped them become better readers and writers. For example, one student mentioned how she has learned to use “context clues” in reading a text when she does not know the meaning of a word. She described that when she finds a word she doesn’t know, she will now read the sentence or paragraph the word is in, to decipher the meaning. Several students mentioned that they did not like to read books and now enjoy it because they have learned how to read and analyze a text. One student shared in an interview how he had already bought and begun reading the text for the following English course (English 1A) during his winter session break because he wanted to get a “head start.” Most impressive is that this student also shared that previously, he had never read more than the first few pages of his class texts.

The UC/ACCORD researchers are scheduled to conduct one last focus group at the end of the Spring 2011 semester after students complete their English 1A course.

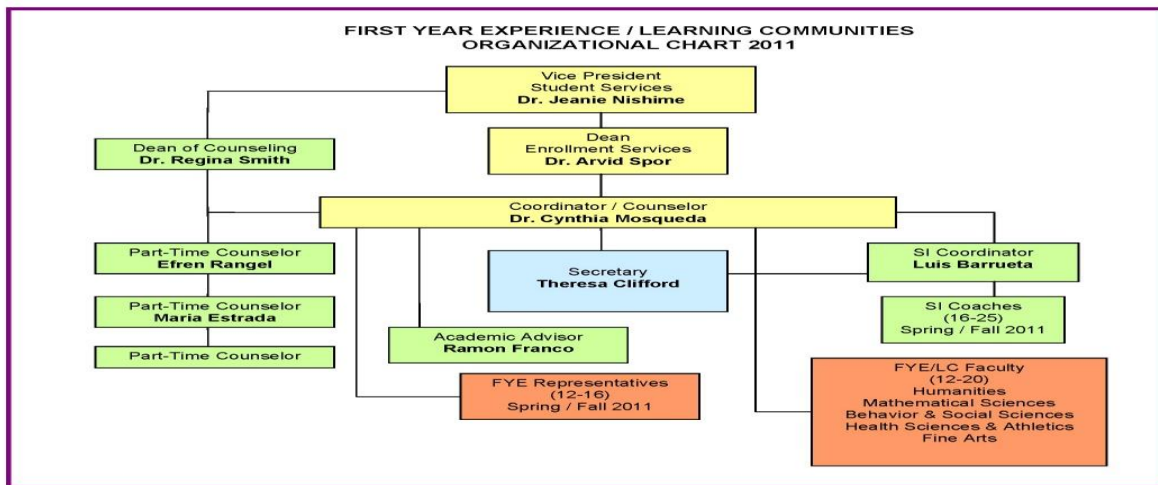
Program Environment

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

The FYE/SI Program works closely with adjunct counselors who provide the following services: academic planning, career counseling, transfer, and graduation evaluations. FYE also has an academic advisor who assists students with financial aid questions, MyECC, and transfer application information. FYE/SI has over 50 Supplemental Instruction coaches that lead SI sessions for courses in basic, developmental, and transferrable math courses. Further, FYE/SI works closely with instructors from nearly all divisions across campus.

The SI Program consists of a peer-to-peer collaborative learning environment among students, facilitated by a peer SI Coach. The SI Coordinator creates and maintains working relationships with deans and faculty and hires, trains, mentors, and manages the SI Coaches. The SI Program partners with various programs and divisions on campus in an effort to support a larger array of students campus wide. Significant integration of SI support has occurred in the Mathematics Division in the last four years in a joint effort to provide more academic support for students in basic skills, pre-collegiate, and transfer level courses.

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



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

The FYE Program will need to replace the office computers within the next four years because they have not been upgraded since 2005. Further, the program will need to update the student computer stations with newer hardware and software.

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

The current schedule of hours is sufficient for the program because the majority of the students work in the afternoon and the flexibility of scheduling counseling appointments or seeing a walk-in advisor from 7:30a.m.-5p.m. is convenient for the majority of our students. Further, counselors frequently visit FYE classes during these hours to conduct in class orientations or give students updates about college events and transfer information.

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.

The most pressing change in state law has been the passing of SB1440. Under this new bill, community college students will be granted admissions to the California State University upon completion of 60 transferrable units. Over 90% of students participating in FYE declare transfer as their primary educational goal. This represents a shift from the program's original launch in 2001. More FYE students are interested in pursuing post-secondary education opportunities beyond the community college. Thus, staff will make every effort to keep abreast of all developments concerning SB1440 so that the students can take advantage of this new transfer opportunity.

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.

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

The strength of the program has been to offer academic counseling and learning communities that link basic skills, developmental, and college transferable courses. Further, supplemental instruction, transfer advising, and financial aid counseling to first year and continuing second year students have also been strengths within the program. The cohort model has been an effective means of reaching a larger audience of students while at the same time providing personalized orientations, counseling, academic advisement, and transfer assistance. The collaboration between FYE staff and instructional faculty has also been a major strength of the program. The weakness of the FYE Program has been the student to counselor ratio and the inability to keep consistent counselors throughout the entire academic year. The program utilizes and trains part-time counselors and many of them will leave for full-time employment or for more hours within another program on or off campus.

The number of counseling staff is inadequate to accommodate a growing FYE Program. Efforts have been made to keep the FYE Program to a manageable number of students so the counselors will not be overwhelmed. This has inhibited the growth and development of a very successful program. The program's three to five year direction is to request two full-time counselors and one full-time advisor to assist with the growing number of students participating in FYE. Further, the program is planning to increase the number of basic and developmental accelerated English learning communities currently being offered on campus. FYE plans to pilot an upcoming Blended Accelerated Math (BAM) program to include Math 12 (Arithmetic) and Math 33 (Elementary Algebra) for the fall of 2011. FYE and the Math Division will pilot three cohorts in fall of 2011. Finally, the FYE budget has not been consistent and this has a direct impact on program planning and limits the program's ability to serve more incoming students. The program ends up turning away students because of high demand from the incoming freshman to participate in a cohort model environment.

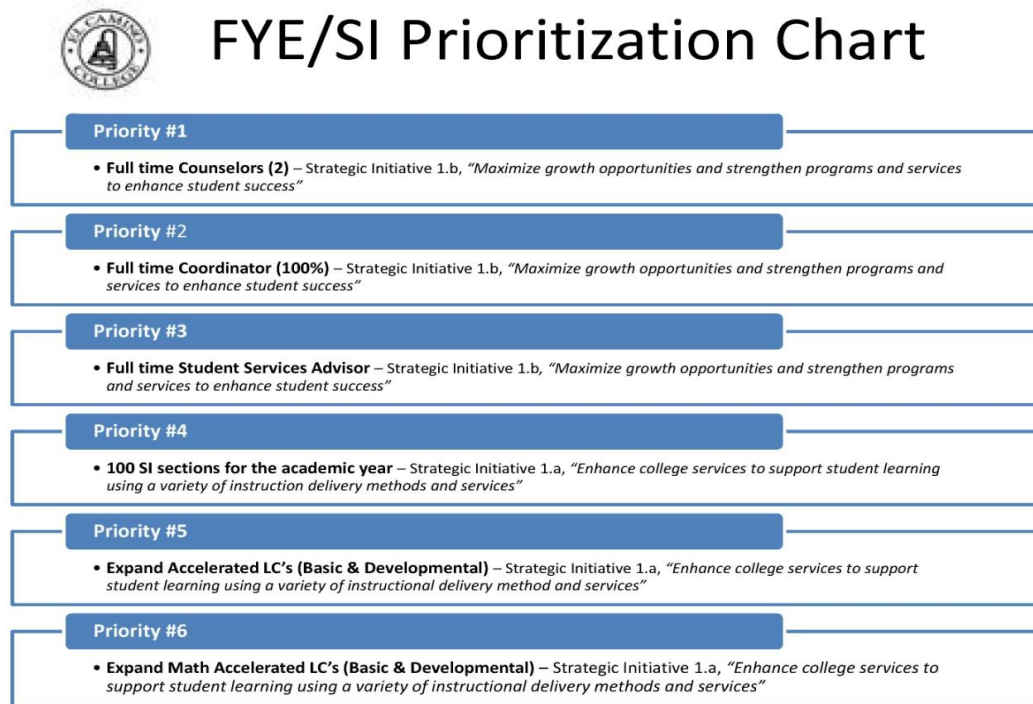
The strength of the SI Program is its peer-to-peer structure. In that the SI coach has successfully passed the course and thus is familiar with the course content. Additionally, the SI coach attends the supported class and knows exactly what the instructor's expectations are. This creates personalization which carries over to the worksheets, session plans, and mock exams that are created for the students by the SI Coach.

The weakness of the SI Program lies in low attendance. Since attendance at SI sessions cannot be mandated, students are not compelled to attend. This is a universal weakness that all non-

mandatory SI programs face. At El Camino College, staff have met with stakeholders to look at how program personnel can make attendance at SI sessions mandatory, but there are curriculum issues that make this a significant challenge. To compensate for this problem, students are mailed letters before the start of the semester to remind them to attend the SI support sessions.

The SI Program needs to have an adequate budget in order to keep a consistent SI schedule that supports 100 course sections per academic year, and to increase the number of basic-skills courses it supports. According to the California Basic Skills Initiative Report for the 2006-2007 academic year, the California community college system reported that 70% to 85% of students test into a pre-collegiate level course in one or more of the basic skills areas. Furthermore, the report found basic skills mathematics success rates at 52.2% as an average rate for community college students.

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



3. XX 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)

HONORS TRANSFER PROGRAM COUNSELING

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 primary objective of Honors Transfer Program (HTP) counseling is to provide academic counseling services to highly motivated students who are interested in transferring to four year colleges and universities. Counseling services for HTP students strengthen support services and enhance student success by providing students with individual counseling appointments, and seminars and workshops on transfer topics. The HTP counselor participates in the new student orientation and assists with university applications and personal statements. He also accompanies students to the UCLA TAP Conference. The HTP counselor provides numerous seminars and workshops to inform students of university admission practices, to teach students strategies for academic planning, and to empower students with the tools they need to make informed decisions about their transfer options and major choices.

The counseling component of HTP is funded through the Division of Counseling and Student Services. The HTP counselor has a part-time assignment and HTP students may also receive counseling from the counselors assigned to their major or from the Transfer Center Coordinator.

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

There are currently over 500 students in the program. A sample from 2011:

Ethnicity	Percent of Program
American Indian/Alaska Native	1
Asian/Pacific Islander	29
African-American	4
Caucasian	25
Chicano/Latino	19
Filipino	7
Other	7
Decline to state	8

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

Students participating in the HTP and obtaining HTP counseling services are transferring and accomplishing their academic goals at a high rate. This is seen in the high percentage of students transferring to UCLA alone. Approximately 80% of HTP students applying to UCLA are admitted each year.

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

Under Strategic Initiative 1.b "Maximize growth opportunities and strengthen programs and services to enhance student success." HTP was #2 in the state in sending honors students to UCLA for 2009, 2010, and 2011.

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

Prior program review recommendations that were not implemented were to increase the release time of the HTP Director to at least 75%. Currently, there are two co-directors at a combined 60% release. There was also the recommendation for a full-time permanent clerical assistant. The clerical support for the program remains a temporary position with limited days.

Although the program is getting by with part-time clerical assistance, the minimal availability limits the program's ability to assist students during large portions of January and June when students are still taking classes. Given the 50 percent increase in HTP students during the last few years, the workload has increased proportionally. The current 60 percent release time is inadequate and has made finding a replacement director very difficult. This is particularly noticeable when compared to the other two large honors programs in the state. Santa Monica College has the equivalent of 250 percent release time for their director and counselors, and Mt. SAC has 150 percent. If El Camino College wants to sustain the quality, quantity, and integrity of the program, it must commit more resources to the program.

Student Learning Outcomes (SLO)

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

There are no SLOs for HTP Counseling. Refer to the Counseling Division SLOs.

2. How does the program ensure that SLO's are assessed consistently?

There are no SLOs for HTP Counseling. Refer to the Counseling Division SLOs.

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

There are no SLOs for HTP Counseling. Refer to the Counseling Division SLOs.

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?

In the past four years, counselors have conducted more transfer workshops for HTP students to supplement the limited availability of counseling appointments. Workshops are seen as an efficient method of disseminating transfer information to many students. A seminar/workshop specifically designed for first-year HTP students called “UC Basics for Freshmen” is given. Also offered is a strategies workshop for “transfer ready” students that addresses UC Transfer Admission Guarantees, the UCLA Transfer Alliance Program, and the UC Berkeley Transfer Alliance Project. For students that have applied for admission to UCLA, mandatory TAP (Transfer Alliance Program) workshops are conducted by the counselors to assist students with the TAP certification process for priority admissions consideration. Additional admission strategies workshops for CSU, California Private Universities, and Out-of-State Universities are also offered. In the past two years, a counseling presentation was added to the HTP New Student Orientation that addresses transfer expectations and academic planning for new students and their parents.

An additional improvement to the program has been the addition of a co-director since the assignment for the director had been reduced from 80% to 60%.

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

HTP Counseling does not utilize metrics for this specific service; however, metrics are used in the overall Honors Transfer Program.

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.

During the 2010-2011 academic year, the Honors Transfer Program (HTP) maintained most of the growth in both quality and quantity that it achieved the prior year. It is still considered by the Honors Transfer Council of California to be one of the best honors programs in the state and a role model for honors programs at other colleges, especially those of similar size and demographics. While exact numbers are fluid, the Honors Transfer Program currently has about 500 students. Approximately 183 complete the program per year. Roughly 120 new students from high school join. The remainder is made up of continuing El Camino students. 125 students transfer from the program every year, with at least 50% transferring to UCLA.

Program Environment

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

The Honors Transfer Program works closely with the Counseling Division and the Transfer Center to provide the following services: academic counseling, university tours, university representative visits, university fairs, the Transfer Conference, career counseling and services, and assistance with university applications and personal statements. The HTP co-directors have attended Transfer Center advisory meetings or have tried to meet regularly with the Transfer Center counseling faculty to discuss issues that involve HTP counseling. Conversely, the transfer counselors and Transfer Center Coordinator are members of the HTP Advisory committee and attend those meetings.

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

Currently, the staffing of the Honors Transfer Program consists of two co-directors, a temporary non-certificated clerical assistant, and shared counseling support from 1.5 transfer/HTP counselors.

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

HTP is housed in the Counseling Division and is located in the same wing as the Transfer Center Coordinator, transfer counselor, Transfer Center advisors, Articulation Officer, and the university rep corner. This location is optimal for the program because this area can be considered the “hub” of transfer. With the passage of the new bond, which will support the construction of a new Student Services Center, it is crucial to keep the HTP in the Counseling Division located in or adjacent to the Transfer Center.

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

The current scheduled hours of operation of the HTP coincide somewhat with the Counseling Division hours of Mondays and Thursdays: 9a.m.-5:30p.m.; Tuesdays and Wednesdays: 9a.m.-7p.m.; and Fridays: 9a.m.-1p.m. However, the HTP clerical assistant only works Monday-Thursday from 9am-4pm. Therefore, the transfer counselors and other counselors in the area must assist students and parents who come to the HTP counter with questions. The absence of a full-time HTP director and a full-time clerical assistant is the source of the lack of coverage.

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.

With the changing demographics of the campus, the number of Latino and African American students in the HTP, historically and currently, remains very low. A concerted outreach effort must be made to these student populations.

An external factor affecting the program is the budget and the reduction of course offerings and the effect that has on students and their ability to register for the classes they need. More students are joining the HTP for the priority registration with no intention of completing the program.

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.

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

Strengths of the program are:

- The HTP has been in existence for over 25 years. It is one of the best-run honors programs in the state. Since the co-directors talked to other honors directors across the state, they are confident that the program has the highest transfer rate to top universities such as UCLA and UC Berkeley. The program also has other characteristics of a well-run program, such as an honors club, participation in the HTCC Student Research Conference, and dozens of informational seminars every year. The HTP continues to have about three-fourths of their applicants accepted to UCLA, with about half transferring there.
- The support from counseling with three counselors providing 50% of their time to Transfer/HTP counseling is also a strength of the program.

Weaknesses of the program are:

- The program has never had full-time permanent clerical support, a full-time director, and a full-time dedicated counselor.
- The number of Latino and African American students in the HTP, historically and currently, remains very low. The HTP is increasing outreach efforts to attract under-represented student groups, particularly the ever-increasing percentage of Latino students at the college.

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

- To hire a full-time permanent clerical assistant
- To increase the release time of the director or co-directors to at least 75%

3. 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)

INTERNATIONAL STUDENT PROGRAM COUNSELING

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 primary objective of the International Student Program (ISP) is to provide services for F-1 Visa students attending El Camino College. The ISP is designed to assist new and continuing F-1 Visa students with their academic goals that include degrees, certificates and transfer. The counseling component of ISP is funded by the Admissions Office. Currently, the ISP Program has one full-time counselor and one adjunct counselor who works 10 hours per week. ISP Counselors provide intensive new student orientations, assist students with registration, and provide academic, personal and career counseling. These services address El Camino’s Core competencies I, III and V as well as Strategic Initiative B by providing the International Student population with the knowledge, guidance and tools necessary to transition and acclimate to a new educational system and country, thereby increasing student success and retention. ISP counselors also assist in maintaining the Student and Exchange Visitor Information System (SEVIS), the monitoring system established by the Department of Homeland Security to make sure that F-1 Visa students adhere to all of the required United States government regulations. This program is a revenue generating program for the district. It is estimated that for each dollar invested in the ISP, at least eight dollars are returned on the investment.

The counseling component of the ISP directly supports the college’s mission and vision statement of offering quality, comprehensive and caring student services to ensure educational success from our diverse student population.

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

The program currently has approximately 675 students from nearly 65 different countries. Additionally, the counselors also work with the students in the El Camino College Language Academy (ECLA), which has approximately 35 students each semester.

The student population of ISP in 2011 consisted of 45.5% female, and 54.5% male, over 88% of which are from Asia.

CATEGORY	CHARACTERISTIC	Fall 2009		Fall 2010		Fall 2011	
		N	%	N	%	N	%
All Students		602	100.0	607	100.00	602	100.0
Gender	Female	322	53.5	305	50.2	274	45.5

	Male	280	46.5	302	49.8	328	54.5
Ethnicity	Asian	509	84.6	536	88.3	535	88.9
	African	14	2.3	6	1.0	7	1.2
	Latino	22	3.7	18	3.0	13	2.2
	European	36	6.0	30	4.9	35	5.8
	Two or More	1	3.2	0	0.0	0	0.0
	Unknown	19	3.2	17	2.8	11	1.8

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

After students meet with counselors, the students are expected to make timely progress (F-1 Visa students receive limited time on their I-20) towards their personal, academic or career goal. They are expected to be familiar with the courses required to achieve this goal while at the same adhering to their F-1 Visa student regulations. Data on International Student success, retention and persistence demonstrate the effectiveness of counseling and other ISP services.

CATEGORY	CHARACTERISTIC	Fall 2009		Fall 2010		Fall 2011	
		N	%	N	%	N	%
All Students		602	100.0	607	100.00	602	100.0
Success and Retention	Success Rate		83.8		81.9		83.4
	Retention Rate		93.2		93.7		94.8
Persistence	2 nd Semester	466	77.4	509	83.9	487	80.9
	3 rd Semester	302	50.2	350	57.7		NA
Unit Load	Average	12.47		12.65		12.66	
Degrees and Certificates	AA/AS Degree	185	30.7	148	24.4	79	13.1
	Certificates	22	3.7	17	2.8	14	2.3

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

Under Strategic Initiative B "Strengthen quality educational and support services to promote student success." All international students must attend an orientation where they are introduced

to the program counselor, the program requirements, and the process for navigating the educational system and expectations.

Under Strategic Initiative B *“Strengthen quality educational and support services to promote student success.”* Every student is required to meet with the ISP counselor at least once every semester to ensure the student is progressing and successfully acclimating to the US educational system. They are offered appropriate referrals based on their needs.

Under Strategic Initiative D *“Develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the workforce training and economic development needs of the community.”* The ISP counselor collaborates with the English Language Academy, which recruits students from outside companies. The ISP counselor also works with these recruited students to assist them with the matriculation process and to review academic, career and personal goals.

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

In the previous ISP counseling program review, it was recommended that the Student Services Specialist position be upgraded to a Student Services Advisor position. This recommendation was not implemented. As previously mentioned, F-1 Visa students must complete very specific tasks and various forms that require high levels of expertise and specific functions of personnel in order to appropriately assist students and meet US guidelines.

Student Learning Outcomes (SLO)

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

The ISP Counselor and ISP students take an active role in the SLO process through the Counseling Division. International students participate in the Counseling Division SLO assessment. In addition, the ISP Counselor participated in the creation of the Counseling Division’s SLO and reviewed the SLO assessment results and reports. For details, please refer to the Counseling Division Program Review SLO section.

The actual ISP is under the purview of the Admissions Office; however, the ISP counselor had no input into the Admission’s SLO, nor did the counselor participate in review of the assessment results and/or reports.

2. How does the program ensure that SLO’s are assessed consistently?

Please refer to the Counseling Division Program Review SLO section.

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

Please refer to the Counseling Division Program Review SLO section.

Program Improvement

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

The ISP has a goal of increasing the number of F-1 Visa students on campus. This expected increase may change the ISP counseling service needs. This would require an evaluation of the students' needs. Counseling services may need to be adjusted based on the results of this assessment.

Another change that should be considered is the cut in counselor contracts. Counselor contracts were reduced from a 12 months to 10 months. This directly affects the ISP counseling services because July is when mandatory ISP orientations take place. A review of how student needs will be met during the ISP counselor's off contract time will need to be addressed.

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

The ISP recently hired an adjunct counselor in November as the previous adjunct counselor was reassigned in August, leaving a shortage of counseling appointments for students. The adjunct counselor provides an additional ten hours of counseling appointments for international students.

The ISP also continues to make continual improvements to its orientations based upon student feedback.

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

Please refer to Admissions and Records Program Review. During the ISP-ECLA SURVEY completed in 2012, it was estimated that 91% of the students attended the mandatory orientation sessions and that 76% of the students found the orientation to be helpful.

The remaining 9% of the students that did not attend the mandatory orientation sessions were called in to the ISP Office and were asked to complete all of the required documentation and given the paperwork distributed during the orientation.

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.

The ISP student success, retention and persistence rates have remained consistent since 2009. However, the change to the counseling contract from 12 months to 10 months may negatively affect these patterns. ISP plans to continue to closely monitor student success, retention and persistence. Counseling services may need to be supplemented or adjusted based on the data collected.

Program Environment

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

The international student counselors work in collaboration with the following areas on campus:

Admissions and Records

The international student counselors work in close collaboration with the Office of Admissions and Records, particularly the Evaluations Unit of A&R. The evaluators play a key role in determining applicability of foreign coursework for students' degree objectives.

Counseling

Counseling is at the core of all academic information and advisement to F-1 students. The international student counselor keeps the students on track academically and ensures that students are taking the correct classes to satisfy their educational goal within the time frame allotted on their I-20. ISP counselors also monitor student's lawful status in the United States. In addition, ISP counselors can authorize less than full-time enrollment if circumstances fall within SEVIS guidelines or authorize extensions to the student's I-20 based upon academic need.

Career/Transfer Center

The ISP counselors work in collaboration with the Career/Transfer Center to schedule international evaluators or representatives from the local universities to meet with international students with foreign transcripts and to advise them on admissions based upon their foreign course work. Additionally, undecided students are often referred to career counselors for career exploration.

SSTARS

The ISP counselor is a member of Student Success Transfer and Retention Services (SSTARS) and works in collaboration with all of the other student support programs on campus.

El Camino Language Academy (ECLA)

The ISP counselors work in close collaboration with the El Camino Language Academy (ECLA) students by providing academic, personal, and career counseling. Additionally, the ISP counselors recruit these students during class presentations and encourage them to transfer to El Camino College after they have achieved English language proficiency.

Academic Divisions

The ISP counselors work in collaboration with the faculty within the divisions of Behavioral and Social Science, Business, Fine Arts, Health Sciences and Athletics, Humanities, Industry and Technology, and Math Sciences. ISP counselors work with the academic divisions to determine if students' foreign coursework will satisfy major requirements for an AA degree.

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

William Mulrooney, Director of Admissions and Records

Counseling Faculty:

Margaret Miranda – Counselor, Full time

Anna Brochet – Counselor, Adjunct

International Student Staff:

Leo Rachman, Coordinator of International Student Program

Willie McGee, Student Services Specialist

Nina Bailey, Clerical Assistant

Yadira Velez, Temporary Non-Classified

Veronica Munoz, Temporary Non-Classified

1 student staff – 20 hours per week

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

- To have a designated office for the adjunct, international student counselor.
- To create an international student study area where students can access tutors, computers and printers as well as have a centralized place to socialize.

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

With the recent hiring of the adjunct counselor, F-1 Visa students now have access to an international student counselor every day of the week as well as having access to major specific counselors and express counselors.

Counselor availability is currently sufficient to meet student demand, with the exception of the peak periods of registration and new student orientations. During these peak periods, additional counselors are asked to assist with F-1 Visa student appointments.

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.

International students fall under federal guidelines as issued and enforced by USCIS. The students are informed of these guidelines and regulations through orientations and the International Student Contract. The contract serves as an agreement between the ISP and the student, stating that the student understands the rules and regulations that pertain to them.

Due to the global recession, there have been fewer international students from Japan. However, there has been a gradual increase in the number of students from China and Vietnam. This

increase has not substantially replaced the number of Japanese students lost because there is still a high denial rate of student Visas from China and Vietnam.

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.

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

Currently, the ISP Office has limited hours of operation; it is open only four hours a day, four days a week. The ISP Office should expand its hours and be accessible to students during regular business hours.

Orientation should be revamped to include reserving a computer lab to show international students how to use MyECC and how to register for courses. In their comments from the ISP-ECLA Survey 2012, students requested a more interactive Orientation. Therefore, funding should be restored to hire student staff for the orientation. In previous years, the student staff were able to take students on campus tours, serve as translators and conduct ice-breaker exercises with students.

The ISP is limited in funding. Additional funds should be provided to hire tutors who are also bilingual and designated to work exclusively with international students.

A peer mentor program should be established to help orient new International Students and assist students with acculturation issues.

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

1. Funding for membership to NAFSA (National Association of Foreign Student Advisors) should be restored for all ISP staff and counselors.
2. Funding should also be restored to attend the NAFSA conferences.

3. 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)

MATRICULATION SERVICES COUNSELING

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.

Matriculation is an ongoing process that helps students make informed decisions to attain success and achieve their educational goals. Through the matriculation process, students make a connection with their interests, abilities, needs and goals and the college's courses, programs, and services from the time of application until completion of their studies at El Camino College and/or the Compton Center. Participating in Matriculation provides students with information about programs and services that can contribute to academic success and enhance their educational and career options as they develop their educational plan.

Four Steps to Matriculation

- Step 1:** File a college application for Admission and declare one of the goals:
- Transfer to a university without an associate degree
 - Associate degree and transfer to a university
 - Associate degree in a vocational program
 - Associate degree in a general education program
 - Certificate in a vocational program
- Step 2:** Participate in assessment for educational planning
- Step 3:** Participate in a new student orientation that also includes an educational plan reflecting the student's academic or vocational goal Orientation is offered in different locations: online (www.elcamino.edu-MyECC) and during matriculation counseling groups for new students. Our El Camino College New Student Welcome Day, scheduled every year in mid-August, is a great way for students to get to know the campus, learn about academic programs and services and meet new friends.
- Step 4:** Follow-up and educational planning with a counselor. Follow-up and meet with a counselor at least once a year as part of the matriculation process.

Students who complete the matriculation workshop gain the necessary knowledge about the class schedule and catalog and about how to navigate their online registration in order to ensure that they register for classes indicated on their educational plan. Furthermore, they also acquire a valuable student-centered perspective on allocation of time and

financial resources in order to purchase their required textbooks and supplies as well as make sure that they follow the parking guidelines and are knowledgeable about the campus environment and building locations. Moreover, they also learn the importance of academic policies, such as being punctual and dropping, or adding classes by the mandatory semester deadline.

According to El Camino College Institutional Research, students who complete the matriculation process earn higher grades, take more units, and have a higher persistence rate than students who do not complete the process.

Every spring and summer, the matriculation/counseling department promotes New Student Welcome Day during the matriculation orientations and at Express Counseling. The New Student Welcome Day is an open house activity sponsored by Counseling and Student Services to showcase and highlight the programs of study, support programs, and services of the college. This event was initiated by the Associated Students Office (ASO) and later assigned to Counseling and Student Services to provide an orientation for new students and their family regarding college programs and services. During this event, students have the opportunity to interact with faculty and other students from their selected program of study. They can also attend various informational workshops featuring support programs. A Resource Fair is also featured so that students can obtain additional information from staff representing the campus programs and services.

2. Describe the student population served by the program using available data. (*Data sets may be available from Institutional Research upon request.*)

As indicated by El Camino College's Institutional Research Office, students who complete the orientation persist at a higher rate than students who do not. The following data was collected by Institutional Research:

When examining persistence rates by ethnicity, Latino, African-American, and Asian students who attended matriculation had higher 2nd, 3rd, and 4th semester persistence rates compared to all first time students. In addition, White students who attended matriculation had comparable 2nd and 3rd semester persistence rates to all first time students.⁴

The Institutional Research data review of students who attended the matriculation in-person orientation workshops for the periods of Fall 2007 to Fall 2010 indicates the following:

<u>Gender</u>	<u>Average percentage</u>
Female	42.8
Male	42.9%

⁴ Matriculation Persistence Rates by Ethnicity provided by the office of Institutional Research, 2012.

