



# El Camino College

## Student & Community Advancement Program Review



### **First Year Experience/ Learning Communities Program**

**2005-06**

**Compiled by:  
Dr. Ruth Banda-Ralph, FYE/LC Faculty Coordinator**

**El Camino College  
Student & Community Advancement**

**First Year Experience / Learning Communities Program  
Program Review  
2005-06**

**Table of Contents**

I.	Overview .....	1
A.	Program Profile .....	1
	Objectives .....	1
	Funding .....	1
	Student Profile .....	2
II.	Program Data .....	
A.	Student/Client Satisfaction .....	4
	Student Satisfaction .....	4
	Faculty Participation & Satisfaction .....	5
B.	Student/Client Outcome Data .....	7
	Supplemental Instruction .....	10
C.	Campus/Community Collaboration .....	11
	Partial Listing of Activities and Events .....	14
III.	Program Requirements .....	17
A.	Program Support .....	17
B.	Facilities and Equipment .....	17
C.	Staffing .....	18
D.	Planning .....	19
E.	Program Requirement Recommendations .....	20
IV.	Recommendations .....	21

## Attachments

Attachment 1 – Student Satisfaction Survey Template - 2006 .....	22
Attachment II – FYE Student Satisfaction Survey - 2006 .....	23-26
Attachment III – FYE/LC Faculty Survey Summary – Spring 2004 .....	27-29
Attachment IV – FYE/LC Faculty Questionnaire Summary – Fall 2004 .....	31-31

## Charts

Chart 1. Student Satisfaction Survey 2006.....	4
Chart 2. Faculty Learning Communities Questionnaire Fall 2004 .....	5
Chart 3. Faculty Learning Communities Questionnaire.....	6
Chart 4. FYE Counselor Student Contact.....	7
Chart 5. Student and Faculty Participation.....	8
Chart 6. Persistence – Students Returning to El Camino College from Term to Term....	8
Chart 7. Pass Rates – Students Successfully Completing Course.....	8
Chart 8. Progression Through Course Sequence.....	9
Chart 9. Supplemental Instruction Success Rates.....	10
Chart 10. Supplemental Instruction Student Participation.....	11
Chart 11. Discipline and Faculty Participation for Supplemental Instruction.....	11
Chart 12. FYE Programs, Partnerships and Evidence of Effectiveness.....	12
Chart 13. High School Senior Day.....	14
Chart 14. Annual ECC Transfer Conference.....	14
Chart 15. Faculty Development Activities.....	15
Chart 16. Essential Departments and Strengthening Partnerships.....	17
Chart 17. Personnel Trends.....	18
Chart 18. Recommendations.....	21

## I. Overview

### A. Program Profile

*Instructions: The program profile should contain the program name, primary objectives, funding source(s), a profile of the students or clients served, and any other information that will provide the reader with a more complete understanding of the program.*

#### **Objectives**

The First Year Experience/Learning Communities Program (FYE/LC) primary objective is to assist new students in transitioning from high school to college to attain their educational goals. This comprehensive program links academic and student support services, learning community courses, and interpersonal and collegial experiences to facilitate student retention, transfer and graduation. Academic and student services include first year learning communities (cohorts), linked developmental and transfer classes, Supplemental Instruction, peer and faculty mentors, intensive orientations, hands-on instruction utilizing El Camino College technology for students, intrusive academic, financial aid and career counseling, freshmen interest groups (FIGs), community service learning, outreach and recruitment, faculty development activities, and major campus-wide events for El Camino students that promote recruitment, enrollment, graduation and transfer to universities.

The intent of Hispanic Serving Institution grant (the original funding source for the FYE program) was to fund the development, implementation and institutionalization of FYE/LC. The goal of FYE was to increase graduation and transfer rates of Hispanic students by developing learning communities with a network of learning services to support Hispanic students enrolling in El Camino College. The FYE faculty coordinator and counselor expanded the goal to include all students regardless of ethnic, academic preparation, or geographical area. Thus, FYE developed into a program that could accept and assist all types of students which created a program and campus climate of inclusiveness and a holistic approach to meeting the needs of current ECC students.

#### **Funding**

Funding for FYE/LC was originally provided from a Title V Hispanic Serving Institution grant during 2000 – 2005 academic years to build a foundation for academic success for Hispanic students. In 2002, FYE the FYE faculty coordinator was the primary investigator and/or assisted in the writing of grants for additional funding for technology, supplemental instruction, financial aid outreach and service learning totaling \$151,000.

Upon completion of the Title V grant funding, El Camino College's Foundation funded FYE \$80,000 during the current 2005- 2006 academic year. This is a one time funding source for FYE/LC. The staff is working with the grant's office and administrators to secure funding for next year. The faculty coordinator has worked with Ms. Bo Morton to additional grants; however they are not intended to fund the FYE program directly.

Funding for Supplemental Instruction (SI), a component of FYE, has been secured from several sources on campus. In 2004 the Behavior and Social Sciences, Humanities, and Mathematical Sciences departments contributed \$30,000 to assist with the funding of SI coaches. In 2005, the Teacher Education Program provided funds for several coaches. Currently, VTEA funds are

being used to fund two coaches. The SI coordinator works with the Teacher Education Program, Career in Child Care, and VTEA administrators to secure SI class offerings, coaches and staff. In fall 2003, the Vice President of Academic Affairs placed the existing Learning Communities Program which had been funded with Partnership for Excellence (P4E) under the First Year Experience Program. The P4E funds were no longer available and the program had grown in course offerings, office space, faculty, and equipment. It was the desire of the administration to maintain a learning communities program under the umbrella of FYE's funding (Hispanic Serving Institution Grant) and staff. This move increased the workload for FYE faculty and staff without additional funds and staff. As a result, the grant funds were stretched and very limited for the additional years of the grant. The merging of FYE and the Learning Communities program was successful. Learning Communities continue to be offered at ECC and managed by the FYE faculty coordinator working in conjunction with selected deans, directors, and faculty.

**Student Profile**

FYE students are new to El Camino College and the college experience. The median age is 18 and the majority of students are Latino and female. Upon admission to El Camino College and the FYE program, students are required to take the math and English placement tests. Based on their English scores, they are placed in learning communities that link their reading, writing, and/or other transferable courses. FYE enrolls both developmental and college level students in its program. In 2004, a research consultant conducted a study of FYE. Below is the FYE student profile for three years. The trend continues to show an increase Latino students. Additional research is underway to study enrollment, graduation and transfer rates.

	<b>Fall 2001 N=37</b>	<b>Fall 2002 N=98</b>	<b>Fall 2003 N=185</b>
<b>Educational Goal</b>			
AA and transfer	57%	49%	42%
Undecided	27%	29%	29%
Other	16%	22%	29%
<b>Gender</b>			
Male	27%	28%	34%
Female	73%	72%	66%
<b>Ethnicity</b>			
African-American	14%	17%	18%
American Indian	0%	1%	1%
Asian/Pacific Islander	3%	17%	7%
Latino	54%	54%	60%
Other	0%	1%	1%
White	22%	2%	8%
Unknown	8%	7%	6%
<b>Median Age</b>	18.0	18.0	18.0

Learning Communities (LC) students are very similar to FYE students. They are provided counseling and support services from FYE counselor and staff. Learning communities are open to all students who select both linked courses. Specific data is not available on LC students at this time. However, LC students fit the FYE student profile and benefit from additional support

services offered by FYE. The LC faculty also work closely with the FYE counselor and coordinator to arrange classes and seeks assistance with students.

**B. Status of Previous Recommendations**

*Instructions: List the current status of recommendations that were provided in the last program review.*

Not applicable. This is the first Program Review for FYE/LC.

**C. Continuing Recommendations**

*Instructions: List the recommendations that are expected to continue as a result of this program review.*

Not applicable.

## II. Program Data

### A. Student/Client Satisfaction

*Instructions: List and analyze the results of the student or client satisfaction survey. Based upon the analysis what program improvements should be made. Assistance from Institutional Research and Planning will be necessary to create, distribute, and tally the survey.*

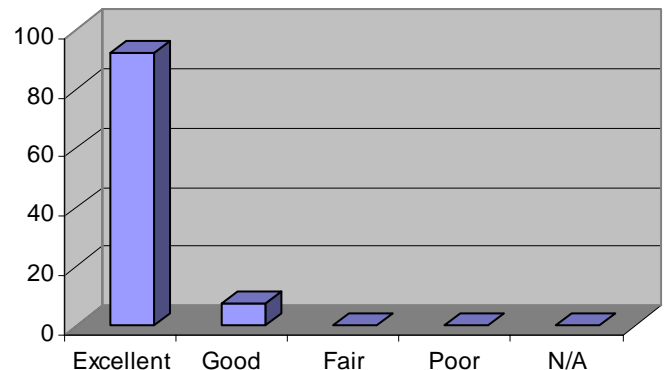
The First Year Experience Program works closely with students and faculty. The FYE program staff frequently requests evaluations, feedback, and design input from our constituencies. For the first 5 years of the FYE program, staff completed mid-year and annual reports to the Department of Education – Hispanic Serving Institution Project. The data collected did not address client satisfaction, however, FYE faculty and staff frequently surveyed students regarding events, services, and requested recommendations for program planning. A sample of the data collected is presented below.