<u>Ethnicity</u>	<u>Average Percentage</u>
Asian	8.8%
African/American	17.5%
Latino	44.2%
White	8.6%

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

When students participate in a new student orientation, they become knowledgeable of the college’s student support services, such as Financial Aid, FYE, and EOP&S. They are also provided with an educational plan that they can use to make sure they are taking the appropriate courses to begin working on their career and educational goals. Those students who are undecided about their major are provided with general education courses that they can take during their first semester in addition to information about Career Center services, including career counseling. It is also recommended that they enroll in a career planning course (Human Development 5). All of these recommendations for undecided students enhance their ability to develop a more in-depth understanding about choosing a major and career goal.

Upon review of the Institutional Research Matriculation report, the preponderance of data indicates that students who attended the matriculation workshop had higher GPAs than students who did not.

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

Under strategic initiative 1.b. “Maximize growth opportunities and strengthen programs and services to enhance student success”

The Matriculation/Retention team participates in various activities on an ongoing basis to improve services to students, including attending university transfer conferences and Chancellor’s Office conferences and webinars for updates of procedures and regulations.

Under strategic initiative 2.a. “Use student learning outcomes and assessment to continually improve processes, programs, and services,”

The Matriculation/Retention team received training for SLO online reporting in June 2012 to improve assessment of program outcomes for Matriculation and the Student Enhancement Program. The data generated by Institutional Research is reviewed by the matriculation and retention team to determine how we can best enhance the services provided to new students, those on probation, and dismissal students.

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

Due to lack of funding, not all of the program improvement recommendations for Fall 2007 were implemented.

Matriculation Faculty Coordinator (100%) Pending

As of Fall 2012, our matriculation team does not have the full-time and adjunct counselors that were recommended to be implemented in Fall 2007. The impact of this understaffing creates a shortage of counseling appointments to fully serve our new student and probation/dismissal student population.

Full-Time Counselor (100%) Pending

The full-time counselor will develop educational plans and participate in Division planning and other committees. The full-time counselor will coordinate Matriculation program and activities. This counselor was hired in 2008 for Retention Services and Matriculation as well as for Fine Arts counseling.

Adjunct Counselors (4) (50%) (partially achieved with 2 adjunct counselors)

The adjunct counselors will provide counseling and develop educational plans as well as participate in orientation.

Advisors (2) (100%) (Partially achieved with one Advisor)

The advisors will conduct orientations, organize workshop materials, and conduct classroom presentations to promote follow-up counseling. The advisors serve 50% for Matriculation and 50% for Retention.

As of Fall 2012, we only have one full-time Advisor for new students and probation/dismissal workshops. This understaffing limits the number of workshops offered per semester. With a second advisor, the potential to increase the workshops will double. This would allow the new and probation/dismissal students to directly make an appointment for a workshop that will provide them with the full range of essential services needed to ensure that they develop an educational plan best suited to their academic needs.

Clerical Assistant (100%) (Pending)

The clerical assistant will provide clerical support, schedule appointments, assist with matriculation reports, and maintain matriculation workshop schedules for counselors. There is a clerical assistant who is a half-time employee and therefore only assigned to Matriculation 50%. Having a 100% clerical assistant, student staff, non-instructional part-time and paraprofessionals will provide the clerical support needed to allow the advisors to focus exclusively on workshop advisor activities.

Paraprofessionals (Achieved on a temporary basis during summer periods)

The paraprofessionals will provide assistance with the daily, ongoing activities for matriculation. We need to have these positions become permanent so that continuity of services can be sustained.

SPSS Software for Matriculation Institutional Research (Pending)

SPSS software is needed to capture accurate matriculation data within its various components.

Research Analyst (100%) (Pending)

The Research Analyst will research and compile data for comparison with matriculated student data in areas such as retention, access, persistence rate, and progress.

Student Workers (Achieved temporarily with works-study student worker)

The student workers schedule walk-in and phone appointments for academic counseling, including all matriculation orientations and Student Enhancement Program workshops.

Non-instructional Temporary/Part-time (Pending)

The temporary staff acts as our referral center for all students and visitors to the Counseling Office and to the campus. They perform receptionist duties by greeting visitors, directing them to the appropriate offices, and acting as student ambassadors during peak periods.

Budget Technician (100%) (Pending)

A technician will monitor the matriculation budget throughout the year and will generate monthly reports.

Student Planners (Completed)

Annual student planners are needed to serve as guides and resources for new and continuing students.

Orientation Survival Kits (Completed)

Kits should include a Student Handbook/Planner, Class Schedule, and other orientation materials.

Translate Brochures (Pending)

Matriculation brochures will be available in Spanish, Vietnamese, Chinese, and Japanese.

New Student Welcome Day (Completed)

Funding is needed for supplies (notepads, pens and pencils), brochures, marketing, food, and registration packets.

Student Learning Outcomes (SLO)

4. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The individuals involved in the Matriculation SLOs are the Matriculation Team made up of the following: retention/matriculation counselor, matriculation/retention services advisor, matriculation adjunct counselor, retention adjunct counselor, Institutional Research. The development of the SLOs, the survey results, and the reports are discussed during the matriculation staff meetings and shared with the Dean of Matriculation and Student Services as well as with the counseling faculty during the counseling meetings.

5. How does the program ensure that SLO's are assessed consistently?

The Matriculation Program has specific deadlines that are followed each year to track the appropriate completion of the SLO. In addition, an SLO committee member often reminds the matriculation team of the upcoming SLO deadlines. Furthermore, the matriculation adjunct counselor has scheduled important dates on our Microsoft Outlook so that we are notified when to begin ordering either surveys or request data from Institutional Research.

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

The SLO results indicate that students who complete the matriculation orientation persist at a higher rate than students who do not. For this reason, changes were made to matriculation services in providing additional types of matriculation orientations by improving the online orientation to include a revised quiz, providing online links to student support services, and offering sessions of the in-person orientations and registration groups.

Program Improvement

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

Ideally, the Matriculation Program should have a Matriculation Counselor/Coordinator, two full-time student services advisors, two full-time clerical staff, and at least three adjunct faculty to assist with the many student services functions of the program so that there is continuity in customer service and reinstatement procedures. With the expansion of the online orientation, NSW and the implementation of Senate Bill 1456 or the Student Success Act of 2012 (which requires all new students entering college complete an orientation and have an education plan) the need for two clerical staff has become vital. This necessary staffing will allow the program to better strategize and coordinate the dissemination of accurate and timely information to all support programs so that details and deadlines can be clearly communicated to students seeking matriculation services.

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

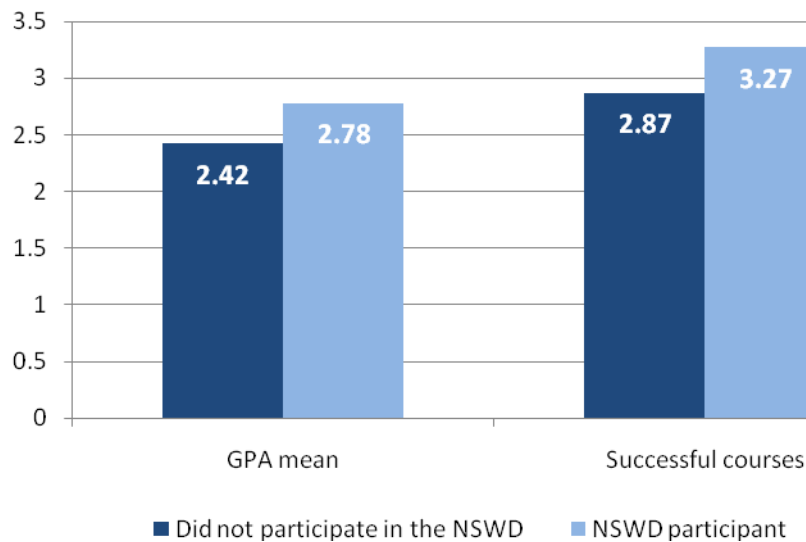
The matriculation team engaged in various activities to improve services to students, such as attending university transfer conferences and Chancellor's Office conferences and webinars for updates on procedures and regulations. Furthermore, the matriculation team often revises the online orientation and the informational handouts provided to new students during the in-person orientations and for registration groups as well as the Student Planner for New Student Welcome Day. The PowerPoint presentations are also revised to provide students with current information. Moreover, the matriculation team monitors the ongoing demand of new student orientation workshops in order to determine the number to offer during each term. As a result of this monitoring activity, there has been an increase in the number of workshops offered each semester -- particularly during the summer session. For example, we offer registration groups where a large group of students are provided with knowledge about essential registration procedures and student services information. This allows for a shorter

waiting period for continuing students at Express Counseling. The matriculation team does a comprehensive job in monitoring ongoing program needs by conducting weekly debriefings and monthly meetings with the Dean of Counseling and Student Services. In addition, the matriculation team is also part of the Division Council meetings. Members of the Matriculation team also participate in the weekly counseling faculty meetings and in the monthly classified staff meetings to provide updates on issues related to registrations procedures and policies.

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

Matriculation uses metrics to track the number of new students attending matriculation workshops, completing online orientation and participating in New Student Welcome Day. Students are surveyed to determine appropriate changes that need to be included in the PowerPoint presentation used for new student orientations, as well as the online orientation and New Student Welcome Day workshops. This information is shared with the Dean of Matriculation and Student Services and with New Student Welcome Day committee members.

According to Institutional Research Office data, students who participated in NSWDC had a GPA of 2.78 as compared to 2.42 for students who did not participate. Overall, they also completed 0.4 more courses with a 3.27 GPA as compared to 2.87 for students who were not NSWDC participants.



6. 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.

A review of the Institutional Research data from Fall 2007 to Fall 2010 and our Counseling and Student Services division data for New Student Welcome Day indicates an average of 90.73 percent for students between the ages of 17 to 22. The majority of the annual participants are female at an average of 59.63; 40.3 percent are males. There was an average percentage of 37.98 Hispanic; 24.70 African American; 17.21 Asian/Pacific Islander; 12.88 Caucasian; and .35 Native American student participants.

Program Environment

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

In order to ensure that all Counseling and Student Services faculty receive the most current program updates, the 50% matriculation and retention counselor, student services advisor, and adjunct matriculation coordinator continue to provide comprehensive in-service sessions during the monthly counselors' meetings. A probation reference guide was created for counselors to assist probation students at Express Counseling, and students in EOPS, CalWORKs, F.Y.E., Financial Aid, etc. As a result of the updates provided, counselors in these support service areas refer probation and dismissal students to matriculation services.

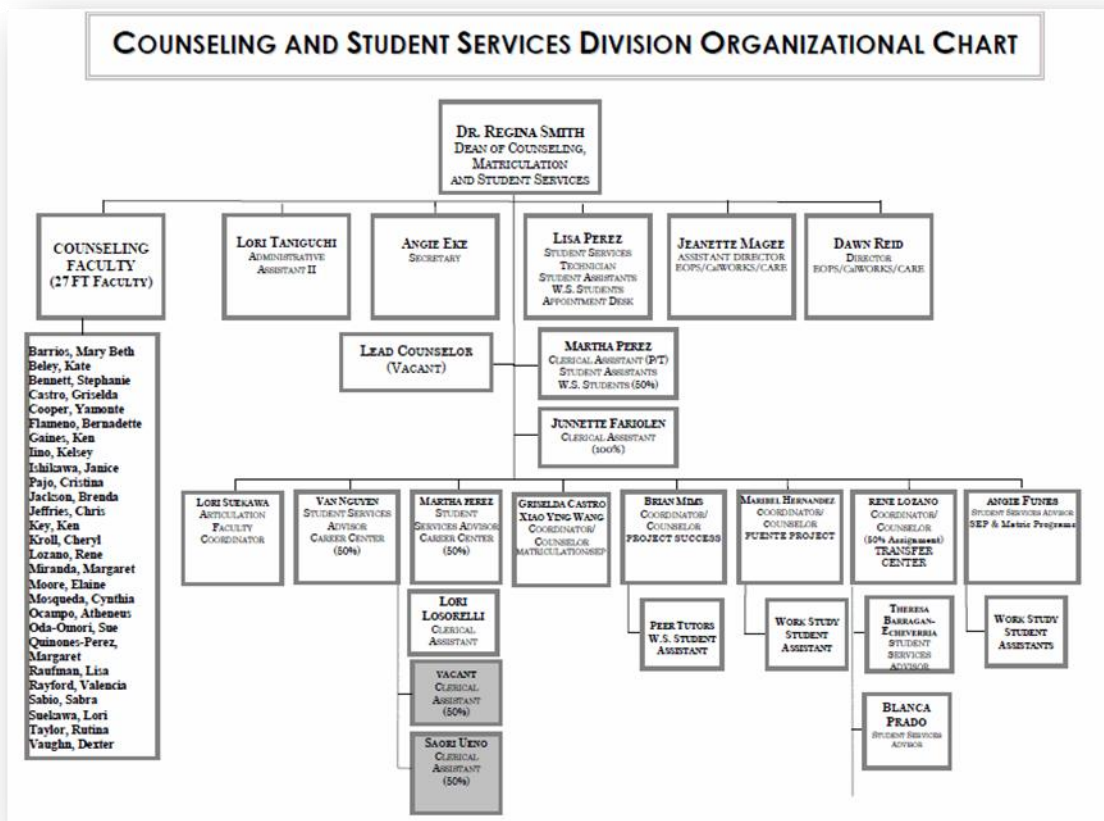
The matriculation team conducts presentations for the faculty, deans, and directors in various departments to inform them of activities such as New Student Welcome Day, Early Alert, and retention procedures and to recruit faculty and staff to participate in New Student Welcome Day workshops. Collaboration with Admissions, the Assessment Center, the ITS Department, and Institutional Research is essential toward maintaining the program activity flow.

The advisor, program coordinator, counselor and support staff follow up with New Student Welcome Day, probation, and dismissal students. During the follow up, staff conduct phone calls to remind students of appointments and answer questions regarding procedures, policies, and deadlines. Our staff also provides one to one advisement for probation and dismissal students who have not completed the process for registration clearance or reinstatement.

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

The Matriculation permanent faculty and staff consists of one full-time counselor assigned 50% to Matriculation and Retention Services and the other 50% to counseling for Fine Arts and general counseling, and one full-time advisor to coordinate and conduct matriculation and probation workshops as well as registration groups and other matriculation program activities. The Matriculation Program also includes one adjunct faculty assigned as a coordinator for matriculation/retention services. Counselors assigned to matriculation workshops develop educational plans for approximately 4,500 new students annually. Additional staff consisting of three full-time Advisors is assigned approximately 10% each to conduct Matriculation and probation workshops during peak times. These workshops are

conducted year-round, offering morning, noon, and evening, to accommodate all probation/dismissed college students.



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

Matriculation workshops are conducted year-round, morning, noon, and evening, to accommodate all new first-time college students. Currently, these workshops are offered in the Student Services Center’s conference room which seats approximately 20 students. However, to accommodate a greater number of new students, especially during peak periods, the matriculation staff reserves classrooms throughout the campus, thereby competing with classes for space. The matriculation advisors utilize a laptop computer to project a PowerPoint orientation. In addition, during registration peak times, counselors conduct registration groups. These groups were designed to assist new students with planning their classes and to show them how to register online for classes. Matriculation needs additional computers and larger meeting rooms in order accommodate more students for orientation, especially during peak periods. Computers are also needed so that the Matriculation Program can assist new students during the registration groups with the registration process.

Ideally, the matriculation program staff should have their computers replaced as soon as funding allows because they have not been upgraded for the last several years. Software updates are needed for Publisher, Acrobat Reader, and video editing to be used for presentations and campus-wide dissemination of information.

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

All full-time counselors are assigned matriculation workshops to cover three days a week (Mondays, Tuesdays, and Thursdays from 9:00 a.m. to 5:30 p.m.; Wednesdays from 9:00 a.m. to 6:30 p.m. and Fridays from 9:00 a.m. to 1:00 p.m.). These workshops are conducted year-round, morning, noon, and evening, to accommodate all new first-time college students. Currently, these workshops are offered in the Student Services Center's conference room which seats approximately 20 students. With the current office hours, there are many evening students who are not served and rely on the online orientation to complete the orientation step of matriculation. However, these students do not have access to a counselor for their educational plan. This results in a delay in completing the matriculation process since it takes them longer to schedule a counseling appointment. The Counseling and Services Division is reviewing extending their office hours to accommodate evening students.

10. 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.

There were several changes that impacted matriculation services and its delivery -- more specifically, the orientation and counseling piece of matriculation for new students. According to El Camino College's enrollment data, there has been an increase of new students in recent years. During Fall 2008, there were 4,079; in Fall 2009, there were 4,209; in Fall 2010, there were 6,195. Although there was a decrease of new students in Fall 2011 with a total of 5,843, this still represented a significant number to process for orientation with limited resources. Another change was the implementation of SB 1440 which provides California State University priority transfer consideration for community college students who earn an Associate of Arts Transfer or Associate of Science Transfer (AA-T or an AS-T). According to enrollment data from Institutional Research, the percentage of new students declaring a transfer goal has been steadily increasing from 42.1 % in Fall 2008; to 42.8% in Fall 2009; 44.0% in Fall 2010; and 46.0% Fall 2011. After matriculation, 49.8% of the new students intended to transfer compared to an initial 42.1%, therefore showing an increase of almost eight percentage points. On the other hand, the percentage of undeclared new students has remained fairly constant at around 30% for the last four years. However, in Fall 2008, the percentage of undeclared new students after matriculation decreased from 31.6% to 24.2%, thus showing a decrease of almost seven percentage points.

Another factor contributing to an increase in new student enrollment is partly due to an increased awareness of the AB 540 and the California Dream Act that will become effective

in Spring 2013. This legislation allows undocumented students to become eligible for state fee waivers. With AB 540 and the California Dream Act, more students will be able to attend college as a result of eligibility for resident tuition fees and the enrollment fee waiver. Still another factor that will have an impact in the matriculation of new students is the Senate Bill 1456, also known as the Student Success Act of 2012, that requires all new students entering college to complete orientation and to have an education plan.

In order to augment our program knowledge, the matriculation team participates in various university conferences and informational webinars to learn of changes in governmental mandates. Furthermore, the matriculation team revises information for the online orientation, and the handouts provided to new students during the in-person orientation and registration groups as well as the Student Planner for New Student Welcome Day. The PowerPoint presentations are often revised to provide students with current information. The matriculation team does a comprehensive job in monitoring ongoing program needs in addition to conducting meetings and presentations to provide program updates for counselors, staff, and instructional faculty.

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.

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

Program Strengths:

Online Student Orientation

Online Student Orientation was piloted in the spring and fall of 2006 and fully implemented in Fall 2007. From Fall 2007 to Fall 2010, a total of 20,813 online orientations have been completed by new students. Some of our Human Development (HD) faculty have incorporated the online orientation as part of their curriculum. This provides more opportunities for students to benefit from the information contained in the online orientation. We believe this increases the persistence and retention rate of students because they learn about important deadlines and procedures as well as the importance of meeting with a counselor to plan classes for their major.

New Student Welcome Day (NSWD):

According to Institutional Research, the persistence rate from Fall 2007 to Spring 2008 was 10% higher for the NSWD students cohort compared to the general student population who did not attend this event.

Counseling presented at the deans' meeting, counselors' meetings, and major division meetings. The event was effective because of the collaborative efforts of the divisions and support from counselors, faculty, staff and academic programs. Registration was well organized with appropriate signage placed in strategic locations to direct students and parents. Additional signage was placed inside the campus to guide students and parents to the second-session workshops. This year, registration was held online as pre-registration using Google Docs.

Students were asked to select their first and second session workshops which allowed us to book the appropriate number of classrooms and presenters to meet the demand. Online registration generated a pre-registration list and check-in was done in alphabetical order which made the process very smooth, thereby eliminating the need to have steps one to five. We also had an onsite registration table. In addition, volunteers directed students to the appropriate steps during registration which made the line run smoothly. The directional signs for the inside of the campus were put up the day before the event. Meeting and coordinating with Donna Manno to have the umbrella tables set-up for NSW and Flex Day worked out well for the set-up of both events. People were once again pleased with the AMP Radio FM radio.

We had approximately 50 faculty and staff and the seven division deans participate in the major division sessions. Approximately 30 faculty presented in the second session workshops “Planning for Your College Education” and approximately 55 faculty and staff participated in the Resource Fair. Approximately 69 volunteers, and 26 ambassadors, students and student staff assisted during the event. 48 students and ambassadors assisted with stuffing bags on Friday, August 19th--one week before the event. Once again, the campus tours were well organized by the Outreach Office and conducted by their student ambassadors. Student volunteers handed out tour flyers during check-in and during the resource fair.

Parking instructions for students and parents were included on the postcard, letter, and website. In addition, NSW signs were posted on fourteen sandwich boards (borrowed from the Student Development Office) and placed around the outside of campus to direct students and parents. This year, counseling developed and purchased additional signage to place inside and around the campus as well as classroom doors thereby making it easier to locate workshops.

The registration process and set-up went very smoothly; both were the result of having placed signs and of having the canopies opened the day before. Having the program start half an hour later at 9:00 a.m. instead of 8:30 a.m. worked well, allowing enough time for check in.

There were more volunteers directing students throughout the campus this year. With the higher number of volunteers, registration was better organized. In addition, there were more volunteers throughout the day; this made it easy to assign volunteers to each of the sessions and to collect signatures from both workshop sessions.

Campus police continues to be represented during the NSW planning meetings and this facilitates the communication between counseling and the Police Department.

Program Weaknesses:

Online Student Orientation:

When ITS installs new software updates, the online orientations become fragmented and do not allow students to log in. Currently, the online orientation does not provide an accurate count of students completing it by a specific term nor does it properly track student ID numbers. We are currently looking into purchasing a new online orientation. Cynosure is the name of the vendor we are interested in; they have developed online orientation programs for more than 25 community colleges in the state. Based on our research, this vendor’s orientation is ADA

compliant, it has the ability to be interfaced with our student data system, Datatel, and it offers pre- and post- orientation surveys developed to measure orientation learning outcomes. This online orientation is technologically up to date with program needs and can offer El Camino College's incoming new students an engaging, informative welcome and orientation. The projected estimate cost is \$52,000.

The New Student Welcome Day

Signing up students and getting the evaluations in second session continues to be a challenge. The second session workshops and lunch need to be promoted more effectively so that students will not leave prematurely. Also, a new location needs to be identified for parent check-in. It was suggested once again to have volunteers walk students and parents to their second session. This did not happen because we did not have enough volunteers.

The idea of providing lunch tickets in exchange for the evaluation at the second workshops was suggested so that we can have a higher attendance in that session, thereby receiving more evaluation from students and parents. There were still problems in collecting evaluations. We collected the evaluations during the second session, distributed opportunity drawing tickets and had the drawing at each of the second session workshops.

Ideally, this program needs a part-time coordinator to focus only on planning this event and a part-time clerical person to assist with the logistics of event planning. Although there were two full-time counselors and a full-time advisor planning this event, each counselor and advisor had other assignments in addition to this event. To provide better publicity in the future, we should post announcements on Facebook and Twitter as well as in the campus electronic boards.

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

Recommendations

1. Hire one full-time Matriculation/SEP coordinator
2. Hire one full-time Matriculation counselor
3. Hire two full-time Matriculation Advisor
4. Hire two clerical support persons to assist with various clerical duties
5. Obtain office space for counselor, advisor and clerical support staff
6. Obtain state of the art office equipment for Matriculation counselor and staff
7. Develop adequate tracking process to track students completing Matriculation orientation process
8. Develop adequate means of informing students of Matriculation process and procedures
9. Develop a clear and comprehensive process to recruit students for Matriculation
10. Enforce Matriculation policy

New Plans	Timeline	Needed Resources
<p>Develop a Matriculation Team</p> <p>As of Fall 2012, our Matriculation team does not have the full-time and adjunct counselors that were recommended to be implemented in Fall 2007. The impact of this understaffing creates a shortage of counseling appointments to fully serve our new student and probation/dismissal student population.</p>	Fall 2013	<p>Matriculation Faculty Coordinator (100%) (Pending)</p> <p>The full-time counselor will coordinate Matriculation program and activities.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	Fall 2013	<p>Full-Time Counselor (100%)</p> <p>The full-time counselor will develop educational plans and participate in division planning and other committees.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	Fall 2013	<p>Adjunct Counselors (4) (50%) (partially achieved with 2 adjunct counselors)</p> <p>The adjunct counselors will provide counseling and develop educational plans as well as participate in orientation.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	Fall 2013	<p>Advisors (2) (100%) (Partially achieved with one Advisor)</p> <p>The advisors will conduct orientations, organize workshop materials, and conduct</p>
<p>As of Fall 2012 we only have one full-time advisor for new students and probation/dismissal</p>		

<p>workshops. This understaffing limits the number of workshops offered per semester. With a second advisor, the potential to increase the workshops will double. This would allow the new and probation/dismissal students to directly make an appointment for a workshop which will provide them with the full range of essential services needed to ensure that they develop an educational plan best suited for their academic needs.</p> <p>Furthermore, having a 100% clerical assistant, student workers, non-instructional part-time and paraprofessionals will provide the clerical support needed to allow the advisors to focus exclusively on workshops and advisor activities.</p>	<p>Fall 2013</p> <p>Fall 2013</p>	<p>classroom presentations to promote follow-up counseling.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Clerical Assistant (100%) (Pending) The clerical assistant will provide clerical support, schedule appointments, assist with Matriculation reports, and maintain Matriculation workshop schedules for counselors.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Paraprofessionals (Achieved on a temporary basis during summer periods) The paraprofessionals will provide assistance with the daily, ongoing activities for matriculation.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
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Matriculation

El Camino College (continued)

New Plans	Timeline	Needed Resources
<p>Develop a Matriculation Team</p> <p>Having the Research Analyst for 100% would allow for the data generated by the program activities to be analyzed not only in the Matriculation and Student Enhancement Program context but also in relationship to the general student population. The data could also be utilized to determine what areas need to be addressed in terms of specific student needs for follow-up counseling or additional student centered workshops.</p> <p>(continued)</p>	Fall 2013	<p>Research Analyst (100%) (Pending)</p> <p>The Research Analyst will research and compile data for comparison with matriculated student data in areas such as retention, access, persistence rate, and progress.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	Fall 2013	<p>Student Workers (Achieved through work-study)</p> <p>The student workers schedule walk-in and phone appointments for academic counseling, including all matriculation orientations and Student Enhancement Program workshops.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	Fall 2013	<p>Non-instructional Temporary/Part-time</p> <p>The temporary staff acts as our referral center for all students and visitors to the Counseling Office and to the campus. They perform receptionist duties by greeting visitors, directing them to the appropriate offices, and</p>

	Fall 2013	<p>act as student ambassadors during peak periods.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Budget Technician (100%) (Pending) A technician will monitor the matriculation budget throughout the year and will generate monthly reports.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
Online Student Matriculation Services	Fall 2013	<p>A consultant is needed to help develop online services: student orientation, campus tours, and clear prerequisites. (Pending)</p> <p>Strategic Initiative F Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
Laptop Computers for Matriculation Orientations	Fall 2013	<p>Purchase two laptops to conduct new student orientations and class presentations. (Done)</p> <p>Strategic Initiative F Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
SPSS Software for Matriculation Institutional Research	Fall 2013	<p>SPSS software is needed to capture accurate matriculation data within its various components. We currently contact Institutional Research. (Pending)</p> <p>Strategic Initiative F Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
Student Planners	Fall 2013	<p>Annual student planners are needed to serve as guides and resources for new and continuing students. (for last seven years has been achieved through the financing of NSW)</p>

		<p>budget)</p> <p>Strategic Initiative F Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
Orientation Survival Kits	Fall 2013	<p>Kits should include a student handbook/planner, class schedule, and other orientation materials. (For the last seven years, this has been achieved through the financing of the NSW budget)</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
Translate Brochures	Fall 2013	<p>Matriculation brochures will be available in Spanish, Vietnamese, Chinese, and Japanese.</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>
New Student Welcome Day	Spring 2013	<p>Funding is needed for supplies (notepads, pens, pencils), brochures, marketing, food, and registration packets. (for last seven years has been achieved through the financing of NSW budget)</p> <p>Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.</p>

6. 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)

MESA COUNSELING

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 El Camino College (ECC) Mathematics, Engineering and Science Achievement (MESA) Program was originally designed in 1999 to promote success and transfer in calculus-based disciplines for students from low income families who are also the first generation to seek university degrees. Following the guidelines of the California Community College Chancellor's Office, the MESA Program includes student-facilitated Academic Excellence Workshops (AEW), Group Study Sessions (GSS), tutoring, counseling, and a study center. The ensuing twelve years have seen an increase in the number of students served and the extent of services offered. Currently, the MESA Center serves as a community for all students enrolled in calculus, physics, chemistry, biology, astronomy, geology, engineering and computer science courses; a place for individual study and research; a place for meetings with fellow students, tutors, instructors, and academic counselors; and information center for students seeking transfer, scholarship, research, internship and other job opportunities. Equally important, the MESA Program reaches out to students entering college and interested in science, engineering and mathematics (SEM) fields, and encourages them to become strong and confident individuals who give back to the MESA community at El Camino College and the community at large.

When first conceived, the MESA Program was designed to support about 120 low income and first generation college students. However, other SEM students became aware of the excellent opportunities available and wanted to participate. Hence, participation in workshops and use of the MESA Center for studying and other activities opened to more SEM students in the MESA-targeted courses; while some students did not fully meet the MESA criteria, all were a part of the El Camino SEM community striving to succeed in mathematics, engineering and science. This led to the creation of the Achievement in Science, Engineering and Mathematics (ASEM) Program to support more students majoring in mathematics, engineering or science.

As of 2012, MESA|ASEM Programs were serving over 500 students.

MESA|ASEM Programs extend academic support, enrichment opportunities and financial resources to historically underrepresented, financially and/or educationally disadvantaged students who intend to transfer to four-year universities in calculus-based majors. The goal of these programs is to increase the pool of SEM graduates to meet the needs of the technical workforce in our local community, the State of California and the United States.

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

Student Demographics

The following charts provide the number of MESA and ASEM students served annually and the ratio of part-time to full-time students over the past six years. There is also evidence of a steady increase in the number of students served in MESA and ASEM over the past six years.

Interestingly, there is a 60% to 70% full-time enrollment for both student groups. Underrepresented students correspond to the larger group served by MESA with 73.3% while in ASEM they are represented with 45.1%. The ratio of full-time and part-time enrollment status is significantly larger with a trend greater than 60% over the past six years.

MESA Student Demographics 2006-2012

Category	Characteristic	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%	n	%	n	%
All Students		108	100%	97	100%	109	100%	143	100%	169	100%	187	100%
Gender	Female	39	36.1%	38	39.2%	46	42.2%	62	43.4%	70	41.4%	84	44.9%
	Male	69	63.9%	59	60.8%	63	57.8%	81	56.6%	99	58.6%	103	55.1%
Ethnicity	African-American	16	14.8%	16	16.5%	19	17.4%	19	13.3%	16	9.5%	16	8.6%
	Amer. Ind or Alaska Nat.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian/Pacific Islander	16	14.8%	11	11.3%	6	5.5%	8	5.6%	18	10.7%	18	9.6%
	Latino	63	58.3%	62	63.9%	64	58.7%	90	62.9%	106	62.7%	121	64.7%
	White	7	6.5%	2	2.1%	2	1.8%	4	2.8%	14	8.3%	19	10.2%
	Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.2%	2	1.1%
	Unknown or Declined	6	5.6%	6	6.2%	18	16.5%	22	15.4%	13	7.7%	11	5.9%
Age	19 or less	36	33.3%	29	29.9%	42	38.5%	56	39.2%	70	41.4%	79	42.2%
	20-24	46	42.6%	43	44.3%	47	43.1%	54	37.8%	71	42.0%	83	44.4%
	25-34	18	16.7%	19	19.6%	18	16.5%	30	21.0%	24	14.2%	20	10.7%
	35-44	3	2.8%	3	3.1%	1	0.9%	2	1.4%	4	2.4%	5	2.7%
	45-54	3	2.8%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Enrollment Status	First-Time Student	10	9.3%	1	1.0%	8	7.3%	0	0.0%	24	14.2%	22	11.8%
	First-Time Transfer	4	3.7%	1	1.0%	2	1.8%	0	0.0%	5	3.0%	1	0.5%
	Continuing Student	78	72.2%	79	81.4%	86	78.9%	105	73.4%	135	79.9%	157	84.0%
	Returning Student	10	9.3%	12	12.4%	11	10.1%	31	21.7%	5	3.0%	1	0.5%
Enrollment Level*	Full-time	53	70.7%	49	62.0%	69	67.0%	85	65.9%	115	71.0%	116	64.4%
	Part-time	22	29.3%	30	38.0%	34	33.0%	44	34.1%	47	29.0%	64	35.6%
Unit Load	Average	12.21		11.47		12.08		11.67		12.00		11.52	

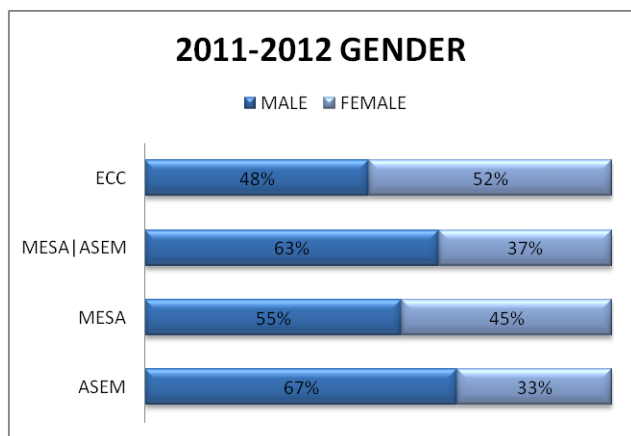
*Based on students who enrolled in fall term

ASEM Student Demographics 2006-2012

The MESA|ASEM distribution in the charts below shows a lower concentration of females, reflective of the dominant male presence in SEM fields. However, the MESA gender distribution is indicative of the positive effect of MESA services on the retention/success of aspiring female scientists.

Category	Characteristic	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%	n	%	n	%
All Students		58	100%	87	100%	110	100%	111	100%	279	100%	352	100%
Gender	Female	22	37.9%	36	41.4%	41	37.3%	39	35.1%	93	33.3%	116	33.0%
	Male	35	60.3%	51	58.6%	69	62.7%	72	64.9%	186	66.7%	236	67.0%
Ethnicity	African-American	4	6.9%	1	1.1%	14	12.7%	7	6.3%	30	10.8%	38	10.8%
	Amer. Ind or Alaska Nat.	0	0.0%	1	1.1%	0	0.0%	1	0.9%	1	0.4%	1	0.3%
	Asian/Pacific Islander	27	46.6%	47	54.0%	37	33.6%	39	35.1%	94	33.7%	119	33.8%
	Latino	5	8.6%	9	10.3%	30	27.3%	38	34.2%	85	30.5%	108	30.7%
	White	15	25.9%	17	19.5%	18	16.4%	16	14.4%	48	17.2%	55	15.6%
	Two or more races	0	0.0%	2	2.3%	1	0.9%	1	0.9%	8	2.9%	14	4.0%
	Unknown or Declined	6	10.3%	10	11.5%	9	8.2%	9	8.1%	13	4.7%	17	4.8%
Age	19 or less	22	37.9%	27	31.0%	51	46.4%	58	52.3%	126	45.2%	135	38.4%
	20-24	30	51.7%	42	48.3%	45	40.9%	38	34.2%	111	39.8%	163	46.3%
	25-34	5	8.6%	14	16.1%	9	8.2%	12	10.8%	35	12.5%	44	12.5%
	35-44	0	0.0%	1	1.1%	4	3.6%	1	0.9%	5	1.8%	6	1.7%
	45-54	0	0.0%	0	0.0%	0	0.0%	1	0.9%	1	0.4%	3	0.9%
55+	0	0.0%	0	0.0%	1	0.9%	1	0.9%	1	0.4%	1	0.3%	
Enrollment Status	First-Time Student	2	3.4%	0	0.0%	13	11.8%	0	0.0%	55	19.7%	25	7.1%
	First-Time Transfer	1	1.7%	2	2.3%	1	0.9%	0	0.0%	4	1.4%	1	0.3%
	Continuing Student	47	81.0%	64	73.6%	86	78.2%	74	66.7%	206	73.8%	276	78.4%
	Returning Student	6	10.3%	14	16.1%	8	7.3%	37	33.3%	10	3.6%	5	1.4%
Enrollment Level*	Full-time	38	69.1%	40	81.6%	71	67.6%	69	64.5%	163	63.7%	175	60.8%
	Part-time	17	30.9%	9	18.4%	34	32.4%	38	35.5%	93	36.3%	113	39.2%
Unit Load	Average	11.95		13.49		12.1		12.21		12.01		11.67	

*Based on students who enrolled in fall term



MESA|ASEM Low-Income/First Generation Distribution

The chart below shows the cross-tab distribution of the 539 participating students in the two different categories. The MESA and ASEM student population is comprised in its majority by students from low-income and/or first generation backgrounds at 78%, indicating a high percentage of students served in MESA|ASEM.

MESA ASEM		
	First Generation	Not First Generation
Low Income	226 (42%)	93 (17%)
Not Low income	103 (19%)	117 (22%)

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

MESA|ASEM Programs strongly encourage student participation in extracurricular activities to create professional networks that provide enrichment and training for students in SEM fields as well as outreach geared to motivate study in SEM fields and to highlight resources available at El Camino College for SEM students.

Student Professional Development and Outreach – MESA|ASEM participation incorporates a partnership with professional local and national organizations and SEM clubs on campus to build and develop rapport among peers and mentors who share similar aspirations and goals. Some of these professional links include the Society of Hispanic Professional Engineers (SHPE) and the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) chapters at ECC. Through these chapters, where most board members also maintain active MESA|ASEM membership, students have been able to attend leadership and professional development

conferences, such as the National Technical Career Conference, the West Coast Career Expo, the Regional Student Leadership Conference, and the National Institute for Leadership Advancement Conference (among others). MESA|ASEM students also participate in middle and high school mentoring and volunteer work through Engineering Week events such as the Junior Scientist Day and participation in the annual Onizuka Space Science Day where local middle and high school students are invited to attend workshops that showcase several science, technology, engineering, and math activities to help introduce and encourage the pursuit of SEM fields. Under the guidance of the MESA Director, SHPE and SACNAS students as well as MESA|ASEM volunteers conduct the (bilingual) Paper Airplane Contest. MESA|ASEM students also maintain membership in the Pre-Med and Science Club on campus to complement the MESA extracurricular activities and expand their networking opportunities.

California Connects - Larger community outreach has been accomplished through the implementation of the MESA California Connects Internship Program whereby students strengthen and provide digital literacy training to local underserved communities. The first cohort consisted of 119 participating students who have already spent over 1,360 hours training 710 community members on the many benefits of using computers and the Internet. Some of these benefits include securely paying bills online to avoid fees, saving money on shopping, researching employment opportunities, and communicating with family and friends across the globe through the use of various popular online services like Facebook and Skype. Students participated in a preliminary orientation program discussing student responsibilities and expectations and also used the opportunity to network with fellow peers in the program to identify community service sites. ECC MESA students also participated in the creation of a California Connects video available online to help showcase the gratitude of our students and potential outreach incentives. Furthermore, 79 students have completed the Microsoft Certification and 119 students completed Digital Literacy Certification.

Internships, Summer Research and other Enrichment Programs - Over the years, significant efforts have been undertaken to promote networks with professionals through participation in various Research Experiences for Undergraduates (REU) and Summer Enrichment Programs. These activities provide invaluable networking opportunities with faculty at four-year schools, hands-on laboratory experience in SEM fields, and insight on current and innovative SEM research topics that help build student resume experience and develop competitive applicants for future internships, scholarships, and transfer to four-year schools compared to students without this experience. MESA|ASEM students have participated with the CSU Dominguez Hills Alliance for Minority Participation (AMP) Program, the Kennedy Space Center Spaceflight and Life Science Training Program in Florida, Northrop Grumman (e.g. Shadow an Engineer Day), Honeywell, Wyle Laboratories, and the Jet Propulsion Laboratory as well as various REU programs at Loyola Marymount University, CSU Los Angeles, CSU Northridge, UC Davis. MESA|ASEM students also participate in UCLA programs like the Summer Bridges for Baccalaureate Program, and recently, the UCLA Center for Excellence in Engineering Diversity (CEED), Ohio State University, the National Institutes of Health (NIH) Community College Summer Enrichment Program in Maryland, the NASA sponsored National Community College Aerospace Scholars (NCAS) Program at the Johnson Space Center in Texas, the Marshall Space Flight Center in Alabama, the UC Irvine Saturdays with Scientists Program, and the Basic and

Advanced Science and Technology Academies of Research Programs hosted at UC Irvine and Chico State Universities respectively. Over 70 students have participated in REU Programs and more than 123 students have participated in enrichment programs.

Transfer Dissemination

The transfer numbers for MESA|ASEM students indicate that a majority of students transfer to a University of California school (60%), with 30% going to the California State University system. California Postsecondary Education Commission five year trends show that many more students from the ECC general student population transfer to a CSU rather than UC (2009-2010: UC-377, CSU-871).

TOP 5 TRANSFER UNIVERSITIES	
Schools	MESA ASEM
UC Los Angeles	141
CSU Long Beach	74
UC Berkeley	54
Cal Poly Pomona	34
UC San Diego	31

TOP 5 TRANSFER MAJORS	
Majors	MESA ASEM
Biology	115
Mechanical Engineering	55
Biochemistry/Chemistry	45
Electrical Engineering	44
Computer Science	44

BY TYPE OF INSTITUTION						
Types	MESA ASEM		MESA		ASEM	
University of California	296	60%	146	51%	150	74%
California State University	145	30%	108	37%	37	18%
Private (In-State)	34	7%	23	8%	11	5%
Out-Of-State	15	3%	11	4%	4	3%
	490		288		202	

MESA|ASEM Programs have impacted the lives of El Camino College SEM students seeking a position within industry and competitive institutions of higher learning in many ways. The MESA|ASEM Center has become a home away from home for students who find the programs an invaluable resource to promote their educational pursuit, leadership, and professional development. While many MESA|ASEM students have maintained academic excellence

throughout their studies, other students have achieved a level of academic and personal improvement through MESA|ASEM that their financial and economic backgrounds cannot support, and these are the goals that these programs continue to encourage at El Camino College. The counseling component has been an integral part of our student success given the high unit majors the programs serve and the varying personal challenges that require significant counseling support. MESA|ASEM is an effective tool and community for students, and the continual opportunity to demonstrate its success and influence within the changing student body of underrepresented students at El Camino College substantiates the need for further counseling support.

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

Under Strategic Initiative A *“Enhance college services to support student learning using a variety of instructional delivery methods and service.”* The MESA|ASEM programs, in collaboration with the Counseling Division, provide a variety of unique learning opportunities for students. Through field trips, job shadowing, career fairs, and research and internship opportunities, students are able to learn about career opportunities and how the knowledge they are gaining in the classroom is applied in the real world. In addition, MESA|ASEM students are better able to make informed career-related and educational goal choice.

Under Strategic Initiative B *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* With STEM grant funding, MESA Counseling was able to develop and provide training to Counseling Division counselors and advisors. This training included information on STEM counseling to include educational planning for STEM majors, career pathways, support services and the transfer process.

Under Strategic Initiative C *“Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation”* The California Community College Chancellor's Office, MESA Statewide Office, El Camino Foundation, Mathematical Sciences Division and faculty, Natural Sciences Division and faculty and MESA counselors provide much support to MESA|ASEM students. Collaborative efforts are critical to the success of the MESA|ASEM Programs. By working directly with the Natural Science Division and the Mathematical Sciences Division, which houses the majors important to the MESA|ASEM Programs, the faculty can assist with interviewing facilitators for calculus, physics, biology, and chemistry courses to strengthen student success in SEM courses. In addition, the MESA counselor participates in the Science and Mathematics Division meetings and is a member of the Industry Advisory Board.

Under Strategic Initiative D *“Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.”* The Counseling Division is integral in providing resources to students in the areas of career, transfer and articulation agreements. MESA's strong collaborations with professional engineering firms to provide speakers, Internships and tours of facilities for MESA|ASEM students is likewise critical to

student success. There are also partnerships with universities and industry for research opportunities for MESA|ASEM students (e.g., at LMU, UCI, CSUDH, CSULB, UCLA, UCR, CSUN, Chico State, Jet Propulsion Laboratory, Google, Pacific Gas & Electric, Northrop Grumman and the National Science Foundation). It is through these partnerships that the student's experience will be enriched and that the program can provide an array of opportunities to keep students focused on the educational and career goals they have established.

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

All past recommendations have been implemented. However, there is still a need for a full time dedicated MESA|ASEM counselor in the MESA Center to meet the need of the SEM student population.

Student Learning Outcomes (SLO)

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

The MESA counselor works with the Counseling Division in the discussion and review of SLO statements, results and reports. Please refer to the Counseling Division Program Review SLO section.

2. How does the program ensure that SLO's are assessed consistently?

Please refer to the Counseling Division Program Review SLO section.

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

Please refer to the Counseling Division Program Review SLO section.

Program Improvement

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

In 2012, MESA|ASEM Programs were serving over 500 students. This increase in the number of students served shows the need for a full-time counselor as it remains one of the most critical components for the success of MESA|ASEM students. MESA|ASEM Programs support students in high unit majors in life sciences, physical sciences, pre-engineering, mathematics and computer science, and the role of a counselor well versed in the particulars of these majors is critical to helping guide SEM students given the various pre-requisites required for each university. Counselor availability in the MESA Center is also a critical component to the success of MESA|ASEM students, given the growth of the math, engineering and science community at El Camino College. Immediate intervention to assist students who are struggling based on external pressures and obstacles has proven effective for student planning and decision-making.

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

In 2011, it was decided that a counselor would be given 50% release time in the MESA|ASEM Center. The MESA counselor has also developed and implemented a half day STEM majors training open to all Counseling Division counselors and advisors designed to strengthen their effectiveness with the STEM majors.

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

MESA|ASEM monitors student academic performance and progress toward transferring. Students are required to submit a completed educational plan upon joining MESA|ASEM, and staff tracks their performance and sets counseling appointments where necessary, particularly when a student is not following their recommended course pattern designed by the MESA|ASEM counselor and knows when the student is encountering academic challenges.

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.

Please refer to demographics data above.

Program Environment

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

The MESA Center is the physical hub linking the academic and social focus of MESA|ASEM students. This 2,500 sq. ft. room is equipped with bookshelves filled with former and current math and science books for reference or loan, study tables, and computers with access to recent math and science software. The MESA Center is where a variety of students undertaking science, engineering and mathematics careers gather for individual study, to utilize the MESA resources, and to participate in group study sessions. The interlocking mix of academic and social activities categorizing college life for the development of students occurs in the MESA Center. Symbolic of the MESA Center is the honor roll display of previous MESA students, encouraging high expectations for a math and science-focused academic community within El Camino College. By drawing students into this community, MESA provides a challenging (yet safe) academic environment in which students can pursue academic achievement and overcome the barriers of inadequate schools, prior poor decisions, low incomes, and low expectations. Furthermore, the MESA Center also acts as a clearinghouse for scholarships, summer research, enrichment programs and internship opportunities. Scientists and engineers in industry and academia conduct presentations in MESA about new trends and developments in their fields. Each semester, the MESA Center is open 60 hours a week and serves over 150 students daily with each student spending an average of 2 hours per day.

The MESA Program emphasizes the need for academic assistance through the incorporation of Academic Excellence Workshops (AEW), Group Study Sessions (GSS), and tutoring targeting specific courses at the border of pre-transfer and transfer: algebra, trigonometry, pre-calculus, calculus; beginning, general and organic chemistry; general physics, physics for scientists and

engineers, and biology. Student facilitators conduct AEWs twice a week for 90 to 120 minutes of organized and supervised problem-solving sessions. The workshop facilitators meet weekly with the MESA Director for guidance in preparing for the workshops. Facilitators attend a tutor training course, meet weekly with instructors in the discipline, and attend weekly facilitator staff meetings. For some math and science courses, Group Study Sessions and tutoring are also offered. The MESA AEW, Group Study Sessions and tutoring sessions are conducted by advanced MESA and ASEM students. The MESA|ASEM facilitators and tutors were first students in the classes they now facilitate and became mentors for students entering into gatekeeper SEM courses.

By reinforcing an understanding of material relevant to courses in the transfer process, MESA increases the chances of student success in its service as a support system for math and science underrepresented students. Additionally, AEW and Group Study Sessions function as the cornerstone of student success. Collaborative networking is an important skill as the students develop professionally.

The counseling component of the MESA Program provides on-site academic counseling to the MESA Center for scheduled meetings with students. These counselors, who specialize in SEM majors, help students to develop educational plans for their time at El Camino College and familiarize them with the transfer requirements for their majors. In addition to academic counseling, financial aid counselors visit the center and give workshops to students in financial planning topics. Transfer and MESA counselors meet with students at the MESA Center to assist with the application process and essays.

The MESA Director also serves as the advisor for the Society of Hispanic Professional Engineers (SHPE) and the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) clubs. MESA funding allows for travel to attend local and national leadership conferences for club members. These student organizations also recruit students from SEM majors and meet in the center to plan activities and participate in volunteer opportunities. They support such activities by conducting presentations to middle school students during the Engineering Week presentations and Space Science Day workshops at El Camino.

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

There are two counselors available for students in the MESA Center as well as one full-time student advisor and a part-time advisor hired in the last year through additional grant funds.

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

The MESA Center provides the space and necessary equipment to help the MESA counselor meet the needs of students. Efforts are underway to provide a more viable space for counselor-student sessions.

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

Each semester, the MESA Center is open about 60 hours a week and serves over 150 students daily with each student spending an average of 2 hours per day there. For Fall 2012, the MESA counselor was available for three days a week. Normally the MESA counselor was available for only two days a week, but this semester the Counseling Division determined that additional hours were needed to meet the growing demand of SEM students. This effort helped to assist more students but did not suffice to meet the high student demand in the MESA|ASEM Programs.

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.

The passing of SB1440 is one of the largest changes that directly affects all student but especially MESA|ASEM students. Under this new bill, community college students will be granted admissions to the California State University upon completion of 60 transferrable units. This is especially important and a big difference in transfer and completion of MESA|ASEM students due to the high unit major requirements. Thus, MESA Counselors will make every effort to keep abreast of all developments concerning SB1440 so that the students can take advantage of this new transfer opportunity.

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.

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

Along with MESA|ASEM staff support, the MESA Counseling component has been an integral part of the success of the SEM community served through the MESA|ASEM Programs. Notwithstanding the success so far, given the continued growth of the SEM community at El Camino College and the further emphasis on the importance of generating more SEM graduates that can contribute to the national efforts to strengthen the SEM workforce, the amount of counseling currently provided is not sufficient to meet the demands of SEM students. Therefore, the commitment for a full-time MESA|ASEM Counselor supported by the district is essential to meet the SEM student needs.

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

1. 100% MESA|ASEM Counselor
2. Full-time Clerical Support

3. XXContinue 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)

PROBATIONARY SERVICES COUNSELING/SEP

Program Description

The Student Enhancement Program (SEP) is designed to help students identify obstacles to academic achievement and ways to overcome them. SEP targets at-risk students who have a grade point average below a 2.0 or who have not successfully completed more than 50 percent of their courses after 12 units attempted. These students are considered to be on probationary status and are subject to dismissal. Currently, the SEP includes a three-hour workshop session where students are given information about the probationary policies, its implications, and how they can return to good standing.

As of Fall 2009, Probation Level 2 students are blocked from registration; therefore, they need to meet with a counselor to complete a Probationary Level 2 contract and to create an educational plan that will assist them in returning to good standing.

In order to lift their registration hold, students need to attend an SEP workshop, meet with a counselor to develop an educational plan and complete and sign a Probationary Level 2 Contract. According to a 2010 publication of A Report of the Commission on the Future of the Community College League of California, there is a need “to have ‘intrusive’ student support—a focused effort to engage students and deliver the services proven to facilitate student success, rather than waiting for students to ‘opt-in’ to services.” Our new procedures are in line with this recommendation. This is the first categorical program review in which Student Enhancement Program has participated; therefore, previous recommendations are not available.⁵

During the SEP workshops, students review time management, decision-making techniques, goal-setting skills, ideal learning methods, and major/career development options to consider and to implement. Through these workshops, students are provided with critical information they can utilize to make more productive decisions about their academic goals and the necessary objectives to be implemented in order to successfully complete courses each semester. Due to the interactive component of the SEP workshop, students participate in a group learning environment where they have an opportunity to share and expand their knowledge about academic and individual issues that have prevented their academic success. This collaborative learning empowers students to implement problem solving strategies in order to meet their educational goals. The SEP workshop’s instructional content also emphasizes the need for students to acknowledge personal responsibility in order to achieve completion of academic requirements.

⁵ Community College League of California. A Report of the Commission on the Future of the Community College League of California. (2010.) Sacramento, CA.

1. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

Institutional Research data review of students who attended the Student Enhancement Program (SEP) workshop for the periods of Fall 2007 to Fall 2010 indicates the following:

<u>Gender</u>	<u>Average percentage</u>
Female	52.1%
Male	47.3%

<u>Ethnicity</u>	<u>Average Percentage</u>
Asian	13.6%
African/American	27.0%
Latino	38.1%
White	12.4%

A review of the total students who attended the SEP workshop in Fall 2010 indicated that only 16.6% were participants of student support programs such as SRC, EOPS, ISP and Project Success.

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

Institutional Research tracked persistence rates of students who attended the SEP workshops over a three year period for the SEP SLO. Students who attended the SEP workshops in Spring 2008 showed an average persistence rate of 58.7% compared with 35.2% of the general probation student population. In addition, students who attended the SEP workshops in Spring 2009 showed an average persistence rate of 48.8% compared with 30.2% of the general probation student population. Finally, students who attended the matriculation orientation in Spring 2010 showed an average persistence rate of 74% compared with 34% of the general probation student population.

An average of 58.7% of the Spring 2008 students that were surveyed met the standards for persistence. An average of 48.8% of the Spring 2009 students that were surveyed met the standards for persistence. An average of 74% of the Spring 2010 students that were surveyed met the standards for persistence.

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

Under strategic initiative 1.b. “Maximize growth opportunities and strengthen programs and services to enhance student success.” The Matriculation/Retention team participates in various activities on an ongoing basis to improve services to students by attending university transfer conferences and Chancellor’s Office conferences and webinars for updates of procedures and regulations.

Under strategic initiative 2.a. “Use student learning outcomes and assessment to continually improve processes, programs, and services.” The Matriculation/Retention team received training for SLO online reporting in June 2012 to improve assessment of program outcomes for the Matriculation and Student Enhancement Program. The data generated by Institutional Research is reviewed by the matriculation and retention team to determine how we can best enhance the services provided to new students, probation students, and dismissal students.

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

Due to lack of funding, the program improvement recommendations for the 2007 Program Review were not implemented; therefore, the following are still pending.

Matriculation Faculty Coordinator (100%) (Pending)

As of Fall 2012, our matriculation team does not have the full-time faculty coordinator to coordinate the Matriculation/Retention program activities and to assist in the data collection and writing of reports. This recommendation was to be implemented in Fall 2007. The impact of this understaffing makes it difficult to gather accurate and timely data for reporting.

Full-Time Counselor (100%)(Completed)

The full-time counselor will develop educational plans and participate in division planning and other committees. The full-time counselor will coordinate the Matriculation Program and activities.

Adjunct Counselors (4) (50%) (Partially achieved with 2 adjunct counselors)

The adjunct counselors will provide counseling and develop educational plans as well as participate in orientation.

Advisors (2) (100%) (Partially achieved with one Advisor)

The advisors will conduct orientations, organize workshop materials, and conduct classroom presentations to promote follow-up counseling.

As of Fall 2012, we only have one full-time advisor for new students and probation/dismissal workshops. This understaffing limits the number of workshops offered per semester. With a second advisor, the potential to increase the workshops will double. This would allow the new and probation/dismissal students to directly make an appointment for a workshop that will

provide them with the full range of essential services needed to ensure that they develop an educational plan best suited for their academic needs.

Clerical Assistant (100%) (Pending)

The clerical assistant will provide clerical support, schedule appointments, assist with matriculation reports, and maintain matriculation workshop schedules for counselors.

Furthermore, having a 100% clerical assistant, student workers, non-instructional part-time and paraprofessionals will provide the clerical support needed to allow the advisors to focus exclusively on workshops and advisor activities.

Paraprofessionals (Achieved on a temporary basis during summer periods)

The paraprofessionals will provide assistance with the daily, ongoing activities for matriculation.

Research Analyst (100%)(Pending)

The Research Analyst will research and compile data for comparison with matriculated student data in areas such as retention, access, persistence rate, and progress.

Student Workers (Achieved with work-study students)

The student workers schedule walk-in and phone appointments for academic counseling, including all matriculation orientations and Student Enhancement Program workshops.

Non-instructional Temporary/Part-time (Pending)

The temporary staff acts as our referral center for all students and visitors to the Counseling Office and to the campus. They perform receptionist duties by greeting visitors, directing them to the appropriate offices, and acting as student ambassadors during peak periods.

Student Learning Outcomes (SLO)

Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The individuals involved in the SEP SLOs are the matriculation/retention team made up of the following: matriculation/retention counselor, matriculation/retention services advisor, matriculation adjunct counselor, retention adjunct counselor, and Institutional Research. The development of the SLOs, the survey results, and reports are discussed during the matriculation staff meetings and shared with the Dean of Counseling and Student Services as well as with the counseling faculty during the counseling meetings.

How does the program ensure that SLO's are assessed consistently?