#### **Student Satisfaction**

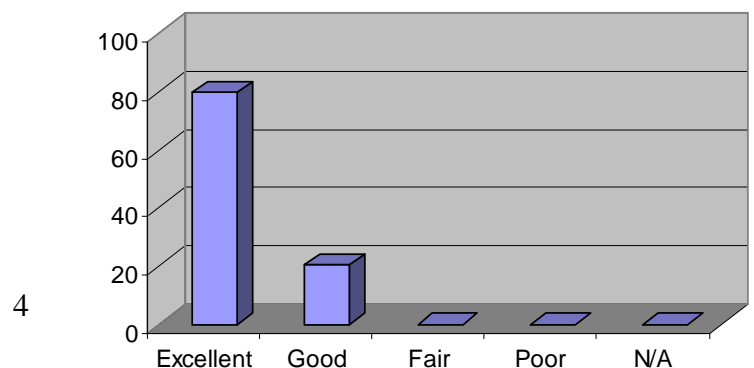
In spring 2006, students were administered a survey designed by the faculty coordinator and the office of Institutional Research and Planning. The survey was distributed at a major event and as well as emailed to current FYE students. Fifty-four surveys were completed and returned to the Office of Institutional Research. Based on the data collected, over 98% of the student rated FYE as excellent or good. The survey results showed students' rating excellent or good in all categories in the high 90 percentiles. See Attachment I on page 22 for Student Satisfaction Survey template. See Attachment II on page 23 for complete Student Satisfaction Survey responses. Examples of the survey results are presented below.

#### **Chart 1. Student Satisfaction Survey 2006**

1. How would you rate the FYE program?



2. How well did FYE help you with your educational plans?



**Faculty Participation and Satisfaction**

Faculty play an integral part of FYE/LC. Faculty volunteer to participate in learning community classes, they are not mandatory assignments and are not compensated financially. The department deans work closely with the faculty coordinator to schedule faculty, courses, classrooms, and registration procedures for FYE students. This collaborative effort provides the academic foundation to the program’s ability to exist and student success at El Camino College. Several faculty work closely with FYE faculty to assist in monitoring the appropriate curriculum, courses, services, and activities for FYE students. Feedback from faculty provides the FYE coordinator and counselor clearer instructions and recommendation to improve services to both faculty and students. See Attachment III on page 27 for Spring 2005 Faculty Survey.

**Chart 2. Fall 2004 Faculty Learning Communities Questionnaire**

In fall 2004, FYE conducted a survey of FYE/LC faculty to determine if the program was meeting the needs of the students. Based on this questionnaire, the program faculty made program adjustments and improvements. Below are the results of the questionnaire. See Attachment IV on page 30 for complete Fall 2004 Faculty Learning Communities Questionnaire results including comments and suggestions from faculty.

FYE/LC Faculty Questionnaire Summary

	Is the service utilized by students?			How important is the service in your opinion?				
	No Response	Yes	No	Very Important	Important	Somewhat Important	Not Important	No Response
Linked Learning Communities		15		13	2			
Academic Counseling		15		14	1			
Financial Aid Counseling	1	12		10	3			2
Supplemental Instruction	2	12	2	6	7	2		
FYE Orientation	1	15		10	5			
Textbook Depot	6	10		6	4	3		2
Student Mentors	3	11	2	8	3	3		1
Freshmen Interest Groups (FIG)	5	9	1	5	6	2	1	1
Student Enrichment Activities	3	11	2	5	6	2		2
Faculty Development		15		12	3			
FYE/LC – H-8 Office Equipment	3	12		8	3			

*What other important programs or services would you recommend for the First Year Experience Program to promote student success? Faculty, please list your comments.*

### **Chart 3. Faculty Learning Communities Questionnaire**

The Humanities Division assigned a faculty coordinator to work with the FYE program to help identify procedures for their division and FYE/LC. These comments were distributed, collected and analyzed by FYE faculty. The comments are from faculty participating in First Year Experience and Learning Community classes. See Attachment III on page 27 for complete survey comments and suggestions.

#### **Spring 2004 FYC/LC Faculty Survey Summary**

##### **1. Most valuable aspects of the program for students:**

- “at risk” students have the opportunity to build school/educational relationships with each other and their instructors
- Easier access to counselors
- Recognize that learning . . . is extended throughout college and personal lives
- See connections across the curriculum and apply strategies learned
- Instructors working together to help student success
- The wealth of possibilities and support that our students have
- Counseling, transfer services, orientation, graduation, financial aid advising
- Gaining support from a cohort, getting to know teachers and counselors
- Integrated – interdisciplinary – learning environment

##### **Additional valuable aspects of the program for faculty:**

- Common goal is to focus on teaching and learning which results in faculty development
- Focus on teaching becomes a priority
- The excellent support from the administrative staff
- Collaboration among students and faculty
- Sharing ideas about lessons and how to help the students be successful
- The creativity it generates
- The depth at which it allows the linked classes to function
- The bonds formed – student and faculty.

---

Many of the recommendations from this survey have already been implemented, some are still under review. A taskforce for underprepared students developed as a result of some of the concerns expressed in this survey. Efforts are underway to design some of the recommended learning communities, recruit new faculty to participate in FYE/LC and increase funding to help support these efforts.

## B. Student/Client Outcome Data

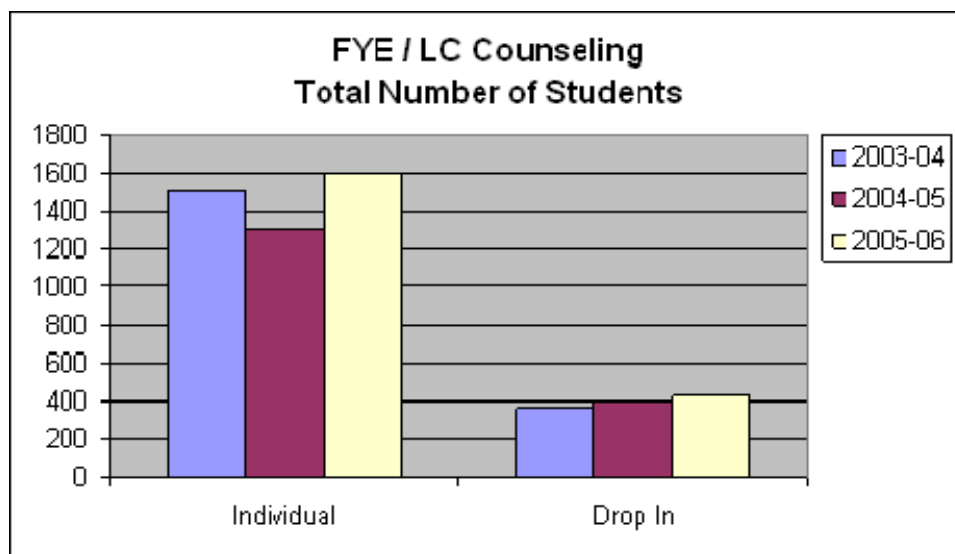
*Instructions: This section requires the analysis of student or client program data (i.e., metrics) that has been collected over the past three years. Metrics should be thought of as program specific data such as the number of students/clients who utilized various segments of your service over a specific period of time.*

*Examples include the number of students who met with a counselor, successfully completed their financial aid packet, applied on-line, referred to a company for an interview, or completed training.*

### **Student Contact Data**

The FYE program requires all students to meet with the FYE counselor at least 3 times a semester. The compliance rate is 100%. Individual educational plans were created for each student, group counseling for financial aid and specific major interests, and an end of the semester meeting is held with each student by the counselor. The FYE counselor also has a walk-in policy, but appointments are also required. FYE students must attend a mandatory orientation which instructs them on the use of MYECC (an FYE pilot project now used campus-wide), college study skill strategies, learning styles, and building learning communities. As a result of the intensive contact with students prior to enrollment and during the semester, data shows that FYE students frequent the counselor's office for assistance. To assist with the increase number of students admitted into the FYE and learning communities program, the counselor has increase the number of group counseling activities and workshops. Due to limited funds for staffing FYE/LC has accepted university graduate interns and volunteers to assist with program services and activities through out the years. Chart 1 below shows the full-time FYE counselor's contact data from 2003 to 2006.