The Matriculation/Retention program has specific deadlines that are followed each year to track the appropriate completion of the SLO. In addition, an SLO committee member often reminds the matriculation team of the upcoming SLO deadlines. Furthermore, the matriculation adjunct

counselor has scheduled important dates on our Microsoft Outlook so that we are notified when to begin ordering either surveys or request data from Institutional Research.

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

The SLOs have validated the importance of attending the SEP program workshops. Institutional Research indicates that students who complete the SEP Program persist at higher rates than students who do not complete the SEP program. In addition, student surveys indicate that students gain valuable insight into navigating the college system and obtain a better understanding of the probation policies and its implications.

Program Improvement

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

There continues to be an expansion of the Student Enhancement Program activities such as Probation Level 2 holds which has led to an increase in demand for SEP workshops, Probationary Level 2 contracts, and educational plans for probation students. Ideally, the Student Retention Services programs should have two full-time student services advisors, two clerical staff, and at least three adjunct faculty to assist with the many student services and functions of the program so that there is continuity in customer service and reinstatement procedures. With the expansion of SEP probation and dismissal procedures as well as the implementation of Senate Bill 1456 (Student Success Act of 2012), there will be stricter requirements for probation students and all students will be required to have an education plan. As a result of these requirements, the need for two clerical staff will be vital to meet the operational needs of the program.

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

The Matriculation/Retention team engaged in various activities to improve services to students, including attending university transfer conferences and Chancellor's Office conferences and webinars for updates of procedures and regulations. Furthermore, the matriculation/retention team often revises the PowerPoint SEP presentation, the probation/dismissal information for mailing, the MyECC "Probation/Dismissal Notifications" and the informational handbook provided to probation students during the SEP workshops. Moreover, the matriculation/retention team monitors the ongoing demand of SEP workshops in order to determine the number to offer during each term. As a result of this monitoring activity, there has been an increase in the number of workshops offered each semester -- particularly during the summer session when dismissal petitions are also processed. For example, we offer SEP workshops where a large group of students are provided with knowledge about essential reinstatement procedures and student services information. This allows for a shorter waiting period for students in good standing at Express Counseling and for appointments. The matriculation/retention team does a comprehensive job in monitoring ongoing program needs by conducting weekly debriefings and monthly meetings with the Dean of Counseling and Student Services. In addition, the matriculation/retention team is also part of the Division Council meetings. Members of the

matriculation/retention team also participate in the weekly counseling faculty meetings and in the monthly classified staff meetings to provide updates on issues related to probation procedures and policies.

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

The SEP Program uses metrics to track the number of new students attending SEP workshops. Students are surveyed to determine appropriate changes that need to be included in the PowerPoint presentation used for SEP workshops, the SEP handbook, the probation/dismissal letter, the Probation Level 2 contract and MyECC probation/dismissal notifications. This information is shared with the Dean of Matriculation and Student Services and with SEP committee members as well as with the general counseling faculty.

<u>Fall 07-Spring 08</u>	<u>Fall 08-Spring 09</u>	<u>Fall 09-Spring 10</u>	<u>Fall 10-Spring 11</u>
313	295	1,069	1,716

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.

<i>Student Enhancement Program</i>								
Fall to spring	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Probation								
Academic Level 1 Spring	1,148	1,102	1,128	1,023	1,486	1,029	1,070	987
Academic Level 1 Fall	1,222	1,088	1,168	1,256	1,439	1,481	1,026	908
Academic Level 2 Spring	**	771	819	560	963	982	926	841
Academic Level 2 Fall	1,277	1,147	1,291	1,370	1,548	1,602	1,138	1,160
Progress Level 1 Spring	934	871	1,071	653	716	612	634	504
Progress Level 1 Fall	**	1,001	214	1,080	754	653	684	580
Progress Level 2 Spring	398	380	423	302	313	268	273	237
Progress Level 2 Fall	664	607	728	699	740	590	464	487
Total	**	6,967	6,842	6,943	7,959	7,217	6,215	5,704
Probation Level II Contracts								
	**	**	**	**	**	920	1,761	1,670
Dismissal								
Academic Dismissal	683	565	675	399	848	613	493	441
Progress Dismissal	534	475	569	260	530	363	291	225
Total	1,217	1,040	1,244	659	1,378	976	784	666
Petitions Processed	260	105	186	136	292	243	327	232
Petitions Approved	188	82	155	116	245	228	318	224
Petitions Denied	72	23	31	20	47	15	9	8
SEP Workshops								
Student Attendance	99	216	225	313	295	1,069	1,716	1,710
Number of Workshops	42	51	115	92	94	127	127	121

Program Environment

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

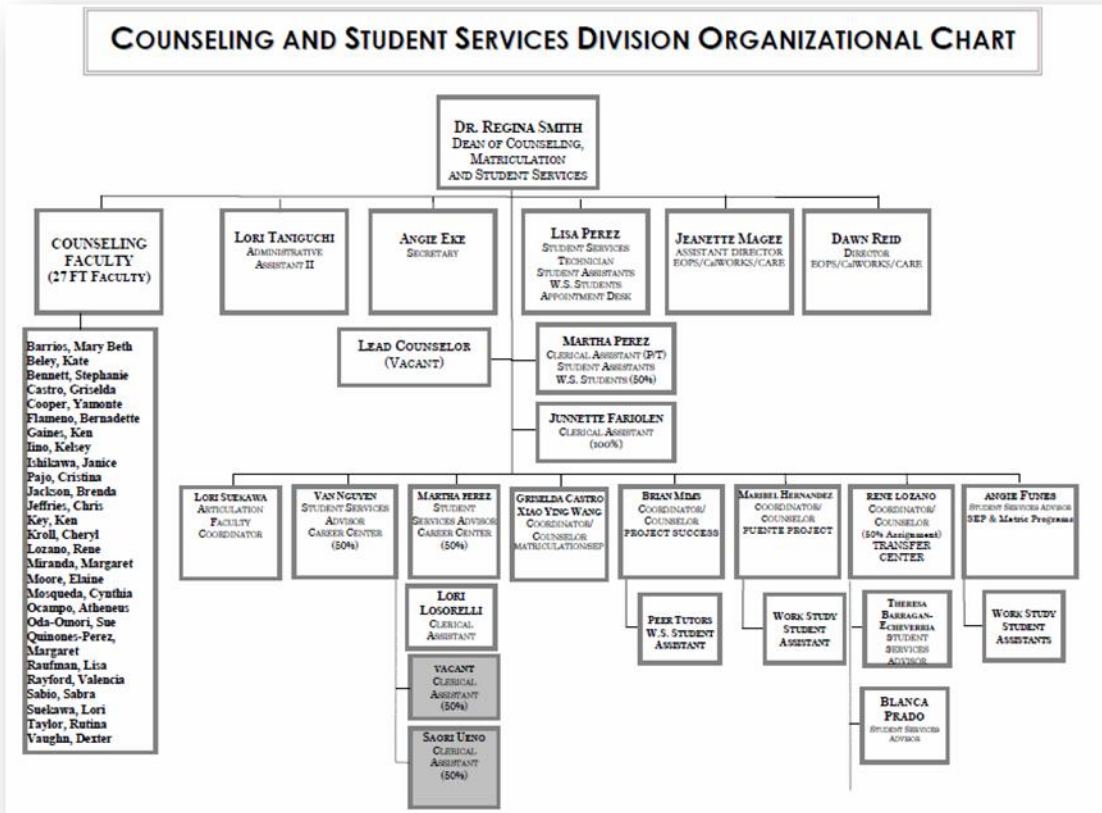
In order to ensure that all Counseling and Student Services faculty receive the most current program updates, the 50% matriculation and retention counselor, student services advisor, and adjunct matriculation coordinator continue to provide comprehensive in-service sessions during the monthly counselors' meetings. A probation reference guide was created for counselors to assist probation students at Express Counseling, and in EOPS, CalWORKs, F.Y.E., Financial Aid, etc. In addition, a probation/dismissal timeline was developed to assist ITS in implementing MyECC student notifications and probation holds. As a result of the updates provided, counselors in these support service areas refer probation and dismissal students to Matriculation/Retention services as well as to other SSTARs support programs and services.

The matriculation/retention team conducts presentations for the faculty, deans, and directors in various departments to inform them of activities such as Early Alert and retention. Collaboration with Admissions, the Assessment Center, the ITS Department, and Institutional Research is essential in maintaining the program activity flow.

The advisor, program coordinator, counselor and support staff follow up with probation and dismissal students. During the follow up, staff conducts phone calls to remind students of appointments and to answer questions regarding procedures, policies, and deadlines. Our staff also provides one-to-one advisement for probation and dismissal students who have not completed the process for registration clearance or reinstatement.

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

The matriculation permanent faculty and staff consists of one full-time counselor assigned 50% to Matriculation and Retention Services and the other 50% to counseling for Fine Arts and general counseling, and one full-time advisor to coordinate and conduct matriculation and probation workshops as well as registration groups and other Matriculation/SEP program activities. The Matriculation Program also includes one adjunct faculty assigned as a coordinator for Matriculation/Retention Services. Counselors assigned to SEP counseling develop educational plans during SEP workshops for approximately 3,000 probation/dismissal students annually. Additional staff consisting of three full-time advisors from the Career and Transfer Center who are assigned approximately 10% to conducting matriculation and probation workshops during peak times. These workshops are conducted year-round, morning, noon, and evening, to accommodate all probation/dismissed college students.



Describe facilities or equipment needs for the next four years.

Currently, the SEP workshops are offered in the Student Services Center’s conference room and in Room 207 which seat approximately 20 or 30 students respectively. These locations are also shared with various programs such as the Career and Transfer Centers, EOPS and CalWORKS. However, to accommodate a greater number of probationary students during peak periods, classrooms are reserved throughout the campus, thereby competing with classes for space. The program staff utilizes a laptop computer to project a PowerPoint.

The SEP needs larger meeting rooms in order to accommodate more students for SEP workshops, especially during peak periods. Ideally, the Matriculation/Retention program staff should have their computers replaced as soon as funding allows because they have not been upgraded for the last several years. Also, software needs to be updated for such programs as Publisher, Acrobat Reader, and video editing which is used for mailings, presentations, and campus-wide dissemination of information. Furthermore, the program would benefit from having a resource center where both new and probation students could participate in workshops and receive one-on-one counseling, tutoring, peer advising, and, registration assistance. This would allow us to provide more comprehensive student support services in order to support the Student Success Act of 2012 (SB1456).

Facilities and Equipment Needs

- a. Need resource center similar to EOPS to accommodate workshops and computer stations for Matriculation/SEP students -- also to include offices for counselors and staff
- b. Need three new computers: one for counselor, one for advisor, and one for student staff
- c. Need resource center to include a smart classroom with ceiling projector, pull down screen, and storage areas

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

All full-time counselors are assigned SEP workshops to cover three days a week (Mondays, Tuesdays, and Thursdays from 9:00 a.m. to 5:30 p.m.; Wednesdays from 9:00 a.m. to 6:30 p.m. and Fridays from 9:00 a.m. to 1:00 p.m.). These workshops are conducted year-round, morning, noon, and evening, to accommodate all probation/dismissal students. Currently, these workshops are offered in the Student Services Center's conference room and in the Student Services Building Room 207 which seats approximately 20 and 30 students respectively. With the current office hours, there are many evening students who are not served. Moreover, these students do not have access to a counselor for their educational plan and Probationary Level 2 Contract. As a result, evening students are subjected to a delay in completing the SEP workshop to process a Probationary Level 2 Contract since it takes them longer to schedule an SEP workshop and/or counseling appointment. The Counseling and Students Services Division is reviewing extending their office hours to accommodate evening students.

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.

There has been an expansion of the Student Enhancement Program activities due to the implementation of registration holds and "notifications" on MyECC for students on probation. This has created an increased demand for SEP workshops, educational plans, Probationary Level 2 contracts, and follow-up counseling appointments. Another factor contributing to the increased demand is that EOPS requires that their probation students complete an SEP workshop and a one-year educational plan. Also, there has been an increase in the number of returning older adult students who had previously incurred substandard grades or lack of progress in their coursework. Consequently, more workshops are being offered and more follow-up counseling appointments have been added. This has also resulted in extensive collaboration with Admissions and the ITS Departments. There has also been an expansion of web-based communication such as Facebook, MyECC, and the Counseling and Student Services SEP webpage.

Another factor that will have an impact is the Senate Bill 1456 also known as the Student Success Act of 2012. This Bill will affect students who are on probation status for more than one semester. For instance, students on Probation Level 2 will lose their priority registration and

eligibility for a fee waiver. This will have an impact on the SEP services provided in that there will be a greater demand for SEP workshops and follow-up counseling services. Students were notified in Spring 2013 that they will be ineligible for priority registration if they are on probation (2nd semester).

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.

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

Student Enhancement Program (SEP) strengths are:

- Notifications placed for students on Probation/Dismissal status through MyECC
- Approximately 1,176 students completed the SEP workshops during the 2010-2011 academic year
- Continued placement of fall and spring registration holds for Probationary Level 2 students and notification of students by mail and through MyECC.
- In Spring 2011, approximately 1,142 students completed Probationary Level 2 Contracts
- 327 dismissal petitions processed in summer 2011
- Collaboration with the Admissions Office, the IT department and the Compton Center to develop a joint letter to inform students of their probation/dismissal status.
- Student Enhancement booklet continues to be revised
- Compton Center faculty included in Retention Planning Committee meetings.
- Joint procedures developed for the reinstatement process and for placing Probationary Level 2 students on hold
- Student Participation in SEP workshops has increased during the last three years.
- The Matriculation/Retention team has held presentations on Early Alert during the Division meetings of the eight academic departments for the last four years
- Due to the registration holds, students are more aware of their probation status, thus creating a higher demand of SEP workshops. In response, the Matriculation team developed a screening process to address student's SEP workshop and counseling needs more quickly and effectively

Student Enhancement Program (SEP) weaknesses are listed herein:

- Space needed to conduct SEP workshops
- Additional counseling faculty needed to develop educational plans for SEP students during peak periods
- System does not allow the placement of unit limitations for students on probationary/dismissal status

- Timely completion of spring grades posting on both campuses to allow proper identification of students on probation or dismissal status
- Probationary Level 2 registration holds are not automatically lifted when students return to good standing
- It takes too long for registration holds to be lifted
- Dismissal holds had no termination date therefore we have placed an ITS work order request to program an end date

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

Recommendations

1. Hire full-time matriculation/SEP coordinator
2. Hire second full-time retention student services advisor
3. Hire one full-time clerical support person
4. Hire two student workers to assist with various clerical duties
5. Obtain office space for counselor, Advisor and clerical support staff
6. Obtain state-of- the art office equipment for SEP counselor and staff
7. Create an online early alert process to notify all students of their substandard status
8. Enforce probation and dismissal policies

New Plans	Timeline	Needed Resources
Develop a Matriculation Team As of Fall 2012, our Matriculation team does not have the full-time and adjunct counselors which were recommended to be implemented in Fall 2007. The impact of this understaffing creates a shortage of counseling appointments to fully serve our new student and probation/dismissal student population.	Fall 2013	Matriculation Faculty Coordinator (100%) (Pending) The full-time counselor will coordinate Matriculation Program and activities. Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.
	Fall 2013	Full-Time Counselor (100%) The full-time counselor will develop educational plans and participate in division

<p>As of Fall 2012 we only have one full-time advisor for new student and probation/dismissal workshops. This understaffing limits the number of workshops offered per semester. With a second advisor, the potential to increase the workshops will double. This would allow the new and probation/dismissal students to directly make an appointment for a workshop which will provide them with the full range of essential services needed to ensure that they develop an educational plan best suited for their academic needs.</p> <p>Furthermore, having a 100% clerical assistant, student workers, non-instructional part-time and paraprofessionals will provide the clerical support needed to allow the advisors to focus exclusively on</p>	<p>Fall 2013</p> <p>Fall 2013</p> <p>Fall 2013</p>	<p>planning and other committees.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Adjunct Counselors (4) (50%) (partially achieved with 2 adjunct counselors)</p> <p>The adjunct counselors will provide counseling and develop educational plans as well as participate in orientation.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Advisors (2) (100%) (Partially achieved with one Advisor)</p> <p>The advisors will conduct orientations, organize workshop materials, and conduct classroom presentations to promote follow-up counseling.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Clerical Assistant (100%) (Pending)</p> <p>The clerical assistant will provide clerical support, schedule appointments, assist with matriculation reports, and maintain matriculation workshop schedules for</p>
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<p>workshops and advisor activities.</p>	<p>Fall 2013</p>	<p>counselors.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Paraprofessionals (Achieved on a temporary basis during summer periods)</p> <p>The paraprofessionals will provide assistance with the daily, ongoing activities for matriculation.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p>
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Matriculation/Retention

El Camino College (continued)

New Plans	Timeline	Needed Resources
<p>Develop a Matriculation Team</p> <p>Having the Research Analyst for 100% would allow for the data generated by the program activities to be analyzed not only in the Matriculation and Student Enhancement Program context but also in relationship to the general student population. The data could also be utilized to determine what areas need to be addressed in terms of specific student needs for follow-up counseling or additional student centered workshops.</p>	<p>Fall 2013</p>	<p>Research Analyst (100%) (Pending)</p> <p>The Research Analyst will research and compile data for comparison with matriculated student data in areas such as retention, access, persistence rate, and progress.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	<p>Fall 2013</p>	<p>Student Workers (Achieved through work-study)</p> <p>The student workers schedule walk-in and phone appointments for academic counseling, including all matriculation orientations and Student Enhancement Program workshops.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p>
	<p>Fall 2013</p>	<p>Non-instructional Temporary/Part-time</p> <p>The temporary staff acts as our referral center for all students and visitors to the Counseling Office and to the campus. They perform receptionist duties by greeting visitors, directing them to the appropriate offices, and acting as student ambassadors during peak periods.</p>

	Fall 2013	<p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p> <p>Budget Technician (100%) (Pending)</p> <p>A technician will monitor the matriculation budget throughout the year and will generate monthly reports.</p> <p>Strategic Initiative A</p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p>
Online Student Matriculation Services	Fall 2013	<p>A consultant is needed to help develop online services: student orientation, campus tours, and clear prerequisites. (Pending)</p> <p>Strategic Initiative F</p> <p>Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
Laptop Computers for Matriculation Orientations	Fall 2013	<p>Purchase two laptops to conduct new student orientations and class presentations. (Done)</p> <p>Strategic Initiative F</p> <p>Support facility and technology improvements to meet the needs of students, employees, and the community.</p>
SPSS Software for Matriculation Institutional Research	Fall 2013	<p>SPSS software is needed to capture accurate Matriculation data within its various components. We currently contact Institutional Research. (Pending)</p> <p>Strategic Initiative F</p> <p>Support facility and technology improvements to meet the needs of students, employees, and the community</p>
Student Planners	Fall	<p>Annual student planners are needed to serve as guides and resources for new and continuing</p>

	2013	students. (For last seven years, this has been achieved through the financing of the NSW budget) Strategic Initiative F Support facility and technology improvements to meet the needs of students, employees, and the community.
Orientation Survival Kits	Fall 2013	Kits should include a Student Handbook/Planner, Class Schedule, and other orientation materials. (For last seven years, this has been achieved through the financing of the NSW budget) Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.
Translate Brochures	Fall 2013	Matriculation brochures will be available in Spanish, Vietnamese, Chinese, and Japanese. Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.
New Student Welcome Day	Spring 2013	Funding is needed for supplies (notepads, pens, pencils), brochures, marketing, food, and registration packets. (For last seven years, this has been achieved through the financing of the NSW budget) Strategic Initiative A Enhance teaching to support student learning using a variety of instructional methods and services.

3. **XX 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)

PROJECT SUCCESS

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 Project Success Program was created in 1986 at El Camino College by concerned counseling members. These colleagues noticed the low attrition, retention and graduation rate of African American students and started the Project Success Program to increase the success rate among these students. Project Success is a program designed to increase the retention rate and to improve the academic performance of students that are considered at-risk, low income and/or first-generation college students. The program targets African American students but is open to all students. The mission of Project Success is to aid the successful transition of students from high school to El Camino College and beyond in order to achieve educational and career goals. Project Success instructs students in a cohort based learning style that allows students to remain together with classmates for two years. Each cohort consists of a minimum of thirty-five students. The students take Human Development 10 (Strategies for Success in College) and Library Information Science 1 during the fall semester of their first year and Human Development 5 (Career and Life Planning) and Psychology 10 (African American Psychology) during the spring semester. The second year students take History 183 (Introduction to African History) in the fall and English 43 (African American Literature) during the spring semester. Starting in the Spring 2013 semester, first year Project Success students will join with the Puente Project students in taking Ethnic Studies 1. This class provides a multidisciplinary introduction and analysis of ethnic groups in the United States with a special emphasis on African American and Latino Americans. Project Success currently serves a total of 140 students made up of first year and continuing students.

Project Success is an affiliate of the Umoja Community. Umoja (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Project Success was one of the first programs established to address these issues related to African American students, and is one of the models the Umoja Community. The Umoja Community began in October 2006 with fifteen programs that used culturally relevant African American student success practices. Currently, there are twenty-five programs across the California Community College system serving over 2,000 students. On January 14, 2008, the Umoja Community was officially recognized by the Board of Governors as a legitimate statewide student success program. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African Diasporas. Project Success is currently in its 26th year of program operation at El Camino College.

Counseling:

The Project Success counselor/coordinator's functions include but are not limited to the following:

1. Recruiting potential Project Success students
2. Organizing and planning orientations and workshops for Project Success students
3. Planning and conducting Year End Awards program
4. Providing scholarships for academics, 4-year university transfers and the Black College Tour
5. Teaching Human Development 10 and 5 courses
6. Assisting each student in examining, planning, and setting his/her personal, academic, or career goals
7. Developing six semester plans for each student
8. Assisting students with transfer applications
9. Providing academic, career, transfer and personal counseling
10. Planning and conducting fieldtrips to 4-year universities and cultural activities.
11. Attending Umoja Summer Learning Institute during the summer session
12. Preparing letters of recommendation for students applying to universities, scholarships, and employment
13. Monitoring and maintaining Project Success students' academic progress through ongoing counseling appointments
14. Conducting Monthly Steering Committee meetings
15. Conducting Community Advisory Committee meetings annually
16. Conducting annual Parent Orientations

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

The Project Success Program serves approximately 150 students a year. On average, 35 to 40 new students join the program every academic year. The majority of first-year students who enter Project Success are recent high school graduates. Eighty percent are first-generation college students and 70% receive financial aid. Approximately 97% are African-American students; the other 3% consist of students of Latino and Asian descent. According to the facts and figures from Fall 2011, Project Success serves the second largest ethnic group at El Camino College, which is 17.8%.

Academic Year	African-American	Other Ethnicity	Female	Male
2008-2009	35	0	21	14
2009-2010	40	1	25	16
2010-2011	31	1	14	18
2011-2012	36	1	15	22
2012-2013	36	4	22	18
Total in a four year span	178	7	97	88

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

Student participants in Project Success

Year	Students Enrolled Fall	Total Students Enrolled
2012-13	40	140
2011-12	37	150
2010-11	32	160
2009-10	41	150
2008-09	35	145
2007-08	30	150

Below are the statistics of the retention of first year students in the program collected from 2007 to 2012.

**Five Year Retention Summary
First Year Students in Program**

Year	Students Enrolled Fall	Students Enrolled Spring	% of Students Retained
2011-12	37	34	91%
2010-11	32	26	83%
2009-10	41	35	85%
2008-09	35	32	91%
2007-08	30	25	83%

Project Success Student Success:

Cohort Academic Year	Transferring Students	Associates Degree
2007-2008	13	15
2008-2009	4	11
2009-2010	3	6
2010-2011	3	4
2011-2012	1	1

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

Under Strategic Initiative 1.b “*Strengthen quality educational and support services to promote student success.*” The Project Success Program hires an average of two math tutors through the Work Study program to assist the students in the program with their math skills. The program requires the students to complete two hours of math tutoring per week during their first year.

Under Strategic Initiative 1.b “*Maximize growth opportunities and strengthen programs and services to enhance student success.*” The Project Success Program conducts a summer orientation for students to meet their upcoming cohort, to learn about and understand the program’s policies and requirements, and to prepare them for the transition from high school to college.

Under Strategic Initiative 1.b “*Maximize growth opportunities and strengthen programs and services to enhance student success.*” The Project Success counselors and instructors attend a Summer Learning Institute annually during the summer to have extensive initial and ongoing trainings each semester that the Umoja Community Statewide Office organizes. The goal of training is to provide team members with the skills, resources, and strategies to implement successful, fully functioning programs that result in increased student success.

Under Strategic Initiative 1.b “*Maximize growth opportunities and strengthen programs and services to enhance student success.*” A Black College Transfer Initiative was established in 2011 by E. Elaine Moore. The goal of this initiative is to increase the transfer rate of Project Success and other students by developing transfer agreements with key Historically Black Colleges and Universities. These partnerships will provide an easier, more seamless avenue for transfer and will increase transfer rates. At this time, Transfer Admissions Guarantee Agreements (TAGs) have been established with Albany State University, Bennett College, Dillard University, Fisk University, Morehouse College, Talladega College, Clark Atlanta University, Johnson C. Smith and Hampton University. Two Transfer Admissions Priority Consideration (TAPs) agreements have been developed with Howard University and Spelman College. This is the first time these agreements have ever been established with California Community Colleges. These agreements will help more students transition seamlessly to these universities and provide additional transfer options. This is critical because of the decrease in

acceptance of California students to the CSU and UC systems. Over 60 transfer agreements have been completed and numerous students have already transferred. The goal is to continue to increase transfer agreements at a rate of three per year and ultimately significantly enhance ECCs transfer rate.

Under Strategic Initiative 1.c *“Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.”* In 2010, two new classes were added for second year Project Success students. They are History 183 (Introduction to African History) within the Behavioral and Social Sciences Division and English 43 (African American Literature) within the Humanities Division. In Spring 2013, Ethnic Studies 1 (Introduction to Ethnic Studies) within the Behavioral and Social Sciences Division will be designated for Project Success and the Puente Project Programs.

Under Strategic Initiative 1c. *“Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.”* Project Success and the Transfer Center have collaborated to offer at least one university fieldtrip per academic year.

Under Strategic Initiative 1d. *“Develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the workforce training and economic development needs of the community.”* Project Success has developed a partnership with local area high schools in Torrance, Los Angeles and Compton to provide potential students for the program. Also, A Black College Transfer Initiative was established in 2011 by E. Elaine Moore. The goal of this initiative is to increase the transfer rate of Project Success and other students by developing transfer agreements with key Historically Black Colleges and Universities.

Under Strategic Initiative 1d. *“Develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the workforce training and economic development needs of the community.”* Project Success developed a Community Advisory Committee that consists of members and officials from various community-based organizations. This committee provides additional support to the program and resources to students for internships, employment and/or volunteer experiences.

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

Hiring a full-time Project Success, Tenure track Counselor

The most recent Program Review stated that the next counseling positions would be for a full-time Project Success Counselor. The Project Success position has been vacant since 2006 and is currently being managed by an adjunct faculty member. This position is out of compliance with the state Umoja Community governing board which mandates that the position is to be filled by a full-time counselor.

Data from El Camino College’s Institutional Research Department clearly shows that African Americans score disproportionately into the lowest levels of basic skills English and math. Their

completion rate for English 82 is 12 % below White students and Latino students. The success rate for Math 12 is almost 20% below that of Hispanic students and almost 40 % below White students (ECC Institutional Research 2007).

The retention rate for African Americans for the Fall 2008 semester was 73.4%. This is 9% below Hispanics and 11% below White students. The retention rate from the Fall 2007 to Fall 2008 was only 30.9% (ECC Institution Research 2009).

Currently, there is an adjunct counselor who coordinates the Project Success Program for 20 hours a week. The 20 hours per week is completed on a three days a week basis. The Project Success Program requires a full-time counselor to provide the quality of counseling and coordination necessary to sustain and enhance the success of the program.

Student Learning Outcomes (SLO)

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

Please refer the Counseling Division's SLO's.

2. How does the program ensure that SLO's are assessed consistently?

Please refer the Counseling Division's SLO's.

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

Please refer the Counseling Division's SLO's.