**Chart 4. FYE Counselor Student Contact**



**Chart 5. Student and Faculty Participation**

	<u>Fall 2001</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
New FYE Students	40	220	161
New & Continuing FYE Students	--	--	800
FYE Learning Communities	1 (3 classes)	6 (15 classes)	5 (14 classes)
FYE Faculty	3	14	11
Linked Learning Communities*	--	7 (14 classes)	8 (16 classes)
Linked Learning Communities Faculty	--	14	14
Academic Disciplines	3	10	10

\* In spring 2003, FYE merged with the Learning Communities Program creating the FYE/LC program. This program now offers 14 linked learning community classes which are open to all ECC students each semester.

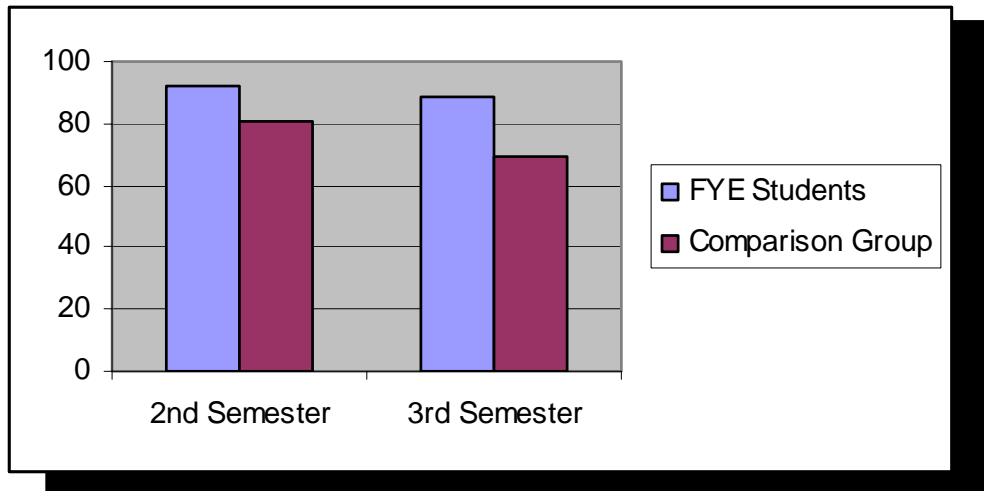
**Student Outcome Data**

The research data provided by on campus and off campus researchers showed that FYE and SI (Supplemental Instruction) continue to increase student success at ECC. The charts below provide a baseline for FYE for future research for analysis and program evaluation.

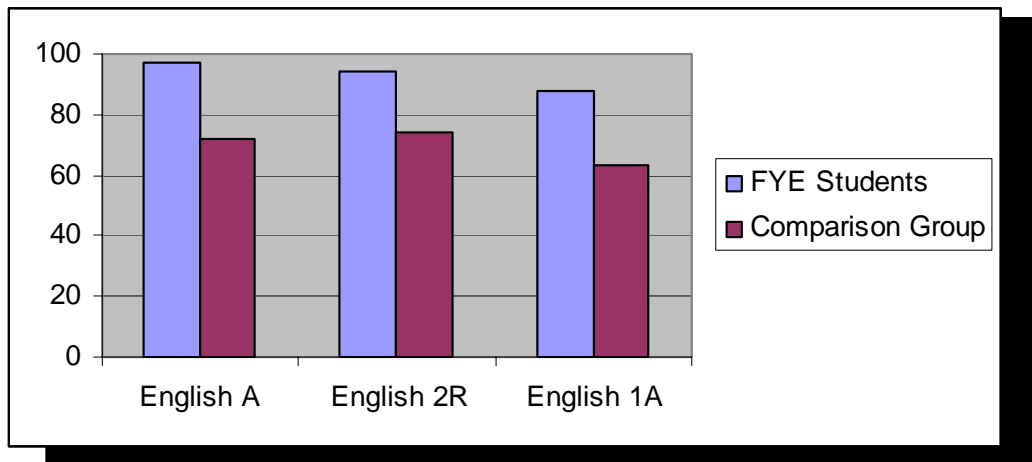
Based on a comprehensive, longitudinal examination of student achievement by a research consultant Philip Dykstra in August 2004, the data showed that students in the FYE program tended to have higher performance levels than their comparison group. Here are a few examples.

**Chart 6. Persistence – Students returning to El Camino College from term to term**

The Fall 2001, 2002, and 2003 FYE cohort groups had higher persistence rates at every measurement point.



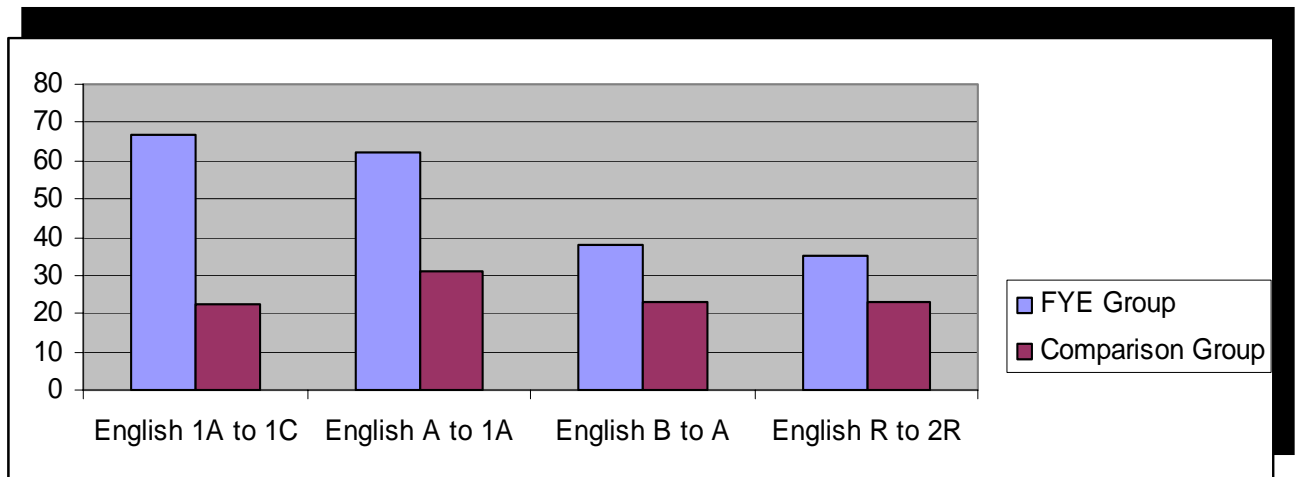
**Chart 7. Pass Rates** – Students successfully completing course with a grade of A, B, C, or CR. FYE students outperformed a comparison group at all levels.



This rate held over time with an 86% pass rate for the next two new cohorts. The number of students, classes and class levels in FYE increased by 60%.

**Chart 8. Progression Through Course Sequence** – English course progression measured.

The results show that at every measurement point related to cohort progression through an English course sequence, the FYE students outperformed their corresponding comparison group.



These findings show that FYE students do a much better job of completing courses in their English sequence in a timely manner than students from the comparison groups.

\*FYE and other Humanities faculty are in the process of developing strategies to address the campus-wide concern for developmental student assessments, placement, and needs.