Program Improvement

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

- Hire a full-time tenure track counselor/coordinator to fill the position vacancy left by the previous full-time counselor since 2006
- Institutionalization of the Project Success Program in order to provide adequate funding to maintain and further develop the program
- Provide additional course sections for the courses offered in the program to expand and meet the demand for students on the waiting list planning to join the program

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

Due to budget constraints, activities have decreased continuously over the past four years. The following alternative methods have been developed in order to improve services to the students:

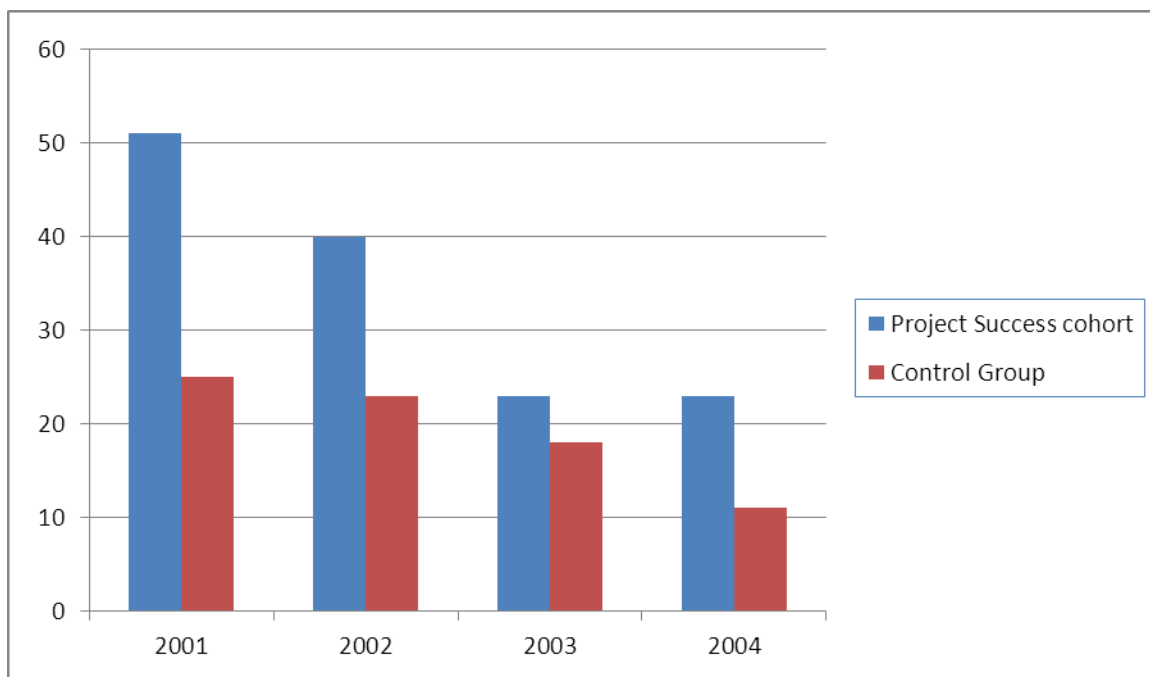
- Collaboration with EOPS, the Puente Program, the Transfer Center and the El Camino College-Compton Educational Center to provide fieldtrips to four-year universities and student leadership conferences

- Student and Parent Orientations
- Fundraising activities to produce revenue for scholarships, books vouchers and book loans for needy students.
- Ongoing personal, academic and career counseling to first-year, second-year and continuing students in the program.
- Student educational plans for program participants.
- Transfer assistance with transfer process: applications, personal statements, letters of recommendation, and scholarship information
- Review of mid semester progress reports for first-year students in the program both fall and spring semester
- A Black College Transfer Initiative with 11 HBCUs for TAG and TAP considerations
- Umoja training, conference and regional symposium
- Fast Track component: Students take a minimum of 15 units per semester
- Mentor Component
- Completion of two hours per week of math tutoring

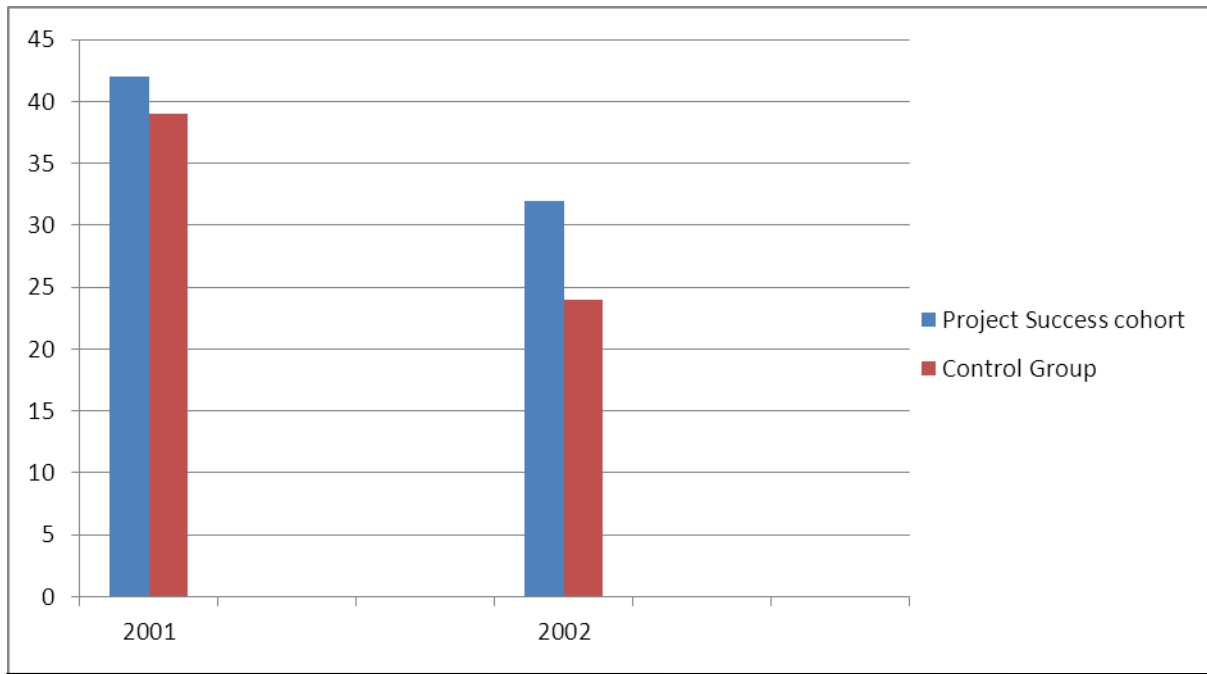
2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

Project Success used metrics to track student participation, retention, success and persistence rates. Metrics have also been used to track students earning AA degrees and for transferring.

AA DEGREE ATTAINMENT



TRANSFER RATE TO 4 YEAR INSTITUTIONS



Current statistics from recent cohorts will be updated in the 2013 Project Success Outcomes Report that will be conducted by El Camino College's Institutional Research Office.

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

According to Institutional Research (2008), Project Success students demonstrate a high fall to spring persistence rate. Project Success cohorts persisted to spring at a rate over 96%. One of the major reasons for this finding is that the program offered courses designated specifically for Project Success students. As a result, Project Success now offers courses each semester for the first two academic years in the program. The students take these courses within a cohort learning environment.

According to Institutional Research (2008), Project Success students attain their associate's degree at a higher rate than non-Project Success students at El Camino College. To further increase this statistics, with the additional courses offered in the program, students will complete nine out of the eighteen units needed for the General Studies AA degree-with an emphasis in Behavioral and Social Sciences. Students will also complete twelve out of the twenty-one units needed for the Ethnic Studies AA degree-with an African American option. The goal is have the students complete their intended AA/AS degree and/or transfer requirements and obtain at least one of these AA degrees before completing their educational goal at El Camino College.

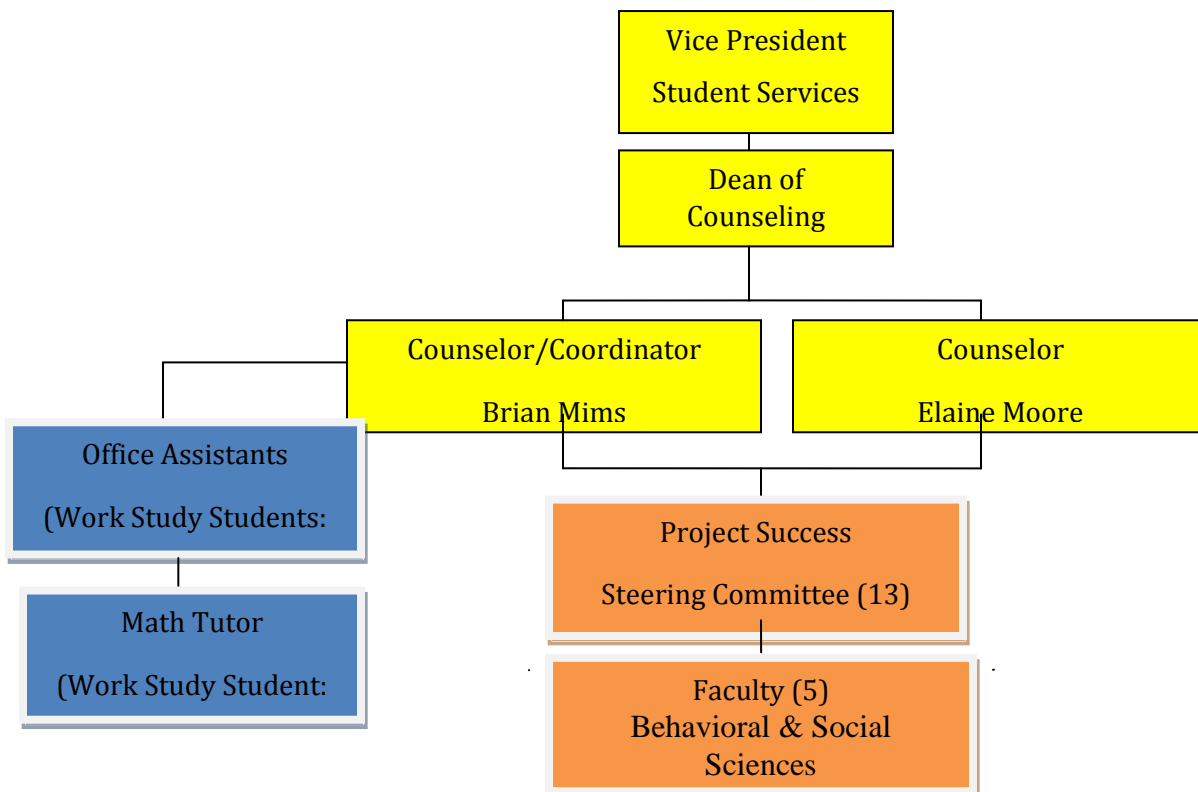
Program Environment

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

Project Success creates an environment for students to strive towards success and completion of their educational goals. This environment is created initially during the recruitment and new student orientation stage of the program. Current and former program students assist in recruiting potential new students, present from a student perspective at the new student orientation, and serve as peer mentors. With each new academic year, a new cohort of 40 students are created and these students take at minimum one academic course together during their first two years in the program. This approach creates a bond between the students in the program, a safe atmosphere, accountability, and an outlet for resources that students can use to their advantage.

The relationship between the program staff and students is highly professional, respectful and personal. The staff serves as role models in the workplace for the students in the program. Given that the staff also serves as mentors to students in the program, students are able to confide openly about their personal and educational experiences. Project Success collaborates with the Puente Program, EOPS, the Transfer Center, the El Camino College-Compton Educational Center, various divisions, the Special Resource Center and various student clubs to provide additional support for students in the program.

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



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

- The Project Success Program will need to change the office computer for hardware and software updates.
- An additional computer is needed in the office for student workers to perform clerical duties.
- A tutoring/study area is needed to provide adequate space for tutors and students.

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

The Project Success Program is operated by an adjunct counselor assigned 16-20 hours per week. These hours are completed three days a week; Tuesdays through Thursdays. Due to Elaine Moore's continued involvement, students can make a counseling appointment to meet with Elaine Moore on Mondays. Students have a limited option on days and times to meet due to the adjunct counselor's hours, student's time of courses and their work schedule. The flexibility of scheduling a counseling appointment with the adjunct counselor and having walk-in appointments is convenient for the majority of the students in the program. Additionally, the adjunct counselor visits Project Success classes to give presentations regarding program activities, college events and transfer information.

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.

The passing of SB 1440 has had an enormous influence on the students in the program. This law requires community colleges students be granted admissions to the California State University upon completion of an AA-T or AS-T major. Over 90% of students in the program stated that transfer to a four-year university is their primary goal. The program will continue to review and keep updated with all developments pertaining to SB 1440 so that the students in the program will be able to take full advantage of this new transfer opportunity.

Due to the admission requirements and practices of the CSU and UC system, a Black College Transfer Initiative was established in 2011 by E. Elaine Moore. The goal of this initiative is to increase the transfer rate of Project Success and other students by developing transfer agreements with key Historically Black Colleges and Universities. At this time, Transfer Admissions Guarantee Agreements (TAGs) have been established with Albany State University, Bennett College, Dillard University, Fisk University, Morehouse College, Talladega College, Clark Atlanta University, Johnson C. Smith and Hampton University. Two Transfer Admissions Priority Consideration (TAPs) agreements have been developed with Howard University and Spelman College. These agreements will help more students transition seamlessly to these universities and provide additional transfer options. Over 60 transfer agreements have been completed and numerous students have already transferred. The goal is to continue to increase transfer agreements at a rate of three per year and ultimately significantly enhance ECCs transfer rate.

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.

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

The strength of the Project Success Program has been the offering of academic counseling, cohort learning, college transferrable courses and mentoring. Academic counseling a strength within the program because each student is tracked and monitored from their first semester in the program until he or she graduates with an AA/AS degree and/or transfers to a four-year university. The cohort model has been very effective in reaching a large number of students while at the same time providing personalized orientations, counseling, workshops, and transfer assistance. The mentor component has provided options for students to receive additional resources on and off campus along with support and encouragement to continue with their education. It also serves as a platform for students to work on their networking skills.

Some of the areas for improvement are the institutionalization of the Project Success Program, adequate funding to maintain and grow the program and the need for additional staff. Project Success is in its 26th year of operation at El Camino College and is only receiving funds from categorical funding. Due to the economy, the program's budget (categorical funding) has decreased consistently over the past four years and limited the activities and benefits of the program. Currently, the lead counselor for the program is an adjunct counselor working 16-20 hours per week as the counselor/coordinator which is replacing the full-time counselor that was the lead counselor for the first 20 years of the program.

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

Priority #1	<ul style="list-style-type: none">• Institutionalize Project Success-Strategic Initiative 1e, <i>"Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation"</i>.
Priority #2	<ul style="list-style-type: none">• Full time Counselor-Strategic Initiative 1b, <i>"Strengthen quality educational and support services to promote student success"</i>.
Priority #3	<ul style="list-style-type: none">• Permanent Part time Clerical Assistant-Strategic Initiative 1b, <i>"Strengthen quality educational and support services to promote student success"</i>.

3. 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)

PUENTE PROJECT

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 Puente Project Program is an academic and student support services program designed to transfer underrepresented students to the four-year university. The program includes three components: teaching, counseling, and mentoring. Teaching and counseling emphasizes the Latino experience in the U.S. The program provides students with English instruction as well as academic and career counseling. Students additionally are matched with a professional mentor from the community to gain support. The purpose of this program is to provide a supportive and stimulating environment to help students build confidence in their writing skills and succeed in college. Extensive counseling and mentoring services support the College’s mission to offer “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.”

The Puente Project Program was founded in 1981 in Northern California by Felix Galaviz and Patricia McGrath to help underserved students develop their writing skills, to achieve their educational goals and to acquire the necessary skills to transfer to four-year colleges and universities, at which point they could return to the community as mentors and leaders to future generations. Now the program has expanded to 61 community colleges throughout the state. In 1993, this program was piloted in high schools, and it has now expanded to 32 high schools in California.

At El Camino College, the Puente Project is in its 27th year, a milestone for both the college and the Puente State Office, which recognizes El Camino College’s Puente Project as a premiere program in the state due to its high retention, transfer rates, and training legacy of its past and current coordinators. The Puente Program focuses on three aspects for student success: counseling, English writing instruction, and mentoring.

Counseling:

The Puente Counselor/Co-coordinator’s functions include but are not limited to the following:

1. Recruiting potential Puente students.
2. Organizing and plan orientations for Puente students.
3. Teaching Human Development 5 and 8 courses.
4. Assisting each student in examining, planning, and setting his/her personal, academic, or career goals.
5. Developing six semester plans for each student.

6. Assisting Phase III students with transfer applications.
7. Meeting with university and academic personnel to facilitate transfer process for both Phase I to Phase III students.
8. Providing academic, career, transfer and personal counseling.
9. Attending Puente Counselor's Summit each fall and spring semester.
10. Preparing letters of recommendation for students applying to universities, scholarships, and jobs.
11. Monitoring and maintaining Phase III Puente students' academic progress through ongoing counseling appointments.

English Writing Instruction includes:

1. Integrating Mexican American/Latino and other multicultural literature and themes into Phase I and Phase II English writing curriculum.
2. Teaching writing and critical thinking skills.
3. Developing writing assignments where students integrate mentors and their communities as a resource for writing.
4. Creating a supportive English writing environment.
5. Acting as an academic resource to Phase III students through office hours.
6. Assisting Phase III students in their college and scholarship personal statement process.
7. Attending Puente Team trainings each fall and spring semester.

Mentoring includes:

1. Participating and assist in academic/cultural activities.
2. Providing academic/social network for students.
3. Mentoring assists student with class paper(s).
4. Sharing personal, academic and career experiences with student.
5. Providing a window into real-life work environments.
6. Providing academic and career support to students.

Another innovative characteristic of the Puente Project, is its team approach to aid in student success. A counselor and a writing instructor from each community college campus are paired and trained in the Puente way. This training takes place during an intensive seven to ten day workshop at the University of California, Berkeley. Whenever a new team member is introduced to the program, both teammates must attend this training. Some common teams' tasks are:

Team Tasks:

1. Recruiting Puente Mentors.
2. Preparing, managing and approving expenditures for Puente Project.
3. Planning, organizing and conducting training for Puente mentors, students and parents.
4. Conducting matching of Puente students with community mentors and monitor their progress.
5. Developing and conducting presentations to divisions, students, mentors and parents about the Puente Project.
6. Integrating the student's family into the academic environment.
7. Attending Puente Team trainings each fall and spring semester.
8. Establishing and maintain weekly team meetings.
9. Planning and hosting family and community receptions and social/cultural events.
10. Presenting the Puente Project to the campus and to the community.
11. Establishing mentoring program.
12. Integrating mentors and community.

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

The Puente Program serves approximately 150 students a year from three different phases: 35 to 40 Phase I students currently taking the required Puente classes, 30 to 35 Phase II students who have completed the first semester of required Puente courses, and 60-75 Phase III students who have completed the one year required Puente courses. These students are on their second to fourth year and ready to transfer to a four-year university or to graduate with an associate degree from El Camino College.

Approximately 99% of the student population that the Puente Program serves is of Latino descent, which is the highest ethnic population at El Camino College. As of Fall 2011, 40.7% of El Camino College students identify themselves as Latino.

Academic Year	Latino	Other Ethnicity	Female	Male
2009-2010	31	1	24	8
2010-2011	26	1	14	13
2011-2012	22	0	11	11
2012-2013	32	0	17	15
Total in a four year span	111	2	66	47

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

The following chart indicates statistics for student participation in the Puente Program by academic years, 2007-08 to 2012-13, and number of students in Phase I and Phase III.

Academic Year	Number of Phase I Students	Number of Phase III Students
2007-08	34	146
2008-09	32	141
2009-10	40	119
2010-11	35	151
2011-12	34	147
2012-13	32	136

Below is a graph of the retention statistics collected from the Puente Program from 2007 to 2012.

PUENTE PROGRAM

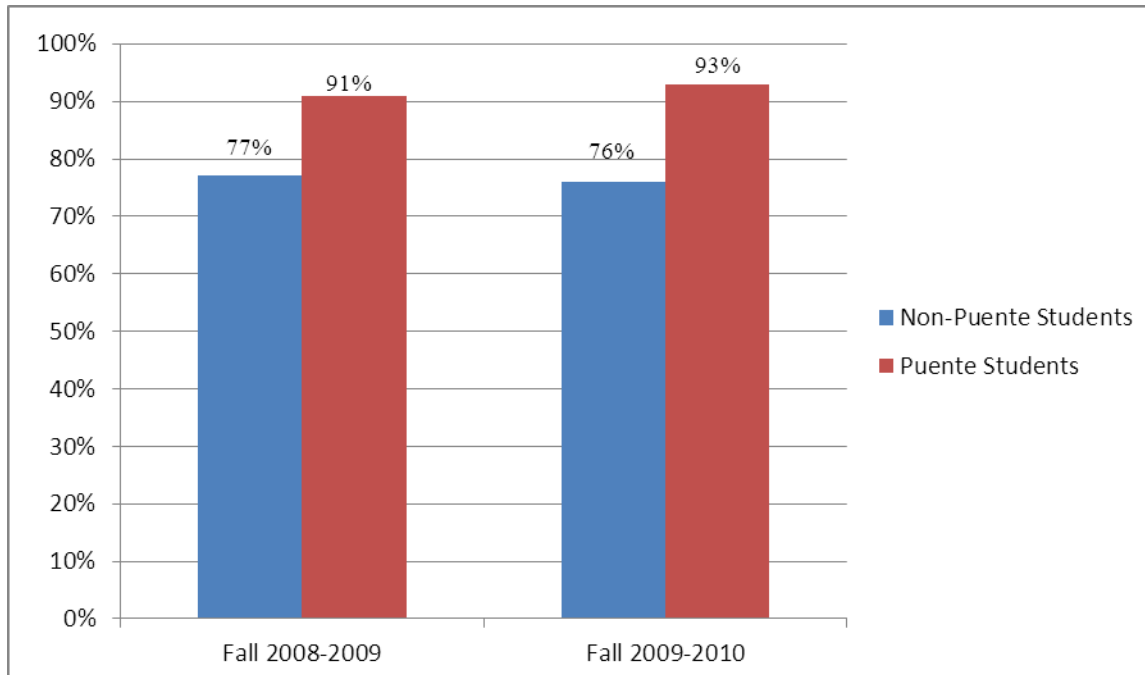
Retention Summary Graph

Year	Students Enrolled Fall	Students Completed Fall	% Retained	Students Enrolled Spring	Students Completed Spring	% Retained
Puente 22 2007-2008	34	29	85%	29	24	83%
Puente 23 2008-2009	36	30	83%	25	17	68%
Puente 24 2009-2010	40	33	82.5%	33	32	97%
Puente 25 2010-2011	35	28	80%	28	27	96%
Puente 26 2011-2012	34	23	68%	23	22	96%

Puente Community College Program, El Camino College

One-Year College Persistence Rates

Fall 2008 & Fall 2009 First-time Students



Sources: CCCCO, *Accountability Reporting for the Community Colleges Report, February 2012*, Puente Project. CCCCO calculates a one-year persistence rate for first-time freshmen (FTF) with at least 6 units earned in a fall term who enrolled in the following fall term.

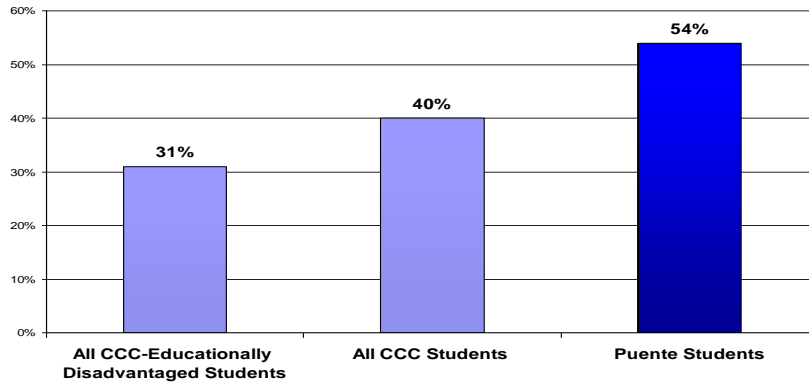
Puente Student Success:

Academic Year	Transferring Students	Associates Degree
2007-2008	25	21
2008-2009	18	24
2009-2010	19	19
2010-2011	17	16
2011-2012	13	15
2012-2013	20	17

Percentage of Puente Transfer and AA Degrees from the Number of Phase I Students:

Academic Year	Transferring Students	Associates Degree
2007-2008	74%	62%
2008-2009	56%	75%
2009-2010	48%	48%
2010-2011	49%	46%
2011-2012	38%	44%
2012-2013	63%	53%

Six-year California Statewide Transfer Rates of all CCC Educationally Disadvantaged Students, all CCC Students, and Puente Students



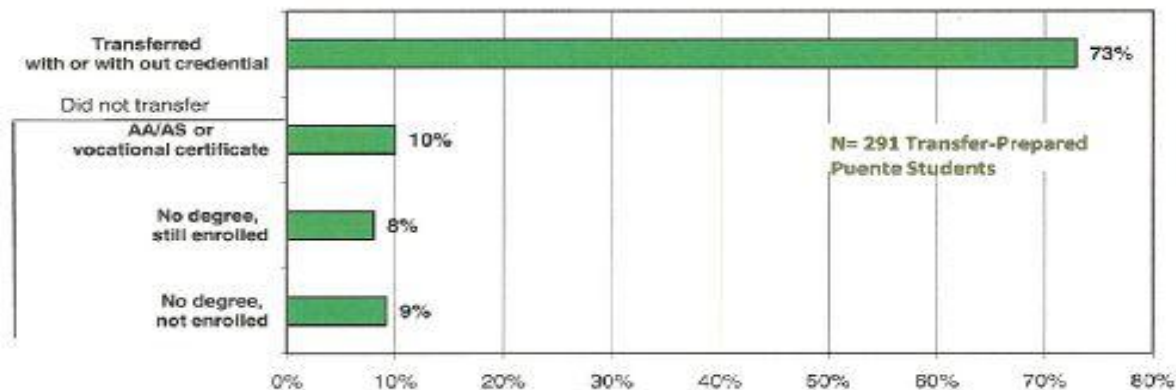
The proportion of Puente students who participated in 2003-04 and transferred to four-year colleges and universities by 2008-09 is 54%. The rate Puente achieved compares favorably to CA statewide results which show that the transfer rate for all CCC students statewide and CCC educationally disadvantaged students is 40% and 31%, respectively. [CCCCO, National Student Clearinghouse, Puente Project]

**Puente Community College Program
Number of Puente Students Achieving Transfer Prepared Status¹ and
Percentage of Transfer Prepared Students Transferring, Earning Degree, or Still Enrolled in Community College**

El Camino
College

Puente Students Achieving Transfer-Prepared Status		Outcomes of Puente Transfer Prepared Students				
Year Transfer-Prepared Status Achieved	Number of Puente Students Achieving Transfer Prepared Status	Transferred with/with out Degree	Earned Degree or Certificate	Still Enrolled in Comm. College 2009 Acad Year	Not enrolled in 2009 Acad Year, No Degree or Transfer	Total
1995	18	90%	0%	0%	10%	100%
1996	29	94%	0%	6%	0%	100%
1997	17	79%	7%	7%	7%	100%
1998	21	89%	0%	0%	11%	100%
1999	15	86%	7%	0%	7%	100%
2000	17	77%	15%	0%	8%	100%
2001	21	88%	6%	0%	6%	100%
2002	27	74%	17%	0%	9%	100%
2003	23	74%	11%	5%	11%	100%
2004	16	67%	7%	0%	27%	100%
2005	22	68%	11%	11%	11%	100%
2006	23	68%	16%	5%	11%	100%
2007	12	40%	20%	30%	10%	100%
2008	20	65%	15%	10%	10%	100%
2009	10	30%	20%	40%	10%	100%
Total Number	291	73%	10%	8%	9%	100%

Status of Puente Students Achieving Transfer-Prepared Status from 1995-2009



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

Under Strategic Initiative 1.a *"Enhance college services to support student learning using a variety of instructional delivery methods and service."* The Puente Team, which consists of the English instructor and counselor, were both trained through the Faculty Inquiry Partnership Program, a program funded through a Wal-Mart grant at the El Camino College. The Puente team participated in the "On Course I" and "On Course II" training, where they were taught learner-centered strategies for empowering students to become active, responsible and successful learners (<http://www.oncourseworkshop.com>). After the training, the faculty had to incorporate the learner-centered strategies into their teaching and be evaluated by their partner to practice the strategies being used and apply them to all the courses being taught by the faculty member.

Under Strategic Initiative 1.b *"Maximize growth opportunities and strengthen programs and services to enhance student success."* The Puente Program instructor and counselor have extensive initial and ongoing trainings each semester that the Puente Project Statewide Office organizes. These training activities are in line with goals of the Puente Project Statewide Office as stated herein: "The goal of ongoing Puente team training is to provide team members with the skills, resources, and strategies to implement successful, fully functioning programs that result in increased student success" (Puente Project Community College Program Interim Implementation Guidelines, 2011).

Under Strategic Initiative 1.b *"Maximize growth opportunities and strengthen programs and services to enhance student success."* The Puente Program conducts a summer orientation for students to meet their upcoming cohort, to learn about and understand the program's policies and requirements, and to prepare them for the transition from high school to college.

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

Hire a full-time Puente Program, Tenure track Counselor.

The Puente Program has been struggling since 2003 because it has not hired a full-time, tenure track Puente counselor. The Puente counselor has been hired on a part-time basis which conflicts with the MOU between the University of California (UC) and the college. During this period, it has been impossible for El Camino College's Puente Program to offer the quality of services that led to its high recognition by the state's Puente Project Office. Equally important, because the Puente Program serves a population of first-generation, at-risk Latino students who have traditionally not performed well in academic settings, hiring a dedicated, full-time Puente counselor will help to meet the College's retention and transfer goals, especially in light of the fact that the largest growth over the past several years has been in the Latino student population, now 40.7% while all the other populations are under 20%.