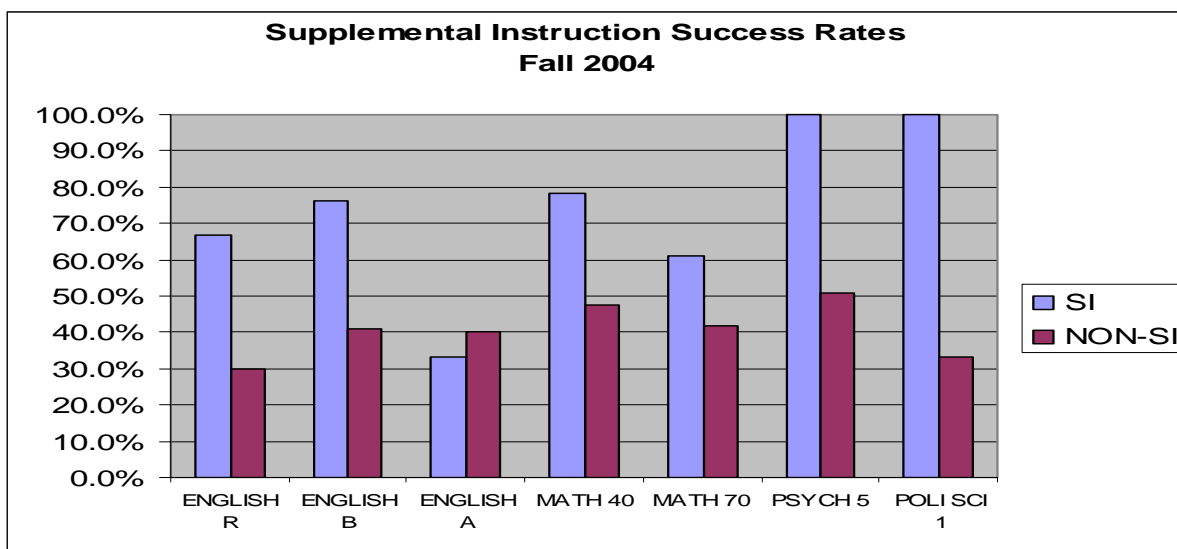
## SUPPLEMENTAL INSTRUCTION

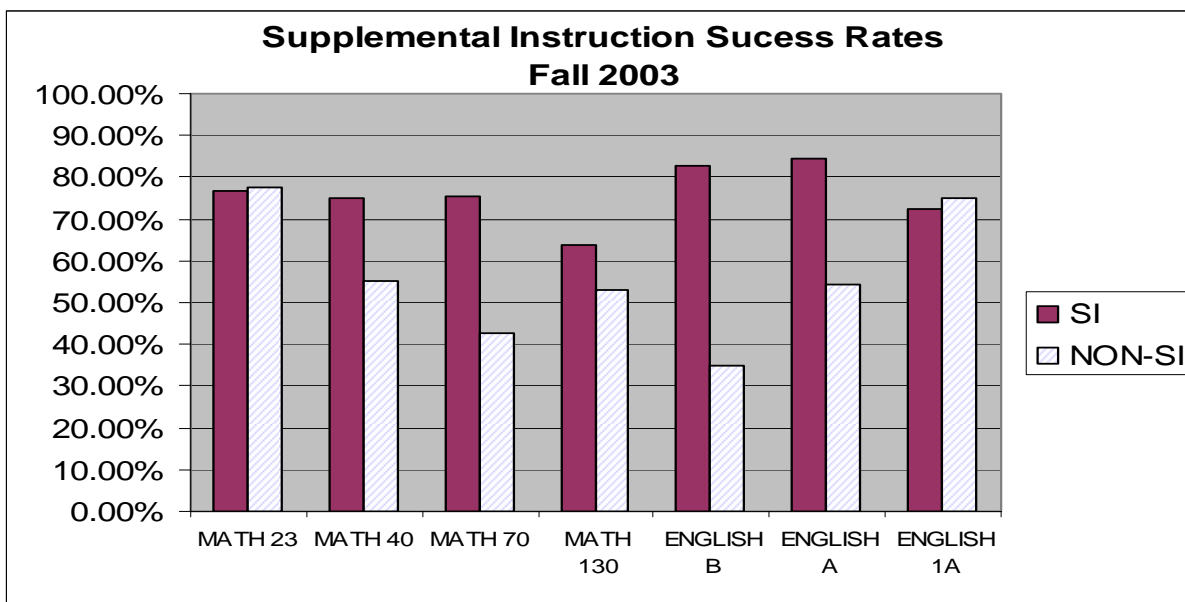
Supplemental Instruction (SI) was introduced to El Camino College by the First Year Experience Program during the Hispanic Serving Institutions grant funding phase. SI is a series of weekly review sessions for students enrolled in selected courses that have been historically difficult for students to pass. Frequently these classes are gateway classes to transferable classes and can impede a student's matriculation process. The SI method has been proven to help increase student understanding of course material, raise grades and increase success rates at El Camino College and other institutions.

SI started by offering math sessions but once the success of SI students became apparent SI included Reading, Writing, Psychology, and Political Science classes. In 2005, the deans from Humanities, Mathematical Sciences, and Behavioral and Social Sciences supported an effort to fund SI through Academic Affairs. Recently, the Teacher Education Program (TEP) and Careers in Technical Education (CTE) have also provided funding for SI services in their areas. FYE/LC continues to be the primary funding source for campus-wide Supplemental Instruction.

Charts 5 – 7 above show SI student data, success rates, faculty and division participation numbers.

**Chart 9. Supplemental Instruction Success Rates**





**Chart 10. Supplemental Instruction Student Participation**

	<u># SI Students Participating</u>	<u>Total Attendance</u>
Fall 2004	300	2000
Spring 2005	280	1500

**Chart 11. Discipline and Faculty Participation for Supplemental Instruction**

	<u>Humanities</u>	<u>Mathematics</u>	<u>Behavioral &amp; Social Sciences</u>
<b>Fall 2004</b>			
Courses	7	13	2
Instructors	9	15	6
<b>Spring 2005</b>			
Courses	8	9	2
Instructors	6	13	6

### **C. Campus/Community Collaboration**

*Instructions: List collaborative efforts with the campus and external community that are designed to benefit the program. List how the collaborative efforts should be strengthened and what new collaborations or partnerships should be pursued to improve the program.*

During the past 5 years, FYE initiated multiple partnerships and collaboration campus-wide. As a result, most of FYE's original concepts, projects, activities, and plans have been completely or partially institutionalized. Listed below are examples of such programs and their effectiveness.

**Chart 12. FYE Programs, Partnerships and Evidence of Effectiveness**

<i>Activities/Program</i>	<i>Partner/s</i>	<i>Evidence of Effectiveness</i>
First Year Experience (FYE)	Humanities, Behavioral & Social Sciences/Fine Arts/ Mathematics/Workforce Education/Counseling/Enrollment Services Divisions Deans, Staff & Faculty	Program has increased number of participants, divisions, and activities. Data shows FYE students are being retained and completing their sequence of classes at a higher rate. There is a waiting list for the program. Faculty and staff position have been institutionalized.
Learning Communities (LC)	Humanities, Behavioral & Social Sciences/Fine Arts Divisions Deans & Faculty	The number of LC classes is increasing.
MyECC (pilot email service)	ITS. Invited 12 other student & academic programs to participate in pilot.	Institutionalized and expanded services to all ECC students.
ERES	Library Staff and Faculty	Institutionalized and expanded services to all students.
Transfer Conference	Transfer Center staff/ Counseling/CSU and UC representatives/Financial Aid	Increased in participation by students and university sponsors.
FYE Mandatory Orientation	Financial Aid/FYE Faculty/Selected Counselors/	98% enrollment rates for FYE students.
On-line Orientation	Counseling	NA
Hands on Orientation	ITS and FYE Faculty	99% students utilize MyECC and enroll in classes. Retention rate are higher by 10 – 30 %.
Supplemental Instruction	Math/Humanities/ Behavioral & Social Sciences/ Puente Program / Project Success / EOPS / Industry & Technology / Teacher Education Program (TEP)/ Careers in Child Care Program (CCC) / Women in Industry & Technology (WIT)	Students participating in SI have a 10 to 50% higher pass rate than non SI students.
Faculty Teaching & Learning Conferences	Staff Development Office/ Faculty Development Committee/ Faculty	Over 500 faculty have participated in FYE faculty development activities.
Freshmen Interest Groups	Student & Academic Support Staff/Faculty	Student participation has increased by 10% each sem.