Add Math 40 & 70 (now 73 or 80, “Intermediate Algebra) Supplemental Instruction workshops for Puente students

This goal has been challenging because the students are in a variety of different math levels including the basic math courses. There is no space to house more than one tutor and also the Puente budget is not large enough to pay additional salaries, so the tutor has to be hired under work study. Having to hire a student under work study limits the pool of qualified math tutors, which in turn affects the Puente students who are not being able to pass their basic skills math courses, progress to get into transferable math, or transfer in a timely matter.

Improve communication and listening skills of students by developing a Peer Mentor Program

This goal has been difficult to accomplish because for the last nine years, the Puente team has not been stable; therefore, it has been difficult to develop and coordinate students and monitor their schedules to create a functional peer mentoring program. In addition, the lack of space is not conducive to developing a peer mentoring program where Phase III students can assist in improving the successful skills of Phase I students.

Student Learning Outcomes (SLO)

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

The Puente Project State Office, at the University of California, Berkeley ensures that all Puente teams in California are trained through a series of workshops at the annual Puente State Regional Conference and Training which includes the creation, implementation, and review of Student Learning Outcomes (SLO). At the college, the Puente team gathers information through SARS reports and grades on student writing in-and-out of class to assess the SLOs. In addition, the Puente State Office collects Phase II student data through a website created by the University of California, Davis and compares that data with the National Clearinghouse to ensure that the program at each school is meeting the SLOs of the Puente Project Statewide Office.

2. How does the program ensure that SLO’s are assessed consistently?

The program’s Student Learning Outcome is that the Puente students will have a Student Educational Plan that will be reviewed and revised at least once per semester until the students transfer. The Puente counselor meets with Phase I and Phase III students every semester until they transfer. The student workers call all the Puente students to make a half-hour appointment with the Puente counselor to make sure their educational plan is current and up to date with the course requirements to the university of their choice. The completed plan has to be reviewed by the student and he or she must schedule a follow-up appointment if changes are to be made to the educational plan. In addition, the Puente State Office gathers their reports to determine if the SLO’s are being met by assessing transfer and/or graduate success rates.

The English writing instruction’s Student Learning Outcome is that the Puente students will develop their writing skills, beginning with narrative writing to more complex, extended expository writing. The English Puente instructor reviews and grades a final in-and-out of class

essay to measure success in the student's writing performance. The English instructor will review the English writing growth of the students from when they began the class in the beginning of the semester to the end of the semester. In addition, the Puente State Office gathers their reports to determine if the SLO's are being met by assessing transfer and/or graduate success rates.

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

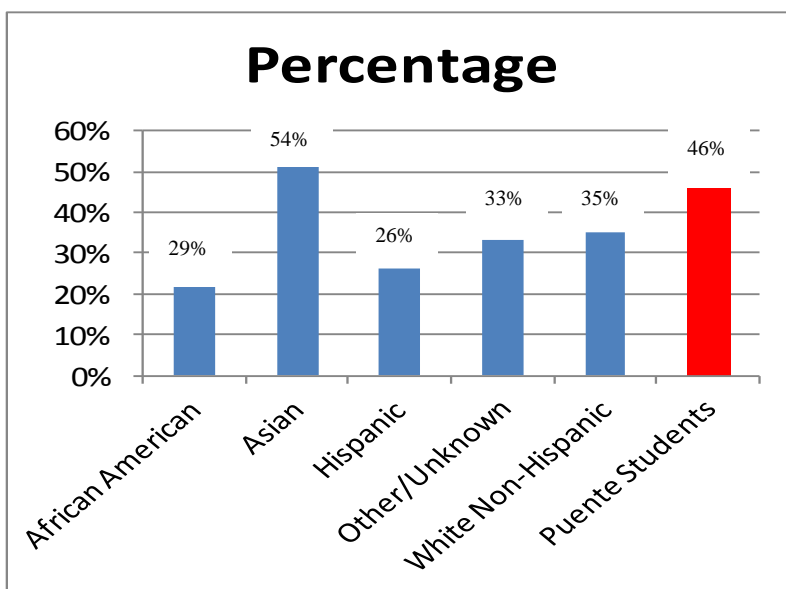
No. The data reported below demonstrates a high percentage of success. The Puente students are transferring to four-year universities after having been helped by the biannual educational planning and English writing instruction. The six-year transfer percentage rate for Puente students is 46%, well above El Camino College's transfer rate for Latinos which was reported in 2007-2008 to be 26%. Please see the chart below for further explanation.

Six-Year Transfer Rates

(2002-03 College Entry Year, Transferring by 2007-08)

Information taken from the Puente Student Outcomes Report, October 2011 conducted by the Puente State Office,

University of California, Office of the President



Program Improvement

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

Hire a dedicated full-time permanent, tenure track Puente counselor to fill the vacancy left by the previous Puente counselor. Furthermore, provide a stable budget to finance the program's activities, including university tours, events, etc. that make the program a success.

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

The activities have been limited since there is no full-time permanent, tenure track Puente counselor in place. The limited activities to stay connected with students include an orientation before the academic year begins, the Puente Southern California Regional Student Transfer Conference, one university tour per semester, the Puente Latino Film Night, Puente Familia Night, Noche de Consejos, the Mentor/Mentee Mixer, and the End of the Year Banquet celebration. In addition, in Spring 2013, the Puente Program is collaborating with the Project Success Program to have students from both programs take an Ethnic Studies class where they all get to learn about African American and Latino History.

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

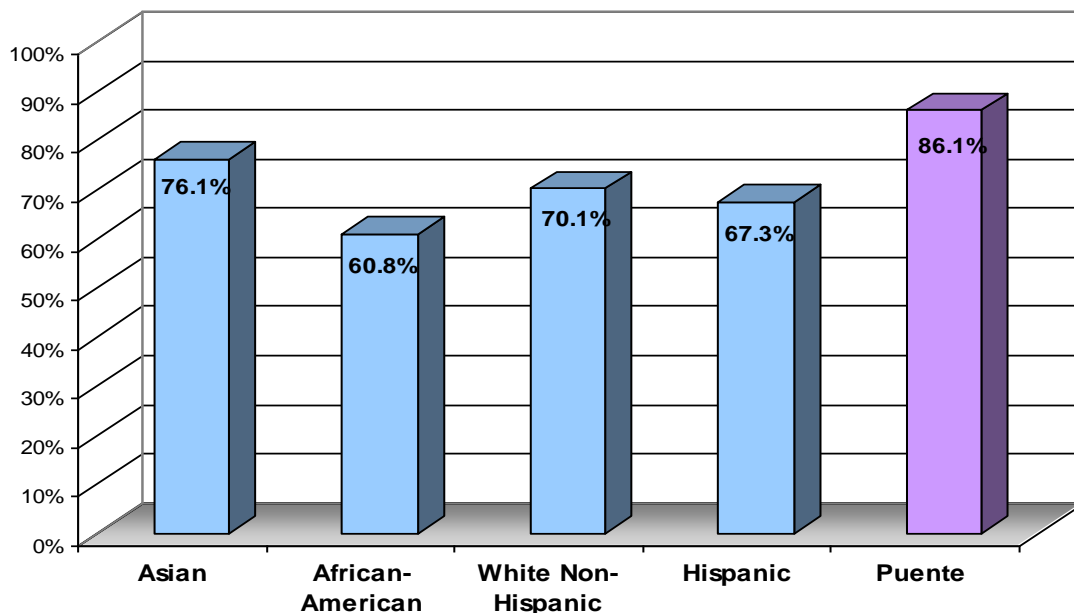
Metrics have been used to look at students coming into the program, retention, transfer, and/or degrees earned at the college level and also at the state level.

Retention and Success Rates Graph

Category	Characteristic	Cohort 15 (2000-01)		Cohort 16 (2001-02)		Cohort 17 (2002-03)		Cohort 18 (2003-04)		Cohort 19 (2004-05)	
		n	%	n	%	n	%	n	%	n	%
Persistence Rates	Fall to Spring	2		3		2		3		3	
		5	83.3	4	97.1	8	100.0	0	100.0	5	100.0
	Fall to Fall	2		3		2		2		3	
		6	86.7	0	85.7	6	92.9	8	93.3	3	94.3
Retention Rates	During Puente		88.3		87.8		87.1		94.1		89.9
	After Puente		75.7		71.5		79.1		72.0		70.0
Success Rates	During Puente		79.8		76.9		81.5		86.7		83.7
	After Puente		59.8		63.5		63.6		54.6		54.1

According to El Camino College’s Office of Institutional Research (2008), the above table demonstrates the retention and success rates of students during and after the active Puente cohort. Because the program does not have a full-time counselor, recent research has not been conducted through ECC’s Institutional Research Office. The part-time counselor has a limited amount of time to see students and coordinate the program.

Fall 2007 to Fall 2008 College Persistence Rates of All California Community College (CCC) Students Statewide by Ethnicity and of Puente Students



Puente achieves notable success in fostering student persistence in college. Most recent data reveal that for a majority of Puente students, program participation is ensued with sustained enrollment in college. More than eight in ten, or 86%, of Puente fall 2007 participants persisted in college until the following fall 2008 term. According to the California Community College Chancellor’s Office (CCCCO), that one-year persistence rate for all CCC students statewide is 69%.

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.

Having a consistent Puente counselor and English instructor allows the Puente students to build a relationship and continue into Phase II and Phase III so they eventually complete their goal of transferring to a four-year university and/or receiving an associate’s degree.

Program Environment

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

The Puente Program consists of three components—counseling, English instruction, and mentoring—all of which enable the student to develop an understanding of how to navigate the higher educational system. Specifically, students benefit from academic and personal counseling, improving their writing skills, and learning how to network and connect with professionals who have successfully completed a bachelor's degree or higher. The new Puente Phase I students take the mandatory English and human development courses and are being informally mentored by Phase III students who have completed the first year required courses in the Puente Program. The Puente team collaborates with other programs on campus, such as Project Success, EOPS, the Honors Transfer, the Mathematics, Engineering, Science Achievement (MESA), the First Year Experience, all academic division offices, and other services such as Outreach and School Relations, Assessment and Testing, the Counseling Division, Admissions, Financial Aid, the Transfer and Career Centers, Facilities, the President's Office, the Vice Presidents' Offices, the Scholarship Office, Foundation, and Institutional Research.

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

The Puente team co-coordinates the program and consists of an English instructor and a counselor. In addition, the program currently has two work study students to assist with the daily duties of running a Puente Program, but it is still not enough to cover all the required assignments that a full-time permanent counselor would be able to complete along with a full-time permanent English instructor.

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

1. Need a large space similar to EOPS (such as a Multi-Cultural Center) to accommodate students from Puente, Project Success, and International students. This center could accommodate study and tutoring sessions, a peer mentor program, hold information sessions, workshops for recruitment, and an orientation. In addition, the center would house the Puente counselor and English professor, as well as a second Puente team, so that the inactive team can work with Phase III students and update any website information about the Puente Program. Furthermore, the Multi-Cultural Center would house the Project Success and International counselors as well.
2. Need at least four fully functional computers with internet access and one printer for student use in the Multi-Cultural Center.
3. Purchase five tables or desks for the computers and printer.

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

Since the program does not have a full-time, tenure track counselor, the part-time counselor can only work 20 hours, which is currently spread out into three days during the week. Because the program requires the counselor to attend the English Puente class for Phase I and Phase II students, the Phase III students do not have enough accessibility to appointments to ensure that their educational plan is up to date so that they can transfer in a timely matter. Furthermore,

because the Puente counselor is not on campus on a full-time basis, there is not enough time to coordinate activities for Phase III students who are preparing to transfer/graduate. When students are ready to transfer or graduate, the transfer process is a critical time for counselors to assist students. Activities during this time include: working on the university applications, writing personal statements, making sure all classes will be completed, completing the TAG application, writing letters of recommendation, calculating GPA, working on the Financial Aid application, conducting follow-up contact with universities, requesting college or College Board transcripts, applying for graduation and so on. In addition, 20 hours a week is not enough time to coordinate student events, to oversee a mentor program and mentor events, to teach, to see students one-on-one, to answer phone messages, to write reports, to advise the Puente Club, to hold meetings, to conduct research, to collect data, and to update the website and program material. During the fall semester, the part-time Puente counselor had to devote some of her times to Express Counseling or other general Counseling duties. This loss in hours negatively affected the program.

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.

Due to the budget cuts in California, the Puente Program at the college and state level has been severely cut, reducing the activities, events, campus tours, etc. that ensure the success of a first-generation, at-risk Latino student population who has traditionally not performed well in academic settings. The program tries to keep running with the minimal requirements to help this disadvantaged population to become successful and it collaborates as much as possible with other programs and services on campus to make sure the students are being aided in the areas where the program is lacking. For instance, the Puente Program no longer has the funds to facilitate our own campus visits with students, so we collaborate with the Transfer Center to help give students access to tours.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Not applicable

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Not applicable

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.

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

The Puente Program began as a way to address Latino students' low academic achievement and dropout rate. Through the research of its founders, three key components were identified as negatively impacting student success. These components were: students not seeking academic counseling, not enrolling in English college-level classes, and not understanding how to navigate the college system. The program has expanded to 61 community colleges, including El Camino College, where it has helped students achieve their academic and transfer goals. This can be demonstrated by its student retention rate of over 82.5% from Fall 2009 to Spring 2010 and over 97% from the first year to the second year. Puente is the model and predecessor for learning community programs, retention programs, teacher to student models, and national research. Moreover, Puente is purposely designed to focus on a small cohort of Phase I (around 35 to 40 students) students in the first year, to maintain the cohesiveness between the students and the Puente faculty and to help students to be more successful in their academic and personal development. This cohort model also allows them to continue this relationship as Phase II and Phase III students (approximately 110 students a year) to successfully complete their academic goal to transfer to a four-year university and/or graduate with an associate degree.

The Puente Program is the first program at El Camino College to provide a linked learning community of courses and an established academic support program, which was first established in 1985 and has been operating for 27 years. The program's three component design, counseling, writing instruction, and mentoring, ensures student success as the data above has shown. Furthermore, Puente students are exposed and referred to additional support programs and services within the campus and the community.

The data above has proven the success of the program but currently the program has been managed by a part-time counselor. In order for the program to be run successfully, it needs a permanent, tenure track counselor directing the program along with a full-time, permanent, tenure track English instructor and one permanent part-time clerical assistant to assist the Puente team with the various clerical duties and tasks for the Puente Program.

List prioritized recommendations.

1. Hire a dedicated full-time permanent, tenure track Puente counselor to fill the vacancy left by the previous Puente Counselor
2. Hire a second full-time Puente team so that the teams can rotate and reduce the burnout level while also increasing the longevity of the teams, providing a more stable continuity to third phase students. Teams could rotate in and out of the program every three years. This is a successful model currently in place in many other Puente programs across the state
3. Hire a permanent part-time clerical assistant to assist the Puente team with the various clerical duties and tasks for the Puente Project
4. The active team will work with Phase I and II students and attend the Puente regional meetings and trainings. The inactive team would work with Phase III students and

coordinate many transfer activities as well as enhance the Puente club. Furthermore, this arrangement would result in a better tracking process of Phase III students. Also the inactive team would have a chance to monitor and maintain the El Camino Puente webpage. In addition, this team would also assist with the co-coordination of the peer mentoring program activities and recruitment.

5. Develop an accurate method to gather data for program review. The current data is based on estimates acquired from SARS.
6. Acquire a large space similar to EOPS to accommodate students from Puente, Project Success, and International students. This center would host study and tutoring sessions, a peer mentor program, information sessions, workshops for recruitment, and an orientation. In addition, the center would house the Puente counselor and English professor, as well as the second Puente team, so that the inactive team can work with Phase III students and update any web information about Puente. Furthermore the Multi-Cultural Center would house the Project Success and International counselors.
7. Need at least three fully functional computers with internet access for student use in the Multi-Cultural Center
8. Develop an emergency textbook fund
9. Hire a math and English writing tutor

2. **XXContinue 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)

SPECIAL RESOURCE CENTER

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 mission of the El Camino College Special Resource Center (Disabled Students Programs and Services - DSPS) is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting.

Students with disabilities are an integral and vital part of the El Camino College community. The Special Resource Center (SRC) provides support services, adaptive equipment, computer technology, and specialized instruction to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to help students achieve their educational and vocational goals while promoting self-advocacy and independent learning. Our office promotes shared responsibility with the student, instructor, and college staff for student success.

The Adapted Physical Education (APE) Program at El Camino College is designed for adults with disabilities and provides fitness, swimming, yoga and bowling type courses. The APE Program is led by instructors with specialized credentials and provides students with a personalized and self-paced exercise program. Paid assistants and volunteers who are approved by our Human Resource Department also assist with the students’ exercise program under the supervision of the instructor. Wheelchair accessible exercise equipment and other adapted accessories provide greater opportunities for students in their pursuit of improved fitness, skills, and quality of life.

The strategic goal of the Special Resource Center is to provide academic access through efficient and effective quality products, as well as academic support and services to the population served while simultaneously adhering to the mission of the SRC. The SRC offers curriculum designed to provide specialized instruction for students with various types of disabilities and learning styles. Students are able to repeat Educational Development and APE courses as long as they are making measurable progress, their disability is verified, and a course-repeat petition is completed. This strategic goal is in alignment with Strategic Initiative A: “Enhance teaching to support student learning using a variety of instructional methods and services.” and Strategic Initiative B: “Strengthen quality educational and support services to promote student success.”

The SRC facilitates equal access to higher education via mandated support services and accommodations for students with disabilities who avail themselves of the center’s services. SRC counselors assist with meeting the matriculation demands of the Counseling Division through developing educational plans, providing online counseling, conducting workshops, holding individual counseling appointments, and offering drop-in counseling. Topics addressed are disability management, academic counseling, identification and referral to campus and community resources, and limited career and personal issues. Reasonable accommodations (i.e. in class and testing accommodations, alternate formats, assistive technology, and how to act as a

liaison with community support members) are routinely provided or discussed during counseling meetings.

Providing accommodations for students with disabilities has become more complex with the impact and influence of technology. Additionally, students are becoming more litigious in the process of requesting accommodations. The SRC counselors help to assure that the institution is meeting legal mandates.

In working with an academic counselor regularly to create current educational plans and discuss academic progress, SRC students can achieve the following ECC Core Competencies, “*Content Knowledge: Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation, or career.*” and “*Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.*”

2. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

As shown in Table 1 below, the student population served by the SRC consists of 52% female and 48% male students. Consistently over the four year span from 2008-2012, the top three ethnicities served by the SRC include Hispanic (29%), African-American (29%), and White Non-Hispanic (25%). The majority of SRC students served fall within the 20-24 (28%) and the 18 and 19 (22%) age ranges and these percentages have been consistent over the four year span identified in Table 1 as well.

Table 1: SRC Student Profile

ECC DSPS Students

		Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
		Student Count	Student Count	Student Count	Student Count
El Camino CCD Total		1,559	1,696	1,855	1,974
Gender					
	Female	850	899	985	1,020
	Male	708	797	868	954
	Unknown	1		2	
Ethnicity					
	African-American	469	525	569	576
	American Indian/Alaskan Native	16	9	12	14
	Asian	108	102	112	127
	Filipino	27	31	32	31
	Hispanic	358	424	527	578

	Pacific Islander	6	6	2	5
	Two or More Races		19	52	68
	Unknown/Non-Respondent	177	168	104	79
	White Non-Hispanic	398	412	445	496
Age					
	1 - < 18	64	67	71	80
	18 & 19	311	332	389	440
	20 to 24	405	455	526	557
	25 to 29	171	194	200	225
	30 to 34	103	111	120	112
	35 to 39	93	96	74	77
	40 to 49	158	171	182	166
	50 +	254	270	293	317

*CCC Chancellor's Office DSPS Summary Report

The Special Resource Center (SRC) counselors serve students with disabilities who contact the center. Students served fall within the following categories delineated by Title 5: Acquired Brain Injury, Developmentally Delayed Learner, Hearing Impaired, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech/Language Impaired, and Visually Impaired. Below in Table 2 is the SRC student profile for four years.

Table 2: Number of Students with Disabilities – Four-Year Trend by Disability

Primary Disability – Unduplicated Headcount (SRC)

	2008-2009	2009-2010	2010-2011	2011-2012
Primary Disability Served	1,559	1,696	1,855	1,974
Acquired Brain Injury	108	118	128	125
Developmentally Delayed Learner	94	98	94	96
Hearing Impaired	106	103	116	120
Learning Disabled	259	244	210	190
Mobility Impaired	280	287	318	315
Other Disability	513	609	720	831
Psychological Disability	137	168	200	213
Speech/Language Impaired	18	15	13	19
Visually Impaired	44	54	56	65
# of Students Funded	1336	1439	1544	1627

*CCC Chancellor's Office DSPS Summary Report

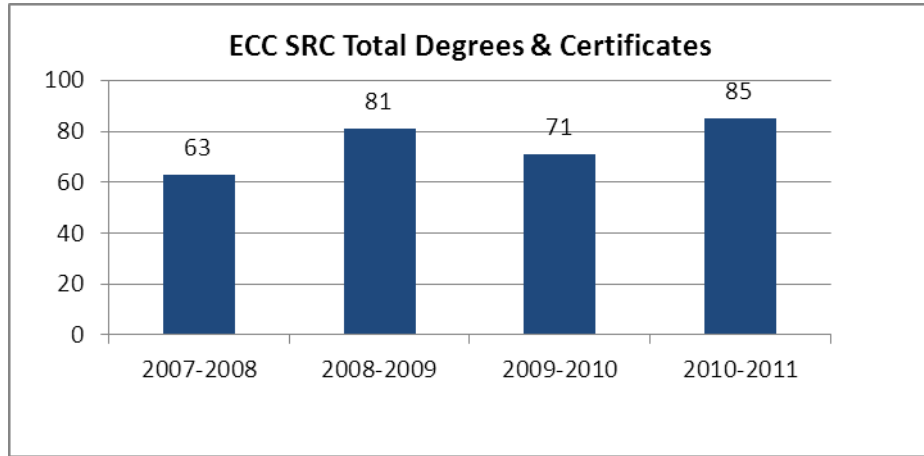
Table 2 above reflects the number of students whose eligibility for services were verified and enrolled in classes. Under Title 5, a minimum of four contacts during the year are required for categorical funding. During a fiscal period, as many as an additional 300 students are verified for services but not counted due to less than four contacts or lack of enrollment. For example, the SRC provided services to 1,974 verified students (unduplicated headcount) in 2011-2012 yet will be funded for 1,627 students. These figures don't account for the many that inquire, attend orientations and initiate the process without providing verification of their disability. Also noted in Table 2 is that over a 4-year span, the SRC student numbers have increased by 415 students (i.e. 22%). Yet this increase of SRC students is still being served by only two full-time DSPS counselors.

Disability issues have become more complex in both their nature and severity with the impact of access technologies and the increase in students receiving support in high school. We are serving more students requiring a multitude of unique accommodations necessitating additional contact hours and support including those with Autism, Asperger's Syndrome, acquired brain injury, psychiatric disabilities, and multiple/severe disabilities. As shown in Table 2, the greatest number of SRC students served fall within the "Other Disability" category, which includes a variety of disabilities. Based on a study conducted with the 2008-2009 cohort, the most common conditions presented in this category besides chronic health conditions include non-learning disability eligibility model (students with a history of services), Autism Spectrum, Asperger's Syndrome, and ADHD. There has been a steady increase from 2008-2012 of students served under "Other Disability" (33%, 36%, 39%, and 42% respectively) as noted in Table 2 in part due to increases in the numbers of students, but also due to reduced Learning Disability (LD) testing. Furthermore, veterans as "wounded warriors" returning from war, are bringing unique challenges for facilitation of services and accommodations as well as requiring the SRC to examine its delivery model since many in this population are new to their limitations and to assistive technology and are not open to using services designated for students with "disabilities."

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

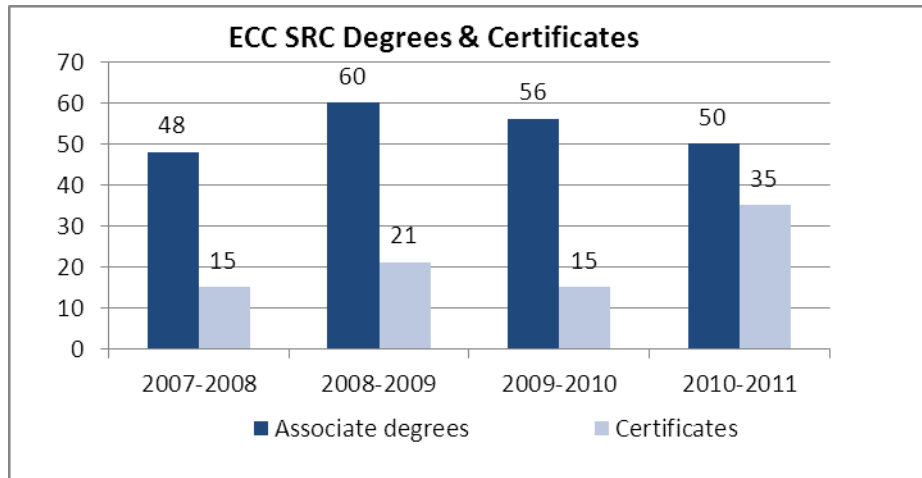
According to Chart 2, from 2007-2008 and 2010-2011, SRC students have consistently earned more associate's degrees compared to certificates. However, over the four-year span, the number of students earning certificates has significantly increased from 15 to 35 students. While those students obtaining associate's degrees increased from 2007-2008 (by 48 students) and in 2008-2009 (by 60 students), those numbers have continued to steadily decline in comparison to 2010-2011 (50 students). These numbers can be attributed in part to those in the workforce who have lost their jobs and are going to the community colleges for retraining. They do not have the financial stability to pursue a long-term goal such as an Associate's degree.

Chart 1: 4-Year Trend of SRC Total Associate's Degrees and Certificates



*ECC Institutional Research

Chart 2: 4-Year Trend of SRC Degrees and Certificates



*ECC Institutional Research

Table 3: 3-Year Trend of ECC Transfers to 4-Year Institutions

Categorical Programs

Program	2008-2009	2009-2010	2010-2011
CalWorks	53	50	51
SRC	201	203	140
EOPS	545	437	351
CARE	48	39	31
EOPS + CARE	593	476	382
Totals	847	729	573

*ECC Institutional Research

In looking at the numbers of SRC students earning associate's degrees (Chart 2) versus transfer numbers (Table 3), it is consistently evident that more SRC students are transferring without associate's degrees. Per the data, (Chart 2 and Table 3) for 2008-2009, there were 60 associate's degrees/201 transfers; for 2009-2010, there were 56 associate's degrees/203 transfers; and for 2010-2011, there were 50 associate's degrees/140 transfers.

Table 4: Program Data from 2008-2012 SRC Counselor Student Contacts

Description	2008/2009	2009/2010	2010/2011	2011/2012
Appointments	464	496	394	402
Drop-in	1,756	2,115	2,048	2,147

*The students #s are reflective of 2 full-time DSPS counselors

Students transferring without associate's degrees can be attributed in part to the insufficient availability of counseling faculty to meet with the growing SRC students. In looking at the data in Table 4, it is evident that SRC counselors are serving more of their students via drop-in versus appointments. This trend can be attributed in part to the steady increase in the number of SRC students being served from 2008-2012 (as noted in Table 2), while the center maintained the same number of full-time DSPS counselors serving these students. With fewer appointments available, students are unable to complete the necessary educational plans to ensure that they are educated on the various pathways available to them. Having an additional full-time DSPS counselor would allow SRC counselors to focus on the individual counseling needs (academic counseling, disability management, and accommodations) of DSPS students with greater depth and breadth. The time allotted during drop-in is insufficient to address issues and topics beyond

the scope of initial inquiry and to meet the immediate needs of this student population. The limited availability of appointments is a disservice to these students.

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

Under Strategic Initiative B: "Strengthen quality educational and support services to promote student success." A summer bridge program was developed and implemented for incoming Fall 2012 SRC students. The goal of this program was to provide new student orientations with an emphasis in general transition issues and technology and to promote timely access to services for academic success. Twenty new SRC students participated in this program.

Under Strategic Initiative B: "Strengthen quality educational and support services to promote student success." A clinical psychologist was hired during the 2012-2013 academic year. The psychologist is available 10 hours per week to see SRC students in-house at the SRC.

Under Strategic Initiative D: "Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community." The SRC hosts an advisory committee meeting annually. In addition, during the 2011-2012 academic year, the SRC hosted a collaborative meeting that included representatives of area Department of Rehabilitation offices and K-12 districts. Eighteen participants attended this meeting in addition to four students/alumni representatives. Furthermore, an advisory committee to specifically address the needs of Deaf and Hard of Hearing students was convened in 2011-2012 and included individuals from the Department of Rehabilitation, Marlton High School, and Cerritos College as well as community advocates and representatives of both the Torrance and Compton Center campuses.

Under Strategic Initiative D: "Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community." The SRC and campus representatives in partnership with the Department of Mental Health hosted a campus-wide mental health awareness event during May 2012. There were 25 agencies/organizations that participated in this event. Various components of this event included, workshops, panels, and a resource fair.