<b><i>Activities/Program</i></b>	<b><i>Partner/s</i></b>	<b><i>Evidence of Effectiveness</i></b>
High School Senior Day	Relations w/ Schools/60 student service and instruction programs	Institutionalized. Chaired by Relation with Schools.
Service Learning	Sociology faculty/Job Placement Office/Student Activities staff/	Developing collaborative with interested students and faculty.
CASA	Community Advancement/ Foundation Office/Behavioral and Social Sciences/ Community and Business Leaders	Efforts for maintain this project are in progress, however the project has been scaled back dramatically.
Pathways to Success Project (California High School Exit Exam Student Project)	Workforce Education/ Inglewood Center/ Local High Schools (10)	200 high school students have been targeted for enrollment.
Student Expos	Fine Arts Division/Student Activities Office	Students' art and culture have been featured.
Information Nights & Saturdays	FYE and Financial Aid Office	80% of students apply for financial aid and the FYE program.
Faculty Development Activities (Brown Bags, retreats)	FYE/LC faculty and general faculty participants.	High participation in activities and faculty interest.
Student Mentors	FYE/LC students and faculty	Students advising provided some assistance to peers.
TextBook Depot/Reserved Books	Library/ECC faculty/Foundation	70% increase in the number of books available to all ECC students.
Yes, I Can Project	School Relations/Enrollment Services/Foundation Office	Increase in student book vouchers and scholarships.
Women's/Student Health Fair	FYE/Financial Aid/Health Center/SSTARS programs	Pilot event has turned into annual event with higher numbers of participants.
Internship Project	FYE/LC	Volunteer interns have increased for FYE/LC.
Transfer Conference	FYE/Transfer Center/Counseling/ local universities	FYE pilot transfer conference is now a campus-wide event.
Fundraisers	FYE/LC	Established first FYE/LC account with Foundation and held first fundraiser.
<i>AB 540 Support Group</i>	<i>FYE/Counseling/Admissions/EOP&amp;S/Student Development</i>	Staff utilize this network to assist AB540 students and distribute current information.

## PARTIAL LISTING OF ACTIVITIES AND EVENTS

The First Year Experience Program has been instrumental in establishing several new initiatives at El Camino College. The FYE faculty and staff have a reputation of commitment to collaboration and partnerships in all activities and projects they have created. As a result, most FYE projects have not only been piloted but institutionalized campus-wide and on many levels.

FYE has been featured in several news paper articles, counselor and community newsletters, and research articles. The student and community word of mouth campaign has been very successful as well. Below are highlights of several FYE pilot projects that have become new traditions and strategies for achieving student success at ECC.

### **High School Senior Day**

FYE piloted the first High School Senior Day titled “Discover ECC” in 2002. This pilot has become a tradition at ECC. Hundreds of faculty, staff and volunteers help make the High School Senior Day a memorable event for all who attend including students, high school counselors and educators from ECC. The chart below provides a history of participation.

**Chart 13. High School Senior Day**

	Spring 2002	Spring 2005	Spring 2006
High School Senior Participants	200	700	750
High Schools Participating	8	20	22
Faculty/Staff	30	150	150
ECC Student Volunteers	15	100	65

### **Transfer Conference**

In 2003, FYE sponsored the first FYE Transfer Conference. The event was so successful that it was expanded to include all interested ECC for the next consecutive years. This exciting collaborative effort has enhanced ECC’s reputation as a college with a strong transfer culture.

**Chart 14. Annual ECC Transfer Conference**

	First Pilot FYE Transfer Conference	First Annual ECC Transfer Conference	2 <sup>nd</sup> Annual ECC Transfer Conference
Students Participating	90	350	375
University Representatives	6	50	50

### **Text Book Depot**

The Text Book Depot (Reserved Textbooks) was originally funded with the Title V – Hispanic Serving Institution grant. In 2001, approximately 100 textbooks sat on a small shelf in the library reserved books area. As a result of the FYE project and a new campaign by the library staff to increase the number of textbooks available to students, the Text Book Depot now has over 1000 books. Faculty, staff, the Foundation Office, and many contributors have helped to increase the numbers of textbooks on reserve for students.

### **Faculty Development**

In addition to working directly with students FYE also works closely with ECC faculty. For example, FYE presented a series of Teaching and Learning Faculty conference aimed at increasing faculty awareness on strategies to improve student success. The original funding was provided by the Hispanic Serving Institution grant and the Staff Diversity Office at ECC. Below is a chart that shows the attendance for each of the conferences. The Staff Development office conducted the evaluations. Ninety-eight percent of the evaluation rating indicated the conferences were excellent and should continue at ECC.

### **Chart 15. Faculty Development Activities**

<b><u>“Celebrating Diversity: A Key to the 21<sup>st</sup> Century – Teaching and Serving Diverse Students at El Camino College”</u></b>	
<b><u>Conference Topic</u></b>	<b><u>Number of Faculty Participants</u></b>
➤ Cultural Learning Styles of Latino Students	90
➤ The Language & Learning Styles, Family Values, and Socio-Political Concerns of Latino Students	95
➤ Teaching African American Students in Higher Education	100
➤ Teaching Asian Pacific Students in Higher Education	95
➤ Teaching and Learning in a Global Community	<u>120</u>
<b>Total</b>	<b>500</b>

*Based upon the trends and performance indicator data (e.g., metrics) what changes, if any, should be made to improve the program? All program improvements must be tied to the data.*

The data shows a need to continue FYE/LC programs and activities. High participation and excellent ratings from faculty and students indicated that FYE/LC is doing an outstanding job. There are also areas that need improvement. These areas include budget predictions, planning for future with limited budget information, and expanding the program with budget restraints. It is difficult to plan for more students and add linked classes without know what the budget will be. There is definitely a need for a larger First Year Experience/Learning Community program. The program has a waiting list each year and could expand if budget permits.

*What program functions are dependent upon external collaborations or partnerships with other programs or services on campus or in the community? Describe the effectiveness of each collaboration or partnership.*

See Chart 12 above for program activities, partnerships and evidence of effectiveness.

*How can program personnel strengthen these collaborations or partnerships?*

FYE/LC has been extremely successful in strengthening collaborations and partnerships. All FYE programs and activities are designed with partners. Experience has taught us that collaborative efforts increase resources, higher participation rates, and overall success in serving students and faculty. It also builds on our goal to increase a student centered campus culture.

*What other collaborations or partnerships should program personnel pursue for program improvement and why?*

New student orientation should be a collaborative effort between instructional and student services. First Year Experience has always included faculty and instructional programs in our orientation. This has increased students' awareness regarding academic expectations, faculty involvement with new students and their ability and expectations, and a better prepared new student. Orientation should not be done in isolation by one area but inclusive of many areas. Introducing students to MyECC, faculty, and to each other can increase student to campus, student to faculty, and student to student networks.

#### **D. Program Data Recommendations**

*Instructions: Compile all program data recommendations from II Program Data A – C.*

1. Institutional funding for FYE/LC and Supplemental Instruction.
2. Increase in counseling faculty.
3. Increase FYE/LC student population.

### III. Program Requirements

#### A. Program Support

*Instructions: List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each.*

*All programs depend upon the support of other departments on campus. What is the impact of those departments on this program and what can program personnel do to further strengthen those relations?*

**Chart 16 – Essential Departments and Strengthening Partnerships**

Campus Departments	Strengthening Partnership
Academic Departments – Humanities, Behavioral and Social Sciences, Mathematics, and Fine Arts	FYE, Learning Communities and Supplemental Instruction are arranged with these primary departments. Program personnel can increase contact and collaboration with these departments and new departments to increase faculty participation in learning communities and other FYE/LC programs.
SSTARS	FYE can continue to be a strong presence with the SSTARS effort. Meetings are held in the FYE office and staff provides support for all SSTARS activities.
Outreach and School Relations	Expand outreach efforts and activities to target student groups, areas, and special needs.
Financial Aid	Provide financial aid updated information on students to assist with the processing of applications.
Counseling	Provide assistance and support to increase the use of new counseling strategies and projects.
Foundation	Develop a fundraising campaign to increase funds for FYE programs and students.
Enrollment Services – Welcome Center	Assist in developing an effective Welcome Center.

#### B. Facilities and Equipment

*Instructions: Provide a summary of the current state of the program’s facilities and equipment and list recommendations if appropriate.*

*Describe the adequacy/inadequacy of the facilities and equipment available to the program.*

The facilities for FYE/LC and SI will change as of June 30, 2006. Currently, the FYE administrative office and faculty center are located in HUM. 8. The FYE/LC counselor’s office is located in SSVC 212 and the SI office is in SSVC 214. Having office spread across campus

made it difficult to central efforts. The new move will place office a little closer together within the next two years.

Discussion are underway to move SI to a new department or program. If this occurs, FYE would like to place the FYE counselor in SSVC 214 where SI is currently housed. The FYE counselor shares SSVC with another part-time financial aid counselor. The FYE counselor’s case load continues to increase and her cubicle is insufficient space for her and students.

FYE/LC and SI have adequate equipment, supplies and furniture for all faculty and staff.

*List recommendations regarding facilities and equipment.*

1. Move SI out of SSVC 214 and place the FYE counselor in SSVC 214. Provide FYE/LC counselor with larger space to accommodate staff and students.

### **C. Staffing**

*Instructions: Describe the adequacy/inadequacy of the program’s current staffing level and the training needs of program personnel. List recommendations based upon question responses.*

*Describe the adequacy/inadequacy of the program’s current staffing level.*

The counseling staff is inadequate to accommodate a growing FYE/LC program. Efforts have been made to keep the FYE/LC program to a manageable number of students so the counselor will not be overwhelmed with new and continuing students. This has inhibited the growth and development of a very successful program.

The faculty coordinator, secretary, and SI coordinator positions are adequate for the size and growth of the program. Casual and student assistant staff are provided to assist the counselor and other program activities as assigned.

### **Chart 17 – Personnel Trends**

#### Personnel Trend

Personnel Type	Current Level		In 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)	1	1	1		0	
Full-time Faculty (Non-Tenure Track)	0		1		0	
Part-time Adjunct Faculty	0		1		0	
Full-time Classified Staff	2		2		0	
Part-time Classified Staff (Permanent)	0		0		0	
Part-time Classified (Temporary)	0		0		0	
Casual Employees	4		8		0	
Student Employees	4		10		0	
Manager	0		0		0	
Supervisor	0		0		0	
Temporary Project Administrator	0		0		0	
Faculty Coordinator (Tenure Track)	1		1		0	

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)

*How does this data impact the program or the future of the program?*

The counselor shortage our program has substantially impacts the growth and development of the First Year Experience/Learning Communities Program. Due to the intensive and intrusive counseling services provided FYE students, the program must limit the number of students receiving services. An increase in counseling support would allow the FYE/LC program to grow and provide more classes, services, and activities for ECC students.

*Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program.*

Yes, program personnel are current in their fields academically. However, more opportunities to attend professional activities such as conferences and seminars would increase personnel knowledge in their field.

FYE/LC faculty and staff have served as presenters, lectures, and trainers for several other institutions throughout the programs inception. Faculty and staff from local college have visited FYE to learn about what make our program successful. FYE has also been featured in several publications for campus marketing and recruitment.

*List and prioritize all staffing recommendations.*

1. Increase number of counselors for FYE/LC.

#### **D. Planning**

*Instructions: Analyze external (advisory committee input, academic/trade journal articles, or other appropriate sources) and internal information to determine changes or trends that will impact the program within the next five years. Explain how the program's planning process involves program staff, and ties into student learning outcomes.*

*What major changes or trends might impact the program in the next five years? What program plans are in place or will be created to respond to major changes or trends?*

The focus on student recruitment and retention at ECC will impact FYE tremendously. Data shows the students participating in FYE/LC have a higher enrollment and retention rate. FYE/LC also engages faculty in the programs development and activities. As a result, FYE has the potential to grow if funding and staffing are increased.

The faculty coordinator has developed budgets for institutionalization and funding consideration. She has also sought and received several grants (Foundation and VTEA) to help sustain the program since the ending of the FYE Title V funding in 2005. The coordinator has also assisted in the development of federal grants for the college.

Administrators, faculty and staff have endorsed the continuation and growth of FYE/LC and funding for this program is pending.

*What data, not currently provided, would be needed to improve program development planning? Explain the type of data desired, why it will be useful, and list the possible sources if known.*

FYE has obtained program data from Institutional Research and from off campus researchers. The information we need is attainable via Datatel. The program secretary needs a higher level of access to this information to maintain records on our students.

*Describe how program personnel are made aware of what is happening in the program, future program plans, external/internal changes affecting the program, and changes that need to be made to enable the program to adapt and continue to be successful.*

Bimonthly meetings are held to discuss program planning and activities. Email and telephone conversations are highly utilized among staff. The FYE/LC staff has been on the cutting edge of new ECC initiatives by piloting them or helping to develop them via leadership roles and/or general support.

*Explain how program personnel are involved in the creation and implementation of program plans?*

Program personnel create and implement program plans regularly throughout the year. Concepts and plans are discussed, assignments are distributed and implementation is a joint effort. The staff is small in number so communication is easy and efficient.

*Describe how the program's plans tie into student learning outcomes.*

The focus of the FYE program's plan is identified in the student learning outcome (SLO) prepared by the faculty and staff. The student learning outcome for FYE/LC is: Students in FYE learning community courses will demonstrate the ability to formulate an educational plan that supports academic and career goals.

The SLO and its assessments identify the primary plan for the program. The plan includes student success of their first year of college, help them identify a major and/or career, and retain, graduate and/or transfer students.

### **E. Program Requirement Recommendations**

*Instructions: List all recommendations made in the program requirement section.*

1. Institutional funding for FYE/LC and Supplemental Instruction.
2. Increase in counseling faculty.
3. Provide adequate office space for FYE/LC counseling staff.
4. Provide FYE secretary with higher level access to Datatel.
5. Increase FYE/LC student population.
6. Provide centralized office space for FYE/LC faculty and staff.

#### IV. Recommendations

*Instructions: Provide a prioritized list of all recommendations made throughout this program review and list, where appropriate, the cost associated with each recommendation. List the strategies program personnel will pursue to aid in the achievement of each recommendation.*

**Chart 18. Recommendations**

<i>Recommendations</i>	<i>Cost</i>	<i>Strategies for Achievement</i>
1. Institutionalize funding for FYE/LC	\$87,400 – covers secretary, program & operational expenses.	Carried over \$40,000 from 2005-2006 grant. Writing grants and fundraising.
2. Institutionalize funding for SI	\$96,424 – covers positions for SI coordinator & coaches	Proposing budget to VP and relocation of program to another division.
3. Increase Counseling faculty	No cost. Included in FYE/LC budget	Collaborating with counseling and grant writing.
4. Office space for counseling staff & students	No cost	Renegotiating office space.
5. Higher level Datatel & SARS access for secretary	No cost	Discuss options with ITS.
6. Increase FYE/LC student population	Cost of adding additional counseling staff	Increase learning communities if counseling support is provided
7. Centralize FYE/LC	No cost	Planning for office move and reassignment of office duties and activities for staff.

*Show the linkage to the institution’s goals by stating each program review recommendation as an objective statement with corresponding success indicators in the form of an action plan. Enter all action plans into the campus planning software.*

1. Institutionalize funding for FYE/LC by fully funding (\$87,400) the secretary’s salary and benefits and the program/operational expenses. This will be accomplished by carrying over \$40,000 from 2005-2006 grant and by writing grants and fundraising.
2. Institutionalize funding for SI by fully funding (\$96,424) the Supplemental Instruction (SI) coordinator & SI coaches positions. The management of the SI component should be moved to Academic Affairs for a closer alignment of the service and administration.
3. Increase counseling support for FYE/LC students utilizing the existing budget. If the FYE/LC program continues to grow, funding for additional counselors will be needed.
4. Increase space for FYE program faculty, staff and students to accommodate growing number of students.
5. Secretary needs higher level to Datatel and SARS for reporting information and completion of work assignments.
6. Increase student population each year. Expand the number of FYE learning communities to accommodate a growing number of students interest in participating in FYE.
7. Centralize FYE/LC offices to increase program effectiveness and improved student service. Future office moves will consolidate FYE faculty and staff.

Attachment I. Student Satisfaction Survey Template 2006



First Year Experience Survey

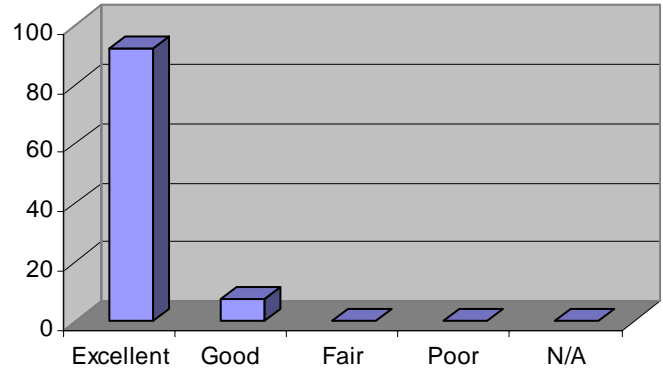
Please click the answer that best describes your rating of the following areas. When you are finished click the "SUBMIT" button.