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

Since the last Counseling Division and Student Services Program Review in 2006-2007, there has been no hiring of a full-time DSPS counselor. The last DSPS full-time counselor hired was in 2004 and since then, the SRC has not had any part-time counseling faculty either. A full-time DSPS counselor position has not been requested since the hiring of the last full-time DSPS counselor in 2004 due to the greater need for other specific counseling

specializations in other departments, although the need for an additional full-time DSPS counselor has been consistently noted in the SRC Annual Plan and the last SRC Program Review completed in 2008-2009.

Although the immediate need is for a full-time DSPS counselor, there still continues to be a great need for part-time counseling faculty, which was also noted in the last Program Review and the SRC Plan Builder. This current lack of part-time counseling faculty in the SRC does not allow for backfill when full-time counselors are attending professional development conferences/seminars and during peak registration times of the semester. Now that academic counselors are on a 10-month contract, no coverage is available during the winter and summer terms without part-time counselors. The majority of students, in particular, new students, apply and request accommodations between the primary terms which is necessary for timely delivery of services. DSPS mandates require only certificated employees verify eligibility for services and the provision of support services and accommodations. Currently, the student demand exceeds the capacity that the two 10-month counselors can assume, resulting in long wait times and a triage of services.

The availability of part-time counselors is very limited due to the DSPS minimum qualifications required and the skills necessary for assessment. When available, this fails to address the programmatic needs of verifying eligibility, prescribing reasonable accommodations and providing the student or campus with the necessary support. Persistence, retention and academic success are greatly enhanced for students with disabilities when they are able to establish a rapport with a consistent contact person. A part-time counselor would be unable to meet this level of service during the regular academic terms.

Student Learning Outcomes (SLO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO

The program level student learning outcome for DSPS is as follows: *By participating in the Special Resource Center, students will develop skills to effectively advocate for educational services to meet their specific needs.* The SRC has three areas of focus for program level SLO's which include test accommodations, alternate media, and deaf and hard of hearing.

Representatives from both classified and certificated staff serve as point people for SLO's in the SRC Department. Discussions are held amongst the identified point people and SRC staff about the deployment of various assessments. Further discussions are held during the SRC staff meetings and the Flex Day meetings as well.

2. How does the program ensure that SLO's are assessed consistently?

SRC staff and faculty developed a four-year calendar for SLO assessments of instructional courses and support services. The Director oversees and provides semesterly updates of our progress of assessment results. An internal team with cross representation of staff and faculty

meets at least three times per semester to analyze results of assessments and plan future program level assessments. In addition to the CurricuNet system, a binder of SLO assessment statements, results and reflections are kept within the office.

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

After assessment of the test accommodations SLO, it was noted that students were performing well in this area. Thus, minor changes such as inclusion of the camera statement on the test accommodations form, modifications to Jacarit (an online testing accommodations schedule and tracking system), and revision of how test accommodations staff review the test accommodations process with students were made. In addition, an SLO survey was drafted during Spring 2012 and will be ready for implementation during Fall 2012.

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?

The High Tech Center (HTC) staff was unable to meet the application and registration assistance needs of SRC students during all hours of operation due to limited staff availability and increasingly online only avenues for students to complete these functions. Thus, specific hours of the day throughout the week were designated for the HTC staff to be available for application and registration assistance needs.

In anticipation of the limited counselor availability during the summer months as a result of counselors' contracts being reduced to 10 months, informational letters about fall registration were sent out to the local special education programs at the high schools. Also various SRC workshops were created or revised to meet the needs of larger groups of students at one time. Such workshops included "MyECC," "The Next Steps," and "Introduction to SRC."

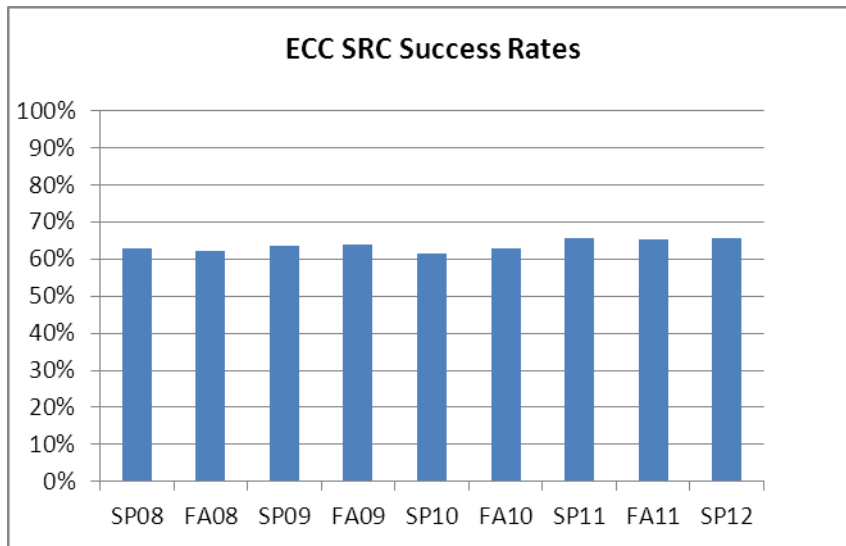
In order to better prepare incoming new students, a summer bridge program was piloted for incoming Fall 2012 SRC students. There were 20 participants and the program components included a campus tour, lectures/discussions about high school to college transition, learning styles, career, and access technology.

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

In order to improve planning and budgeting of direct support services such as in class assistance and interpreting/Real Time Captioning (RTC), metrics have been tracked. This data provided information to improve recruitment, scheduling, and efficiency in budgeting. For example, the metrics facilitated and informed specific measures to help SRC staff plan and schedule for the provision of services from the first day of instruction. This was particularly critical for interpreting/RTC services so students could benefit from the syllabus review and make an informed choice about the rigors and expectations of the course.

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.

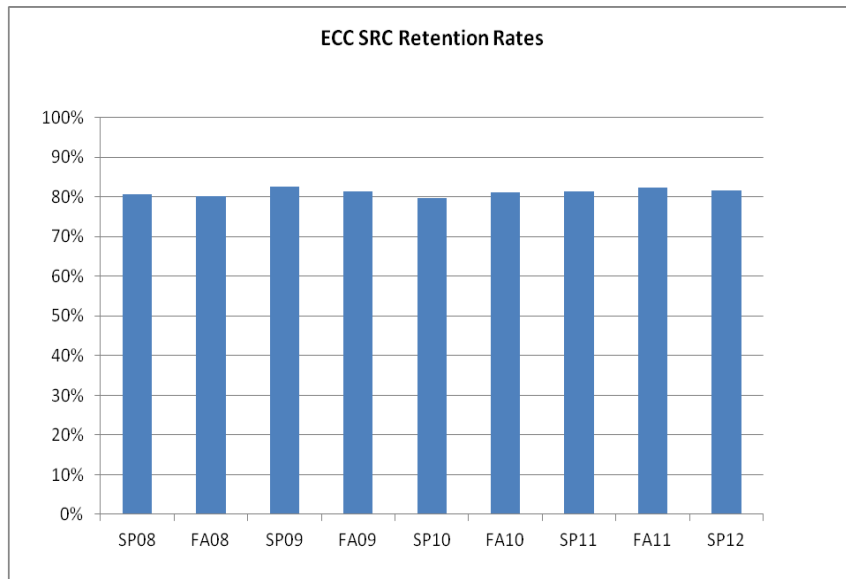
Chart 3: SRC Success Rates from Spring 2008-Spring 2012



*ECC Institutional Research

When looking at SRC students and how they perform in all of their classes in a given semester, on average they have a Success Rate of 63.6% as noted in Chart 3 above with incremental improvement in the recent four terms between Spring 2008 and Spring 2012.

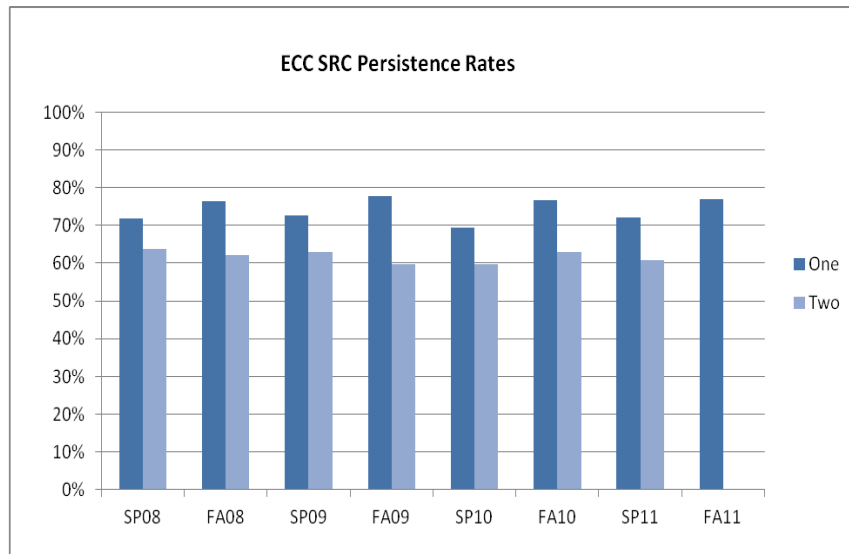
Chart 4: SRC Retention Rates from Spring 2008-Spring 2012



*ECC Institutional Research

When looking at SRC students and how they perform in a given semester, SRC students on average have consistently had retention rates of around 80% with a four year average of 81.2% as noted in Chart 4 above, number which are comparable to ECC students' retention rates.

Chart 5: 4-Year Trends of SRC Persistence Rates



*ECC Institutional Research

In looking at persistence rates of SRC students, Chart 5 depicts the persistence rate as defined by enrollment in subsequent terms. For example, of all the students who enrolled during Spring 2008, 71.8% returned the following regular term and 63.7% returned two terms later in Spring 2009. The averages for this four-year period are 74.3% for one term persistence and 61.7% for the second term. This data juxtaposed with student headcount reveals the extensive number of new and continuing students the department is serving. Activities such as orientation, verification of disability, and educational planning inclusive of drafting a one semester or multi-semester educational plan, are all tasks that are predominantly addressed by SRC counselors.

Program Environment

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

The SRC team works collaboratively to meet the needs of SRC students. The SRC counselors work together with the disability specialists and service providers in the SRC to verify disability eligibility and identify and provide accommodations to students with disabilities. The SRC counselors also function as specialists for students with psychological disabilities, developmental delays, and acquired brain injuries. In addition, SRC counselors assist with meeting the matriculation demands of the Counseling Division through developing educational plans, providing online counseling, conducting workshops, holding individual counseling appointments, and offering drop-in counseling. Topics addressed are disability management,

academic counseling, identification and referral to campus and community resources, and limited career and personal issues. Reasonable accommodations (i.e. in class and testing accommodations, alternate formats, assistive technology, etc.) and how to act as a liaison with community support members are routinely discussed or provided during counseling meetings.

In addition, SRC counselors have the responsibility of informing the campus community of Universal Design and the institutional responsibility to improve institutional accessibility across all aspects of the college. The SRC counselors provide support to faculty and staff and can often clarify disability laws and reasonable accommodations.

The SRC counselors work in collaboration with various on-campus programs. Counselors coordinate with Outreach and School Relations to provide campus tours to special education high school groups. They also make referrals to the Health Center for psychological services. SRC counselors likewise work with EOPS counselors to determine appropriate reduced unit loads if related to a student's functional limitations.

The SRC also maintains relationships with various off campus agencies. Such agencies include the Department of Rehabilitation with regards to vocational services, Regional Centers with regards to the Autism Spectrum and Developmentally Delayed populations, and the Greater Los Angeles Agency on Deafness (GLAD).

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

Please see Appendix A for the Special Resource Center organizational chart.

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

The facilities for the SRC are located in the southeast wing of the Student Services Center, a building central to the campus. Interpreter coordination is housed in the Math and Computer Science building in close proximity to the center. Ideally, having interpreter coordination housed within the SRC would enable SRC students to access all SRC services in one central location.

List recommendations regarding facilities and equipment:

1. SRC counselors require an office that is sufficient in size to accommodate students in wheelchairs and to have an office or an available private meeting location that is sufficient in size to accommodate two people in wheelchairs and three ambulatory people. Often, prospective students will sometimes make an appointment and a small group will arrive to the appointment without advance notice of their numbers.
2. SRC counselor spaces must be in an enclosed area with permanent walls to the ceiling and a door that can be closed to maintain the confidentiality for DSPS students because oftentimes sensitive disability topics are discussed in counselor sessions.
3. Office space to house an additional full-time counselor and part-time counselors is needed.
4. Sufficient space needs to be provided for student handouts/forms (filing storage/cubbies) and

reference materials/notebooks (bookshelves) that are used on a daily basis.

5. Three chairs, a desk, a telephone, and a computer and printer in each counselor offices are needed.
6. An additional monitor and keyboard for student use for when students need to log in or view counseling tools online is likewise needed.
7. All SRC services need to be centralized in one location.

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

Between the two full-time counselors, both morning and evening hours are available for students to access SRC counselors. Also, in scheduling appointments and drop-in times, counselors' contact hours are staggered. Thus, when one counselor has an appointment, the other counselor is available for drop-in time. Also, lunch hours for the two full-time counselors are staggered as well so that students have access to a counselor during the majority of our hours of operation.

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.

The overall function of the SRC is to provide legally mandated instruction and services to students with disabilities, to promote appropriate utilization of resources, to provide instructional delivery, and equitable access to instructional medium, and to advocate for universal design and educational access for students with disabilities. These services are in accordance with California Education Code - Title 5 regulations, Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and ADA Amendments Act of 2008. Under Title 5, a minimum of four contacts during the year are required for categorical funding.

Title 5 regulations designate that only certificated staff such as a counselor or disability specialist can evaluate and verify disability documentation to determine eligibility for services and to identify appropriate accommodations and services in relation to the educational limitations imposed by the disability. Additionally, students and advocates are becoming more litigious in seeking accommodations; the counselors help to ensure that the institution is meeting legal mandates.

According to the proposed Seymour-Campbell Student Success Act of 2012, "essential educational priorities" include counselors, advisors, technology tools, increasing categorical funding for student support services, hiring more full-time faculty, and increasing support for part-time faculty. The goal of this Act is to "provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement."

With this in mind, there is a great need for SRC counselors to gain expertise in assisting students with disabilities with career/vocational planning and transition. Unfortunately, the SRC does not have career advisement, employability skills building, or transition to work outside of one class offered per year. Intermittent support is provided when grant funding is secured. Greater consistency to maintain relationships with community providers to facilitate this transition and job placement is necessary, particularly for students who have obtained their educational goals or maximized their academic potential.

The limited counseling staff cannot adequately accommodate the growing student population of the SRC. Although an additional full-time counselor was hired during the 2004-2005 academic year, the SRC has a need for an additional full-time counselor in the areas of general, career, and outreach counseling. Also, part-time counseling hours are needed for backfill during peak registration times and during the winter and summer sessions when full-time counselors are not available.

The following Table 5 is a comparison of “like size” campuses to ECC in relation to their counselor to student ratios:

Table 5: Full-Time DSPS Counselor/Student Ratio

Community College	Counselor	Total # of Students	Counselor: Student Ratio
El Camino College	2	1,974	1:987
Glendale	2	965	1:483
Long Beach	3	1592	1:531
Saddleback	3	2124	1:708
Santa Monica	2	1,424	1:712

In comparison to the other campuses, ECC DSPS counselors are serving the largest number of students per counselor (1 counselor: 987 students) when looking at the counselor-student ratios (Table 5). In surveying these other campuses, three of the four other campuses employed part-time counselors as well whereas, the SRC has not employed part-time counselors since 2004. The SRC student numbers have continued to increase throughout the years, however.

The Academic Senate for California Community Colleges adopted the document, “Report from the Consultation Council Task Force on Counseling.” According to this report, “The data show that when there is access to adequate, comprehensive counseling services, student success is significantly enhanced. The data also show that access to counseling in our community colleges is inadequate by every measure.” Thus, the Academic Senate for California Community Colleges recommended a counselor/student ratio of 1:370. In comparison to this recommended

counselor/student ratio, the ECC DSPS counselor/student ratio (1:987) far exceeds the recommended ratio, thus greatly disserving our students.

Also, with the rapid changes in technology and the need for students with disabilities using assistive technology continuing to grow, greater awareness of current technology is needed to address the complex technology needs of students with disabilities. Furthermore, within the next three to five years, there is an expectation that the population of SRC students enrolling in distance education classes will grow. With this trend, more counseling hours equivalent to a full-time counselor will be needed to address the complex needs of SRC students utilizing assistive technology in conjunction with their distance education classes.

In addition, there is an expectation that more veterans are to enroll in college. These veterans may be dealing with not just one disability, but multiple disabilities. It is for this reason that this student population will have a greater need to access resources, such as DSPS services, in order to better facilitate the pursuits of their educational goals.

The program personnel are current in their fields academically. However, more counseling support would allow current SRC counselors to participate in more professional development activities to gain greater awareness of disability issues in higher education (i.e. returning disabled veterans, Autism spectrum disorders, technology updates, standards in the field and new perspectives with respect to accommodations, etc.). Currently, when both full-time counselors attend seminars or conferences at the same time, the SRC has no part-time counseling coverage, and students are left with no access to counselors on those particular days.

In relation to DSPS counselors, the need for professional development in the areas previously mentioned above is critical to understanding and meeting the needs of students with disabilities. Currently, counselors are being proactive in attending conferences to update their knowledge and expertise.

The shortage of counseling hours limits the access of counseling services for students with disabilities who need more individualized counseling compared to the average student. An increase in counseling support would allow current SRC counselors to focus on the individualized needs (academic counseling, disability management, accommodations, etc.) of each student.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Not applicable at this time. The program is still in the process of defining and collecting assessment information.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Not applicable at this time. The program is still in the process of defining and collecting

assessment information.

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.

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

The SRC has an excellent and competent staff with knowledge of the current trends in the field. Faculty and staff remain current with the provision of services to students with disabilities through professional development. SRC instructors foster concepts of universal design in their teaching. Enrollment in SRC courses is facilitated by ECC counselors, faculty, and program administrators. Curriculum is designed to strengthen the academic skills of students to support matriculation. SRC courses facilitate student retention by increasing student success. Collaboration and rapport are established with other ECC programs and instructional departments and divisions to support student access.

Due to the continued trend of increasing numbers of students with disabilities, the need for more counseling faculty, both full-time and part-time, is becoming more essential. Sufficient office space to accommodate staff, faculty, direct support service activities, and testing will be needed. Also, improvements with regard to educational training and outreach efforts with on-campus customers to encourage more integrated referral/use of services must be made. Training, implementation and utilization of universal design of accessibility must be made at a systemic level. Exploration of opportunities and alternative approaches to train faculty on disabilities can assist with providing a seamless delivery of accommodations to SRC students. Cross campus collaboration to address student discipline or behavioral concerns of students with disabilities must be encouraged. Evaluation of report data metrics must be made to analyze changes in students, services, spending, and the level of access and success of the SRC Program. Curriculum should also be reviewed for efficacy for SRC students and technology trends.

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

Priority #1

- **Full-time DSPS Counselor** – Strategic Initiative B, “Strengthen quality educational and support services to promote student success.”

Priority #2

- **Part-time DSPS Counselors** – Strategic Initiative B, “Strengthen quality educational and support services to promote student success.”
 - Counselors with sufficient availability to provide additional and back-up coverage during regular terms and intercessions.

Priority #3

- **Office space for full-time and part-time counselors** – Strategic Initiative F. “Support facility and technology improvements to meet the needs of students, employees, and the community.”
 - Need three chairs, a desk, telephone, and a computer and printer in each counselor office.
 - Additional monitor and keyboard for student use for when students need to log in or view counseling tools online.
 - Efficient student tracking tools/applications for reporting.

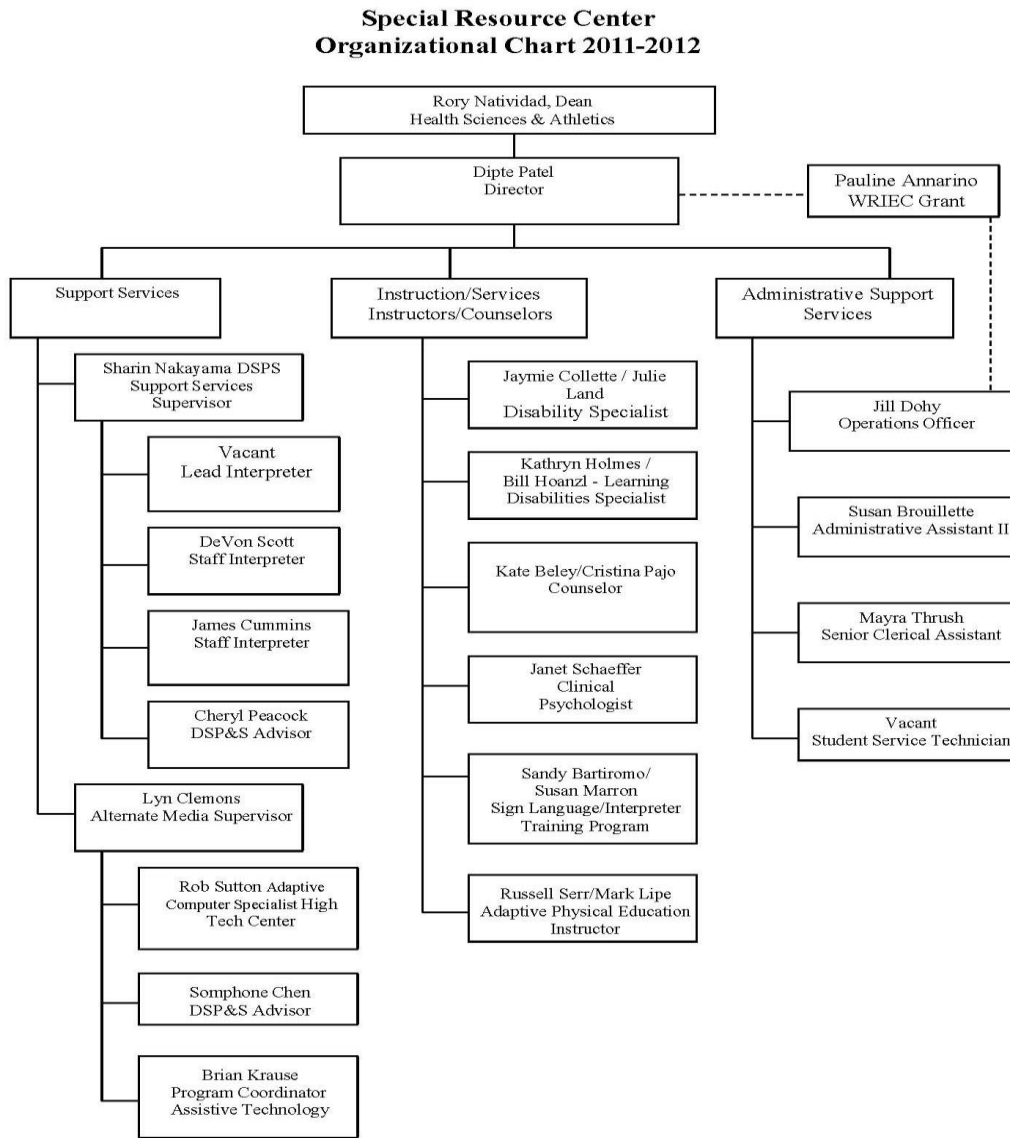
3. XXContinue Program
- ___ Discontinue Program (Explain how the program’s services could be handled by other services on campus if the program has been declining or is no longer fully utilized)

Appendices for the El Camino College

Special Resource Center

Program Review

Appendix A – SRC Organizational Chart



TRANSFER CENTER

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 Transfer Center provides information through services, activities, and events that will assist students with the university transfer process by:

- Helping them explore the array of in state and out of state university options available
- Demystifying the admissions requirements that discourage them from considering impacted universities
- Assisting them in making good decisions in choosing a university
- Developing an educational plan that will prepare them to meet admissions requirements including the specific major preparation required for their university of choice
- Helping them become competitive applicants
- Connecting them to priority and guarantee programs to insure admission to either their first and/or alternate university choices.
- Helping them through the university admissions application process

Meeting this objective leads to the larger goal of increasing the number of students who transfer to universities. The Transfer Center supports Core Competency I – Content Knowledge by providing students with transfer knowledge they can use to pursue a university degree, declare a major, and achieve a specific vocation/career.

The Transfer Center also supports the transfer mission of the college by providing further educational opportunities for the local community beyond certificate /AA/AS degree attainment.

Services, activities, and events offered by the Transfer Center include: University fairs, university tours, transfer basics and strategies workshops, university representative visits on campus, university panels on specific majors and programs, university application and personal statement workshops, an annual Transfer Conference, transfer presentations to classes and student clubs, Transfer Admission Priority/Guarantee (TAP/TAG) opportunities, individual and group counseling appointments, and comprehensive advising services.

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

Transfer services and activities are available to all students on campus. The students who are served by the Transfer Center are those who intend to and/or may have declared transfer as a goal (46% declared transfer as a goal in Fall 2011¹.) However, the Transfer Center is also proactive reaching out to students who do not initially declare a transfer goal at the time of enrollment. The Transfer Center conducts classroom/student club presentations, launches mail/e-mail outreach campaigns and coordinates transfer events to educate the general student

population by creating a campus-wide “transfer culture” that increases the number of potential transfer students. The current available data indicates that the general student population consists of 52.1% females and 47.8% males. The top four ethnic groups consist of the following: 40.7% of the students are of Latino descent, 17.8% are African American, 17.2% are White and 16.6 percent are of Asian descent. Furthermore, 31.4% are full-time students carrying at least 12 semester units. ¹

¹ Data provided by Office of Institutional Research

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

El Camino College’s transfer numbers are very competitive in comparison to other California community colleges in the system. For example, as recent as 2009-2010, the college was ranked # 1 in transfers to the California State University system. The latest CSU transfer statistics from Fall 2011 placed the college 6th out of 112 community colleges, with 815 El Camino College students transferring to the CSU system. El Camino College was also ranked # 4 in total transfers of Mexican American/Latino students and # 1 in African American students to the CSU system.³ The transfer rate of ethnic underrepresented students reflects present the diversity of the El Camino College general population. The latest University of California transfer data reveals that the college transferred 359 students in the Fall 2011 term. This number placed the institution 9th out of 112 California community colleges in transfers to the UC system. The Transfer Center’s biggest challenge stems from the ongoing goal of accurately tracking out-of-state transfer rates. The El Camino College student out of state and international transfer rates are somewhat tracked by the Chancellor's Office. For example, during the 2009-2010 academic year, the Chancellor's Office estimated that El Camino College transferred 230 students to a California private university and 162 to an out-of-state university.³

² Data from CA Chancellor’s office website

³ Data from CSU website “California Community College Transfers to the California State University System Fall 2011 – by campus”

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

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

The Transfer Center delivers services in the following ways:

1. University/College Fairs: The Transfer Center offers an annual outdoor fair that hosts over 70 public and private universities/colleges in the fall semester and another smaller scale one in the spring semester. It has also offered special interest fairs, including a Fine Arts Majors Fair, a Historically Black College Fair and an evening private/out of state university fair. These events offer students an opportunity to research multiple universities at once without

the expense of visiting the campuses. Students also network with admissions and outreach officers who address their questions and provide them with important information about their respective institutions.

2. **Workshops:** Workshop offerings range from UC/CSU/Independent University Admissions Strategies for the first year student to UC/CSU/Common Application and Personal Statement workshops for transfer-ready students applying for the next available admission cycle. The Transfer Center has also hosted a Fine Arts Awareness Month event every year in March for over a decade. The event includes public and private school university representative panels on art, music, theater and dance majors.
3. **Class Presentations:** The Transfer Center offers numerous classroom/student club presentations on transfer to a variety of academic divisions including basic skills English (writing/reading) and human development courses in order to capture students early in their transfer planning process. Class presentations have served the vital role of bringing transfer information to students who have not (or may have never) visited the Transfer Center on their own.
4. **University Tours:** The Transfer Center offers free transportation to students and schedules visits to public and private institutions as far south as San Diego, as far east as Riverside and as far north as the Northern California UC schools in the San Francisco bay area. Students learn about the campus culture via campus tours; admission requirements from undergraduate admission presentations; and student campus life from student panels. Students are also granted an opportunity to visit their major department and specific student services required to meet their needs (e.g. housing, financial aid, disabled student services, etc.) Free time is provided for students to visit the campus bookstore where they purchase school pride paraphernalia. Local campus tours to private art schools such as the Art Center in Pasadena and OTIS College of Art & Design have been coordinated as part of the Fine Arts Awareness Month activities.
5. **Advising Services:** Transfer Center classified advisors provide extensive and comprehensive advising services, including workshops, review of printed transfer requirements, navigation of transfer related websites, university application online assistance, and walk-in appointments to answer basic transfer questions.
6. **Human Development 20 courses - Navigating the Transfer Process:** Nine Human Development 20 sections were taught between Spring 2007 - Spring 2011 by two counseling division faculty members: Sue Oda-Omori (former Transfer Center Coordinator) and Lori Suekawa (current Articulation Officer.) Transfer courses are vital in teaching the general student population about the complex transfer process and create a transfer culture at the campus-wide curriculum level.