	Excellent	Good	Fair	Poor	N/A
1. How would you rate the FYE program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How well did FYE help you with your educational plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Registration Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Help completing my first year of college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Help using MyECC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Access to assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Faculty in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff helpfulness and customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. FYE academic and student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Overall quality of service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the FYE Program meeting your needs? If no, please comment					
<input type="checkbox"/> Yes					
<input type="checkbox"/> No					

## Attachment II. FYE Student Satisfaction Survey 2006

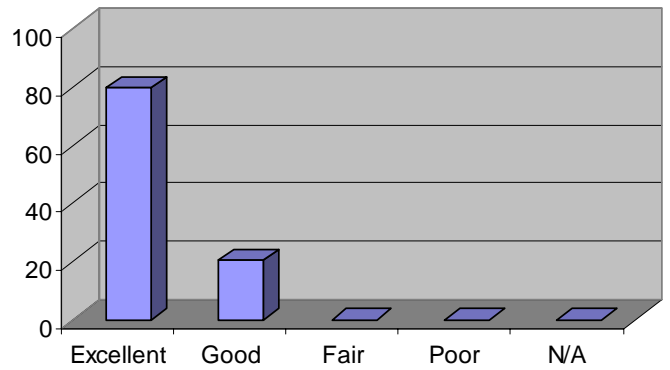
1. How would you rate the FYE program?

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	50	92.59
Good	2	4	7.41
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



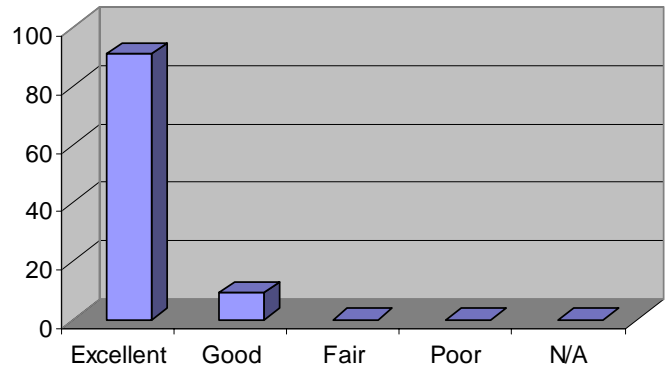
2. How well did FYE help you with your educational plans?

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	43	79.63
Good	2	11	20.37
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



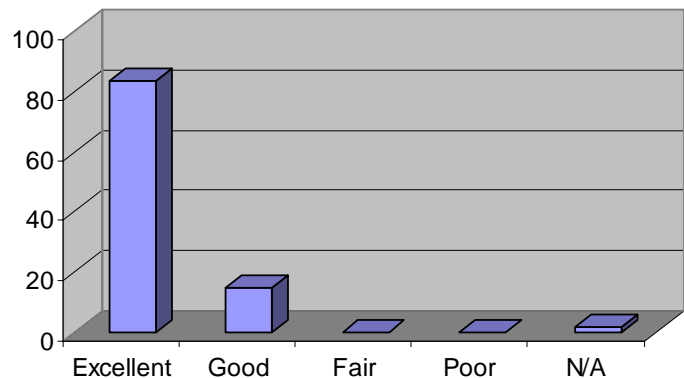
3. Counseling Services

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	49	90.74
Good	2	5	9.26
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



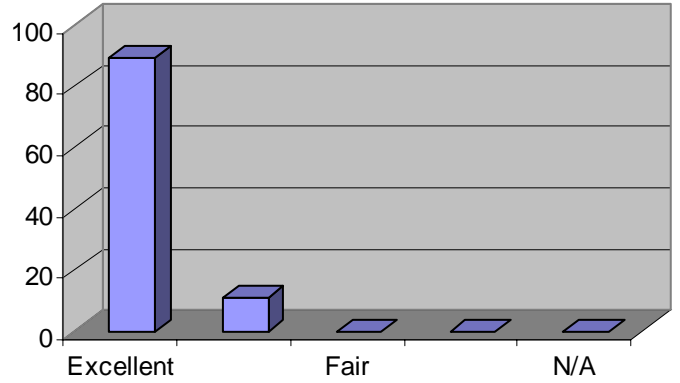
4. Registration Assistance

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	45	83.33
Good	2	8	14.81
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	1	1.85
Total Valid		54	100.00



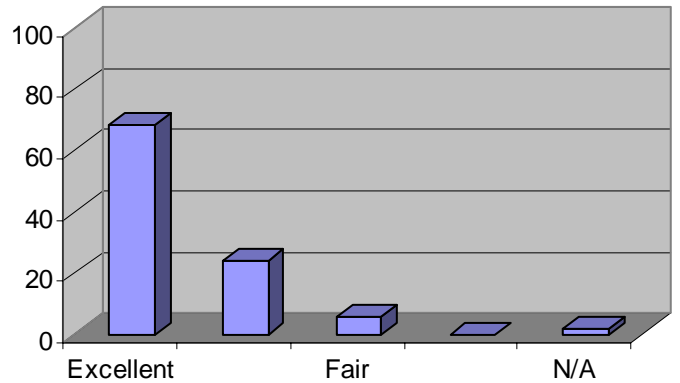
5. Help completing my first year of college

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	48	88.89
Good	2	6	11.11
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



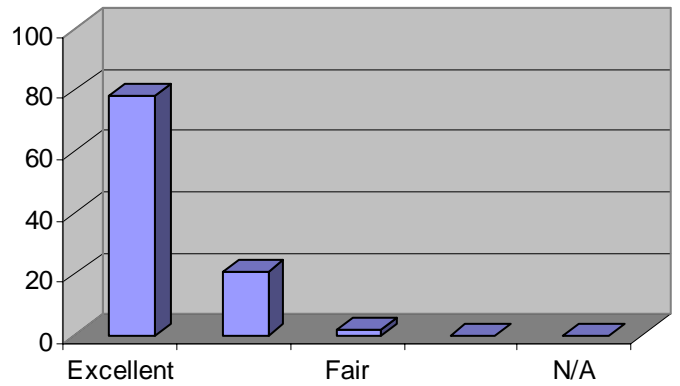
6. Help using MyECC

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	37	68.52
Good	2	13	24.07
Fair	3	3	5.56
Poor	4	0	0.00
N/A	5	1	1.85
Total Valid		54	100.00



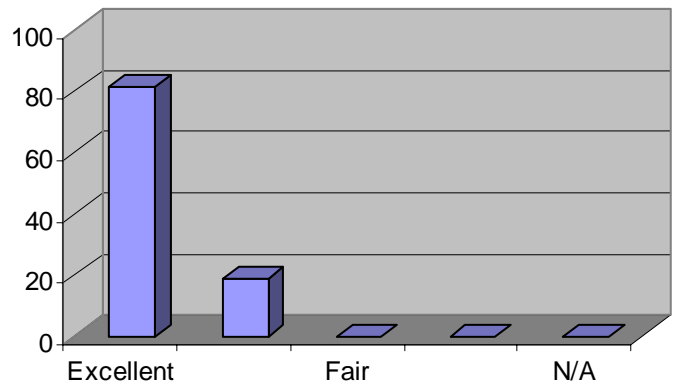
7. Access to assistance

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	42	77.78
Good	2	11	20.37
Fair	3	1	1.85
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



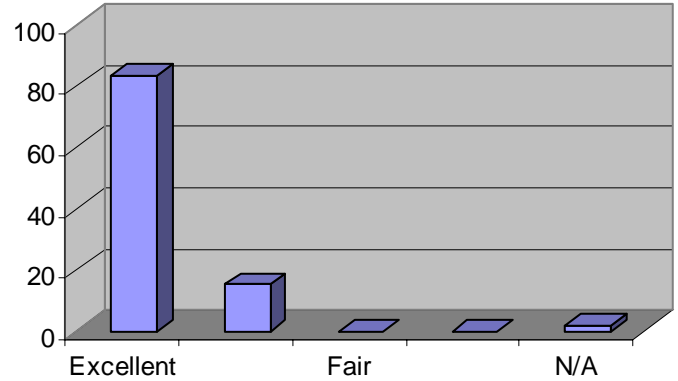
8. Faculty in the program

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	44	81.48
Good	2	10	18.52
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



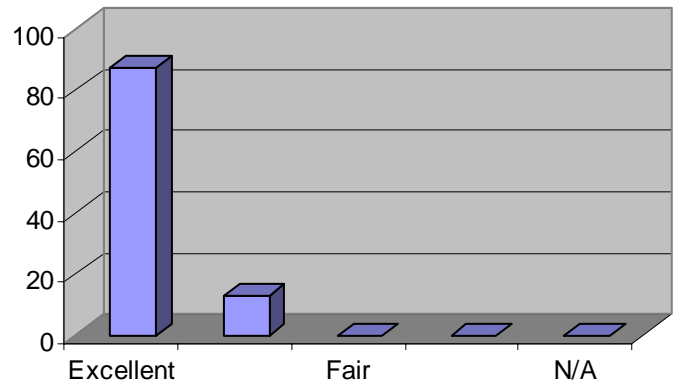
9. Staff helpfulness and customer service

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	44	83.02
Good	2	8	15.09
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	1	1.89
Total Valid		54	100.00