Under Strategic Initiative 1.b. *“Maximize growth opportunities and strengthen programs and services to enhance student success.*

The Transfer Center has held annual half-day Transfer Conferences since 2005. The

conferences have offered comprehensive workshops for both first year students (< 30 semester transferable units) and ready to transfer students (> 30 semester transferable units.) Every annual conference has been attended by over 300 students and offers numerous workshops, including How to Choose a University, Financing your Education and Transfer Admissions Guarantee/Honors Transfer Programs. UC /CSU /Independent/Out-of State University panels were also offered. The conference concludes with a mini university fair that offers students an opportunity to meet and question an array of university representatives.

Under Strategic Initiative 1.d. *“Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.”*

The Transfer Center has an extensive network of partnerships with universities, including those discussed below:

1. University Admissions/Outreach Representative Visits: University representatives visit the Transfer Center on a regular basis to meet with students via individual 20-minute one-on-one appointments, walk-in advising in the Student Services lobby, and attendance at scheduled college fairs in the library lawn area. They also request to present in various courses and SSTARS Programs such as EOP&S, Puente and Project Success in order to reach underrepresented, first generation, low income students.
2. TAP Programs: There are currently two active priority admission programs at El Camino College that students can opt to participate in, to increase their admissions chances to impacted campuses. The UCLA TAP (Transfer Alliance Program) that began in the 1980's typically doubles the mid 30% transfer rate to almost 80%. UCLA's long-standing partnership with the Honors Transfer Program requires counselor and director verification that students complete all of the program's requirements, including enrollment in five honors courses, attendance at four educational seminars and the scheduling of at least two counseling appointments to develop an educational plan. The UC Berkeley TAP (Transfer Alliance Project) that began in 2006 has consistently doubled the transfer rate of students being admitted to the most impacted UC campus, UC Berkeley.
3. TAG (Transfer Admission Guarantee) Program: The Transfer Center continues to offer workshops, printed information, and counseling and advising regarding the TAG agreements with UC Davis, UC Irvine, UC Merced, UC Riverside, UC San Diego UC Santa Barbara and UC Santa Cruz. At this year's counselor's conference, UC San Diego confirmed that the Fall 2015 term will be final year that their TAG Program will be available to any community college student.
4. Historically Black Colleges and University - Guarantee and Priority Admission Programs: The Transfer Center and Articulation Office assisted Elaine Moore, our project Success Coordinator, in the establishment of priority consideration (Howard University and Spelman College) and guarantee (Albany State, Bennett College, Clark Atlanta University, Fisk University, Hampton University, Morehouse University, Johnson C. Smith University, Talladega) agreements with various HBCU's during her sabbatical. The Transfer Center has

co-hosted workshops during the annual Black College Fair and has incorporated the HBCU agreements information to the general TAG workshops.

5. Admissions Partnerships with CSU Dominguez Hills and CSU Long Beach: There are two current partnerships with two local CSU campuses. The CSUDH Pathways to Success Enrollment Partnership Program began in Fall 2011 and it guarantees students admission with the minimum CSU eligibility requirements (except for the ADN-BSN Nursing major). The CSULB STEM (Science Technology Engineering & Math) TAP program guarantees admission to students in STEM majors who complete specific major prep courses and a 2.5 transferable GPA (except for biology majors.)
6. The Transfer Center also partners with two UCLA-based programs that target, outreach, motivate and support Pacific Islander/Filipino students to pursue a higher education via on campus visits in the Student Services lobby, workshops, mentoring, cultural field trips, and assistance with the application process.

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

The main prior recommendation that has not been implemented is the long-term goal of having a stand-alone Transfer Center. The main concern remains various staffing and training issues involved in a shared space situation. In addition, express counselors often occupy the Transfer Center desk that needs to be staffed by the center's federal work study students at all times to ensure consistent delivery of services, such as making appointments for students with university reps, signing them up for university tours and having a resource person for students to inquire about Transfer Center services and resources housed in the center itself.

Student Learning Outcomes (SLO):

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

The Transfer Center faculty, classified and casual staff, in collaboration with the Transfer Advisory Board members, created the following SLO: *“Transfer Center Services increase awareness, understanding, and motivate students to transfer.”*

Multiple discussions occurred throughout the first year of implementation of the SLO in order to obtain feedback from the committee to insure that the statement appropriately measured what students needed to gain or learn from the specific transfer activity. The surveys were submitted to Institutional Research for an evaluation of student responses.

2. **How does the program ensure that SLO's are assessed consistently?**

The Transfer Center counseling faculty and classified advisors distributed SLO surveys to Transfer Center workshop students during the 2010-2011 academic year and to students on university tours in the 2011-2012 academic year. The program decided to alternate the distribution of the SLO's between these two main transfer activities in order to create more

consistency and validate the data over time.

2010-2011 Transfer Workshops Survey - Data Findings out of 268 student responses: ¹

- 96.39% of the students surveyed agreed/strongly agreed to becoming more aware of transfer options
- 96.05% agreed/strongly agreed to feeling more motivated to transfer to a four year university
- 98.2% of the students agreed /strongly agreed to have gained a better understanding of the transfer admission requirements

2011-2012 University Tours Survey - Data Findings out of 163 student responses: ¹

- 97% of the students surveyed agreed/strongly agreed to becoming more aware of transfer options
- 95% agreed/strongly agreed to feeling more motivated to transfer to a four year university
- 96% of the students agreed /strongly agreed to have gained a better understanding of the transfer admission requirements

¹ Data provided by the Office of Institutional Research

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

Due to the overwhelming success of the SLO results for both the 2010-2011 and the 2011-2012 academic years, no change or modification to the components has been deemed necessary so far. The only future practice suggested by the Transfer Advisory Board has been to consider distributing the SLO surveys at other transfer activities such as transfer fairs, individual transfer appointments and at the annual Transfer Conference.

Program Improvement

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

The Transfer Center and its services are very comprehensive and numerous.

However, the ongoing improvement requires that the program works to increase student participation in workshop offerings and gain access to bigger classrooms to accommodate such numbers. Transfer Center services and workshops fulfill the needs of students that would otherwise seek out one-on-one counseling appointments and “express counseling” to inquire about their specific university admissions and application questions.

Securing ongoing funding is also vital to the annual Transfer Conference and the Northern California University Tour, both on hiatus for the 2012-2013 academic year due to the reduction of assignment of a full-time coordinator to a half time coordinator and other budget reductions.

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

The expansion of the Transfer Center website (including a designated Transfer FAQ’s section separate from the counseling division FAQ’s and the creation of a Transfer Center Facebook page) have improved access to information about our services to the new generation of technology-driven students. This major technological improvement fully supports the college’s *Strategic Initiative F - support faculty and technology improvements to meet the needs of students, employees and the community.*

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

The Transfer Center Coordinator meets regularly with the dean, assigned transfer counselors, the classified Transfer Center staff and faculty, and the Transfer Advisory Board to discuss how to continually increase transfer numbers to all local universities and statewide. These metrics are utilized as a basis to decide which services to increase, enhance or reduce on a year to year basis.

The following numbers reflect the academic years 2008-2009 through 2010-2011:

California State University (CSU)

EL CAMINO COLLEGE IS RANKED 8TH OUT OF 112 CALIFORNIA COMMUNITY COLLEGES FOR TRANSFERRING STUDENTS TO CSU.

EL CAMINO COLLEGE ENROLLMENT TRANSFER NUMBERS TO CSU

Year:	2008-2009	2009-2010	2010-2011
Total # of Students:	1,031	871	1,181

EL CAMINO TRANSFERS TO CSU CAMPUSES

Campus	2008-2009	2009-2010	2010-2011
CSU Dominguez Hills	385	395	478
CSU Fullerton	82	75	53
CSU Long Beach	315	180	343
CSU Los Angeles	83	55	89
CSU Northridge	44	75	106

University of California (UC)

El Camino College is ranked 9th out of 112 California Community Colleges for transferring students to UC.

EL CAMINO COLLEGE ENROLLMENT TRANSFER NUMBERS TO UC

Year:	2008-2009	2009-2010	2010-2011
Total # of Students:	296	377	377

EL CAMINO TRANSFERS TO UC CAMPUSES

Campus	2008-2009	2009-2010	2010-2011
UC Berkeley	36	38	35
UC Davis	5	10	16
UC Irvine	47	59	46
UC Los Angeles	113	162	132
UC Merced	3	4	4
UC Riverside	14	25	30
UC San Diego	37	45	51
UC Santa Barbara	33	28	40
UC Santa Cruz	8	6	23

UCLA

EL CAMINO COLLEGE TRANSFERS TO UCLA - FALL 2011

# Applied	# Admitted	# Enrolled	Admission Rate
539	176	123	32.65%

Transfer data for the 2011-2012 academic year include 1,047 students enrolling in the CSU system and 359 students in the UC system. Current admission numbers place El Camino College in 6th place (up from 8th place) to transfers to the CSU system and holds us steady at 9th place to

the UC system in comparison to last year's numbers.

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.

Transfer numbers and admit rates fluctuate due to a variety of unpredictable variables such as budget cuts (i.e., universities are admitting fewer students for the fall terms) and availability of transfer opportunities (i.e., no universities opened for Spring 2010 admission except for UC Merced.)

The transfer student population is constantly changing year after year.

The two biggest recent trends in student characteristics include:

- 1) An increase in high achieving students that select the community college system to begin their bachelor's degree. Saving money and/or having an opportunity to re-apply to their first choice campus that denied them admission as freshmen from high school serves as their main motivation. High achieving students often matriculate at El Camino College with multiple AP scores of 3 or higher that require a meticulous evaluation to determine the following:
 - a) An accurate number of transferable units
 - b) Specific information regarding which GE areas have been met on the various GE transfer patterns
 - c) A university-specific evaluation of how AP scores satisfy major prep requirements.

Oftentimes, these evaluations are complex and differ from the El Camino College evaluation of units toward meeting AA/AS degree requirements.

- 2) An increase of students who enroll at multiple institutions seeking required courses not offered at their home community college due to budget cuts or a delayed registration appointment date. This trend results in an increase of students who have multiple transcripts, requiring elaborate counseling, including an evaluation of accumulated transferable units, calculation of a combined transferable GPA, and pass-along eligibility to CSU-GE/IGETC transfer patterns.

Program Environment

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

The program environment is very collaborative to strengthen the transfer function of the college, increase student awareness of transfer issues and increase the number of students prepared for transfer to four-year universities. The Transfer Center mission has always been to create a "Transfer Culture" campus-wide.

The Transfer Center works in direct collaboration with the following programs on campus:

Career Center: The Transfer Center shares a physical space with the Career Center, which exposes undecided potential transfer students to resources such as Undecided Major workshops, appointments with career counselors, printed and online career exploration tools, and opportunities to explore majors/careers before requiring Transfer Center services.

First Year Experience: The FYE Program requires students to attend the annual Transfer Conference. The Transfer Center strives to reach the first year student population since it is never too early for students to prepare for transfer. The Transfer Center faculty and classified staff have also offered workshops and classroom presentations to FYE learning communities, and university representatives often present to FYE cohorts.

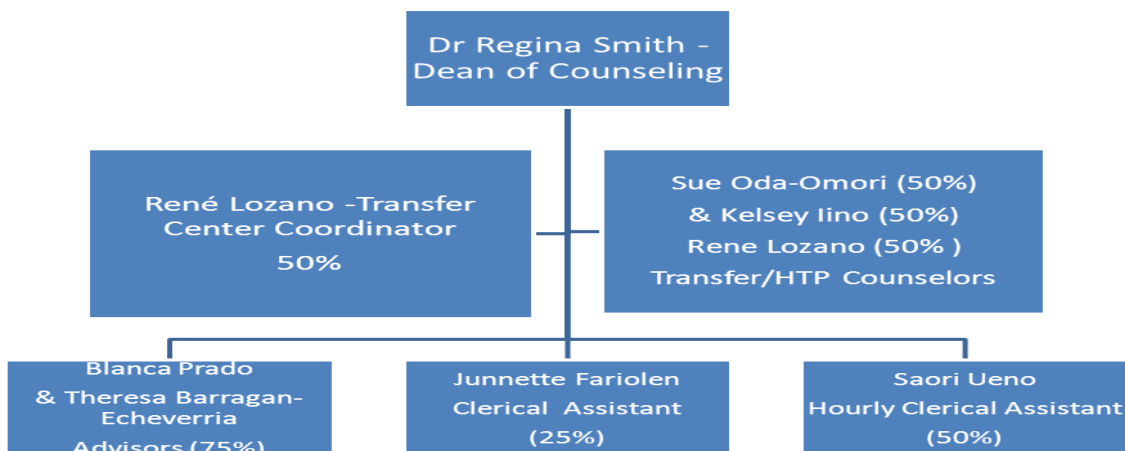
Extended Opportunity Program & Services: An EOP & S classified staff member attends the weekly meetings and serves as an integral part of the Transfer Center Advisory Board in order to stay abreast of the latest transfer trends, requirements, and upcoming events offered by the Transfer Center. This vital liaison informs the EOP & S student population about transfer services and encourages students to attend workshops offered throughout the academic year. The program offers students credit for attending various workshops, therefore increasing student participation numbers.

Mathematics Engineering Science Achievement: The Transfer Center has offered application and personal statement workshops to MESA students and currently provides MESA counselors with Power Point presentations on most of the workshops offered by the Transfer Center.

Science Technology Engineering & Math: The Transfer Center coordinated a Northern California tour for STEM students during the 2011 spring break.

PUENTE /PROJECT SUCCESS: The Transfer Center co-sponsors university campus tours with two culture-based learning community programs by sharing transportation costs. The greatest benefit of this partnership yields an increase of underrepresented students who participate in university tours. First generation, underrepresented students often limit themselves to local university opportunities due to perceived economic, cultural and family obligation issues.

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



Aside from the Transfer Center Coordinator, there is no other permanent full-time faculty or classified staff solely assigned to the Transfer Center. The center consists of permanent staff that are assigned part time to the Transfer Center and have duties elsewhere in the Counseling Division and is also staffed with casual employees and student workers. The 2011-2012 academic year marks the last year that the coordinator was offered 100% release time to coordinate the Transfer Center due to recent contract changes including an 11- month contract for the current 2012-2013 academic year.

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

The Transfer Center continues to share a physical space with the Career Center within the Counseling division but with recent news about the passage of Measure E, the ongoing mission of having a stand-alone Transfer Center continues to be a long-term goal. The needs include having an easily identifiable, independent space that can offer opened and closed hours like other programs on campus. The new space will include FERPA-compliant cubicles for students to meet with university representatives and will be staffed by "transfer expert" classified, clerical and federal work study students that can focus on transfer-related activities and knowledge. The Transfer Center also has the following equipment needs: a lap top, display cases, and funding for promotional materials such as weather resistant banners to promote the following annual events: Fall College Fair, Transfer Conference, July-September TAG application filing period, and the October-November university application filing period.

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

The current scheduled hours of operation for the Transfer Center are the same as the counseling division hours of Mondays and Thursdays: 9a.m. -5:30p.m., Tuesdays and Wednesdays: 9a.m.-7p.m. and Fridays: 9a.m. -1p.m.

These newly expanded evening hours help the Transfer Center better serve evening students than in past years when the division was only open one evening a week on Wednesdays. The new schedule facilitates the offering and promotion of more evening workshops and the potential to offer independent/out of state university evening college fairs.

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.

There are three main changes in state laws and/or university admissions policies that need to be addressed by the Transfer Center and its available services.

1. The passing of the SB 1440 state bill (AA/AS-T) will grant students greater access to the CSU system. It guarantees a requirement of no more than 60 upper division semester units to complete their bachelor's degree once matriculated at the university and a bump in their transfer GPA ranging from .1 to .2, depending on whether their campus, major, or both are impacted. The Transfer Center and its faculty and staff in partnership with the Articulation Officer have provided in-services to all full-time and

part-time counseling faculty at both the Torrance and Compton campuses. Workshops were also created and offered to students to educate them about the benefits of earning an AA/AS -T and the procedures and deadlines and verifying the completion of the degree to the respective universities.

2. No significant impact changes have occurred in the UC system since it continues to utilize a comprehensive admission review process. The CSU university system, however, has expanded both individual CSU campus and major impact in recent years. Cal Poly San Luis Obispo, San Jose State, San Diego State and locally, CSU Fullerton and Cal State Long Beach are the five statewide impacted CSU campuses. In addition, impacted majors exist at every CSU campus and all but eight campuses employ a service area admission policy. The local area is determined by each individual CSU campus ranging from requiring 1 unit (i.e., CSU Bakersfield) to ALL units (i.e., San Diego State) from a local community college for the student to be deemed a local student. CSULB determines local identity based on the high school campus that the student graduated from upon completion of high school. The Transfer Center has addressed this complex issue by creating more extensive CSU basics workshops for students and by keeping counselors abreast of these yearly changes via in-services.
3. Recently, most UC/CSU campuses only offer admission to community college students once a year, every fall semester/quarter. Since the beginning of the new millennium, only UC Merced has accepted applications for the spring semesters while CSU campuses have been consistently closed, except for the recent Spring 2012 semester/quarter where a handful of CSU campuses only opened for SB 1440 students that provided verification of earning one of the four El Camino College approved AA/AS-T degrees: Communication Studies, Geology, Psychology or Sociology. The Transfer Center disseminated this information to the Counseling Division and met with that cohort of students to provide them with the necessary verification forms, procedures and deadlines.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs

The Transfer Center administered an extensive evaluation at the annual Fall 2011 Transfer Conference in order to assess the effectiveness of the overall program and the individual workshop offerings. All students were split up into two main groups at the start of the program. Students that have earned less than 30 transferable units attended the Starting the Transfer Process workshop and students with 30 or more transferable units attended the Transfer Ready Workshop. For the duration of the conference, all students were given the opportunity to select additional transfer related workshops.

An evaluation of the 308 student responses resulted in the following major findings ¹:

- Intended Transfer Institution:

- UC: 33.44%
- CSU: 39.29 %
- Private/Independent: 11.69%
- Out of State: 5.84 %
- 90.26% of the students rated the overall conference good/excellent
- 90.7% of the students rated the “Starting the Transfer Process” workshop good/excellent
- 94.7% of the students rated the “ Transfer Ready Workshop” good/excellent”

¹ Data provided by the Office of Institutional Research

2. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

Overall, most individual workshops were rated very high on the good/excellent scales.

There was no immediate need to change any aspect of the conference at this time.

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.

1. Summarize the program’s strength and areas that need improvement.

The Transfer Center’s strength remains the extensive number of comprehensive services/workshops offered to all students at various stages of the transfer process. The Transfer Center addresses transfer needs of any type of student ranging from the underprepared, first year undecided student to the overachieving, highly motivated student. No other program has the potential to serve every single student on campus since it operates from the philosophy that all El Camino college students are potential transfer students, including those that declare achieving a certificate or AA/AS as their initial educational goal. The centralization of transfer services also alleviates the high demand for individual appointments and the flooding of students at Express Counseling during the high transfer peak season.

The Transfer Center Advisory Board strengthens the program by offering an opportunity for collegial consultation and advocacy power. It regularly includes a counseling faculty member from the Compton campus to discuss shared transfer knowledge between the two campuses in order to provide consistent and accurate information to all El Camino College students.

The Transfer Center and its staff have, over the years, built a strong relationship with admissions and outreach personnel at numerous universities and currently maintain an excellent reputation and rapport with these institutions.

The strong partnership fostered with SSTARs programs is a significant strength because it

creates a campus-wide culture that encourages the entire student services division to view the transfer of their program's students as a common mission. The presence that we create in the classroom via the Human Development 20 course offerings and the outreach we achieve by way of our regular classroom presentations infuses a transfer culture in the instructional division of the college.

The areas that most need improvement are:

- A) The need for 100 % dedicated faculty and staff to the transfer function. This includes a 100% faculty coordinator, a full-time permanent secretary, and a full-time permanent Transfer Center specialist.
- B) A stand alone, identifiable space for the Transfer Center in the new Student Services building funded by Measure E.
- C) Ongoing and increased funding for annual events and services such as university tours, including the northern California university tour; the Transfer Conference, and the end-of-the-year admit celebration reception.
- D) Constant and ongoing transfer related in-services for our counseling faculty will remain a need as long as the university transfer admissions process continues to evolve into the complex system it has become since the start of the new millennium. Dedicated time at each counselor's meeting for transfer updates would help to meet this need.

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

Resource	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Operating Expenses (e.g. supplies, printing, travel, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data Gathering Capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. XX 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)

VIRTUAL COUNSELING

Program Description

Virtual Counseling is the online counseling function of the Counseling Division. It was established to meet the needs of our students and the general public who may prefer or may be limited to utilizing our services from a distance. Currently, students and the general public can submit questions through a program called Web QA. Web QA is a software program that allows for students to search for prewritten responses to frequently asked questions and ask their own unique questions regarding academics, transfer, graduation, and any other general counseling questions they may have. Web QA was initially used only in the Counseling Division, but in 2010, the Public Relations Department decided to utilize it as an FAQ service for the El Camino College website, which includes many other departments on campus. Virtual Counseling supports El Camino's mission, vision statements, strategic initiatives and core competencies by utilizing technology to provide counseling services to our student population who may not be available to use our traditional in-person services. The Web QA program will be discontinued at the end of the 2012-13 academic year. It will be replaced with IntelliResponse, a program that was selected by the district to meet the FAQ needs of the entire campus. The Counseling Division was not consulted in this decision and has yet to be trained; therefore, it is to be determined if this program will facilitate this program's objectives. The overall goal of virtual counseling is to expand our virtual services to mirror that of our in-person services. Virtual counseling is never meant as a replacement of in-person services but rather is meant as a complement to these services.

1. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

Virtual Counseling serves the general, prospective, transfer, continuing, new student and distance education population. The form that is filled out before submitting questions gives students the option to enter their student ID number, but because one is not required to be a student to submit a question via Web QA, specific data about the population that this program serves is not available. The data below indicates the number of views that the Web QA system received each year.

<u>Year</u>	<u>Total Page Views</u>	<u>Average Daily Page Views</u>	<u>Number of Unique Visitors</u>
2008-2009	53,351	146	12,374
2009-2010	88,096	242	18,053
2010-2011	138,435	379	27,827
2011-2012	141,915	388	26,939

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

Students who participate in virtual counseling are expected to meet the same SLOs (see general counseling) as those students who participate in our in-person counseling services. Currently, student surveys are not administered to the participants of our virtual counseling program, so specific data about this program's participants is not available.

Details about the Web QA Program and its logistics: After a question is submitted, it will be answered either by the Student Services Technician who monitors the flow of emails (if it is a general counseling question, such as hours of operation or how to schedule a counseling appointment), or it is answered by one of the five counselors assigned to virtual counseling, who receive the emails. The counselor will either answer the student's question if it can be answered via email, or direct the student to Express Counseling or to advise the student to schedule a counseling appointment for a more extensive review of their questions.

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

The Counseling Division obtained the program called Web QA to help streamline the virtual counseling workflow. This took the place of the previous virtual counseling format, where designated counselors had access to an email folder on Outlook where they could look through and answer questions submitted by students and the general public. The questions were also answered by a representative in Admissions and Records. This email system was not very effective. Many times, counselors and staff were unsure if a question had been answered or not, thus leaving many emails unanswered, answered multiple times or not answered for long periods of time. Web QA went live in March of 2008. This move to Web QA was a notable achievement that assisted the Counseling Division in meeting the strategic initiatives of the college. Virtual Counseling allows the Counseling Division to expand its services to a greater service population. Web QA allowed our program to provide more effective and efficient counseling services to the virtual community and our student population. In the summer of 2013, Web QA will be replaced by a new FAQ system through IntelliResponse.

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

1. Assign one counselor to coordinate efforts. This duty was not assigned to a counselor but instead assigned to a Student Services Technician because after the implementation of the Web QA system, the workload did not warrant the use of a full-time counselor for coordination.
2. Hire a full-time online counselor to increase online services to students. This position was not filled because it was not indicated as one of the priority faculty positions by the Counseling Division.

3. Hire an adjunct for Distance Education to support their online counseling needs. This recommendation was not implemented because Distance Education decided that the Web QA system would meet their counseling needs.

Student Learning Outcomes (SLO)

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

Refer to General Counseling

2. **How does the program ensure that SLO's are assessed consistently?**

Refer to General Counseling

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

Refer to General Counseling

Program Improvement

The great increase in views of our Web QA system over the last 5 years has shown that the community our program serves is increasingly utilizing virtual counseling service. These students must be assessed in order for the program to best meet their needs. This assessment along with the availability of new technology must be considered when determining the direction and expansion of this program's services.

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

The program, through the Student Services Technician, updates the frequently asked questions (FAQs) every semester. If a student goes to the WebQA/FAQs link on the Counseling web page, he or she will be able to see updated general information, such as counseling office hours, counseling appointment procedures, availability of workshops/ classroom presentations and fee payment deadlines. This decreases the volume of emails from students asking the same questions, and emails from students with more detailed questions will be responded to in a timely manner. The counselors assigned to virtual counseling formed a committee to discuss which types of counseling services would be offered through the Web QA program. It was decided by the committee to limit certain services, like evaluating of multiple transcripts, to only in-person appointments. The committee originally met when the program was first implemented in 2008 but has not met recently. Hours assigned to the virtual counselors have fluctuated to meet the needs of our student population. Counselor contract changes from 12 month to 10 month will negatively affect all counseling services, including virtual counseling. The current assignments may need to be re-evaluated based on these limitations.

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

The metrics below show us that the total page views of the Web QA pages have almost tripled between 2008-2009 and 2011-2012. This large increase makes it necessary for the program to expand to offer an increase of virtual counseling services to meet this need. Posting updated signage in the Counseling Office and the Student Services building is not sufficient to get the word out to students about the Counseling Division’s updated hours, the use of eSARS to schedule counseling appointments online, and the virtual availability of counselors if a student is not able to utilize our in-person services. The importance of keeping a functional and updated virtual counseling service is critical as the students’ demand for technologically advanced functions increases. The increase in students using smartphones to view web pages, utilizing the MOX app for El Camino College, and scheduling online counseling appointments through MyECC is a testimony to this fact. Students and the general public rely on the internet to bring them the most up-to-date information.

<u>Year</u>	<u>Total Page Views</u>	<u>Average Daily Page Views</u>	<u>Number of Unique Visitors</u>
2008-2009	53,351	146	12,374
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2011-2012	141,915	388	26,939

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.

Data has not been collected on these patterns but, according to the counselors who have been assigned virtual counseling, they report that the questions that students ask have become very basic. These counselors have attributed these changes to the increase of the FAQs available online. The increase in FAQs answers most of the students’ questions. Any questions that are not answered by the FAQs are now answered in a timely manner through Web QA within (two to three business days). Students can also respond to the counselor’s response and maintain a dialogue until they are satisfied with their answer. (Refer to general counseling specifics on student success, retention and persistence.)

In order to expand our virtual counseling services to meet the program’s objectives, it will be necessary to reconvene the Virtual Counseling Committee to address how the program will meet the increasingly technological needs of the community that El Camino serves. If the committee decides, it may become necessary to acquire additional soft and hardware to help respond to these changes. Currently, there are two committees that address the technology needs for the college at large. These two committees are the Campus Technology Committee and the Senate’s Academic Technology Committee. The Virtual Counseling Committee will need to collaborate with these two committees to help determine ways to assess the effectiveness of our current virtual counseling program.

Program Environment

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

The Student Services Technician receives all incoming emails from Web QA. They are screened and the Technician answers the emails that pertain to general questions about counseling. The more detailed questions that require a transcript evaluation or research are forwarded to one of the designated virtual counselors. A representative from Admissions and Records also has access to Web QA and will assist in answering general questions. If the emails sent to A&R also have counseling questions, they will be forwarded to the Technician for review.

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

- Student Services Technician – screens emails from Web QA and answers general questions and concerns
- Five full-time faculty are assigned to answer the Web QA emails that the Student Services Technician submits to them
- A representative from Admissions and Records also assists with screening and answering emails and forwards them to the Technician if they require an answer from a counselor

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

Specifics about facility and equipment needs are to be assessed but the Virtual Counseling Committee has not met recently. It may be determined that new software and/or hardware may be needed based on the assessments to be conducted in the next four years.

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

Counselors are given one hour per week to answer emails from Web QA. The emails tend to increase during registration times. With the current available virtual services, the time dedicated is appropriate for the student demand. When the committee looks toward expansion, these scheduled hours may need to be adjusted.

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.

Refer to General Counseling

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

Not applicable

- 2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

Not applicable

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.

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

Web QA can be tailored to fit the needs of the student by adding frequently asked questions. It has allowed this program to streamline and offer effective and efficient virtual services to a wider community. With the termination of the Web QA program in the summer of 2013, it is yet to be seen if the new FAQ program, IntelliResponse, will continue to help meet this program's needs.

The greatest area of improvement is needed in assessment. It is one of the main focus areas needed for the next four years to determine the direction and goals of this counseling service. With proper assessment, the program will be able to determine the needs of the ever growing virtual community and also help in utilizing the latest technology to compliment and help fulfill the mission and goal of the Counseling Division.

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

- Reconvene the Virtual Counseling Committee
- Develop and administer assessments to the students and the community that utilize our virtual services
- Develop a plan to align our virtual counseling services to the needs determined by the assessments
- Acquire hardware and software to fulfill the virtual counseling plan.

- 3. XXContinue 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)