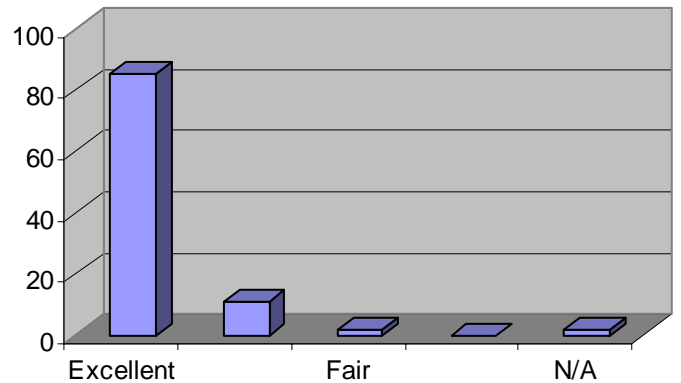
10. Staff knowledge

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	47	87.04
Good	2	7	12.96
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



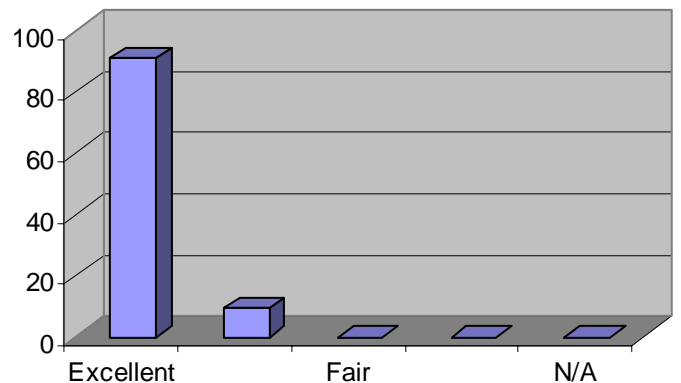
11. FYE academic and student support services

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	46	85.19
Good	2	6	11.11
Fair	3	1	1.85
Poor	4	0	0.00
N/A	5	1	1.85
Total Valid		54	100.00



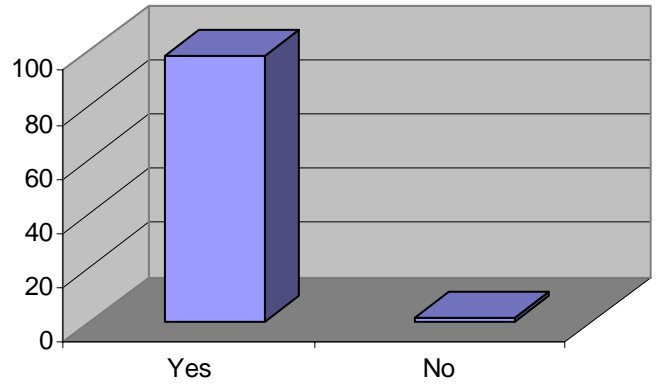
12. Overall quality of service

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Excellent	1	49	90.74
Good	2	5	9.26
Fair	3	0	0.00
Poor	4	0	0.00
N/A	5	0	0.00
Total Valid		54	100.00



13. Is the FYE Program meeting your needs?  
If no, please comment.

<i>Label</i>	<i>Value</i>	<i>Frequency</i>	<i>Valid Percent</i>
Yes	1	53	98.15
No	2	1	1.85
Total Valid		54	100.00



## Attachment III. Spring 2004 FYC/LC Faculty Survey Summary

### Spring 2004 FYC/LC Faculty Survey Summary

#### 2. Most valuable aspects of the program for students:

- “at risk” students have the opportunity to build school/educational relationships with each other and their instructors
- Easier access to counselors
- Recognize that learning . . . is extended throughout college and personal lives
- See connections across the curriculum and apply strategies learned
- Instructors working together to help student success
- The wealth of possibilities and support that our students have
- Counseling, transfer services, orientation, graduation, financial aid advising
- Gaining support from a cohort, getting to know teachers and counselors
- Integrated – interdisciplinary – learning environment

#### Additional valuable aspects of the program for faculty:

- Common goal is to focus on teaching and learning which results in faculty development
- Focus on teaching becomes a priority
- The excellent support from the administrative staff
- Collaboration among students and faculty
- Sharing ideas about lessons and how to help the students be successful
- The creativity it generates
- The depth at which it allows the linked classes to function
- The bonds formed – student and faculty.

#### 3. Suggested Areas for Improvement

a. Faculty appreciation (need more)

i. Concern that some linked students perform lower and have worse skills than unlinked students ( a few cases). Are classes becoming lower level by the time these students reach ENGL 1A? Are three way links too insulated? (good question)

Suggestions:

-allow an option to drop one of the links with faculty and counselor approval

-create new links: Spring 2005: ENGL R & Human Dev 10 or Acad Strat 31ab or 35ab

-consider new FYE links progression:

Fall 2005: ENGL R & Hum dev 10 or Acad Strat 31ab or 35ab

Spring 2006: ENGL B & HD or Academic Strategies

Fall 2006: traditional ENGL 2R / A link

#### 4. Questions about timelines and procedures

a. When are FYE classes unlinked?

Because we recruit for FYE classes until they are full, they are not unlinked in the fall. Because many students were not successful in the fall, and possibly because ECC did not offer a Winter 2004 session, many FYE students could not continue in

the FYE spring classes causing two of the links to be opened in late January. Ruth will notify affected instructors as soon as classes are unlinked.

For Fall 2004, FYE English classes will be linked by Datatel so that there is mandatory enrollment in both sections. If a class needs to be opened, we will try to maintain the primary link. This should also be listed in the Course catalog.

It was suggested that the FYE/LC program create an Excel chart to keep track of weekly enrollment.

- b. How are empty seats filled?  
LC students who need both courses can add during the add/drop period.
- c. Are there placement score “floors” or cut-offs for ENGL R and B students? Students below 4<sup>th</sup> grade level are overwhelmed by the link.  
No floor has been established. This was under discussion with Barbara Jaffe’s Pre-Baccalaureate Task Force during the spring semester of 2004. (See also suggested areas of improvement.)
- d. When two of the same links are offered, how are students placed?  
Students are placed in a link based on a discussion with their counselor about their placement test scores, what support (such as Academic Strategies) would most help and their schedules. If scores are low, counselors push for an Academic Strategies link.
- e. Instructors should be involved in the process of decisions rather than receive decisions. When in the process does faculty input shape programs?  
Faculty is welcome at the FYE/LC advisory committee for policy and direction. See Ruth for dates and times.
- f. What is the state of the LC programs/current funding sources / program growth in light of budget cuts?  
LC funding stopped in Fall 2002 which is why the program was folded into FYE. FYE is under Title V funding which stops in October 2006. FYE/LC staff is working with Bo Morton to explore new funding sources through grants.
- g. Is FYE/LC retention data publicized? Are we doing comparisons between links and non-links for success and retention?  
Yes the information is publicized. FYE retention information will be shared at the first brown bag.
- h. Is there screening for learning disabilities and ESL?  
No, FYE students meet face to face with counselors to discuss scores and assess language. A suggestion is to ask on the FYE interest form how long English has been spoken and require ESL testing if the answer is less than 7 years.  
No, LC students self-enroll so screening is not possible. With pre-registration, that could improve. An LC student data base is in progress to better track students.
- i. If a student is dropped from one linked class, is he or she dropped from the other(s) as well?

Yes, because the classes are linked on Datatel and because the coursework is connected, a student dropped from one class is dropped from the other as well.

- j. If a student fails or receives no credit in one linked class, does he or she fail or receive no credit in the other(s) as well?

No, it is possible for a student to pass one class but not the other. In that case, a student could not move on to the next link unless the class is made up in a summer or winter session.

**5. Topics for Brown Bags and possible facilitators**

Successful teaching practices and research (Gina Murphy)

Successful novels/texts

Teaching from the Heart (Laura Rendon)

On Course (Stephanie Rodriguez)

Supplemental Instruction

Sharing Linked Lessons (Allison DeVaney)

Multicultural topics (Nitza Llado)

Developmental issues ENGL R & B (Barbara Jaffe)

March CCCC conference on Basic Writers (Susan Corbin)

Panel discussion for all faculty on FYE (Claudia Streipe)

**6. New link suggestions**

Need for transfer level course for LCs

Art History/ENGL 1A "The DaVinci Code" (A. DeVaney)

ENGL 2R / ENGL A "Perfect Worlds: Utopias, dystopias, science fiction (A. DeVaney)

Speech / ENGL 1A

Speech / ENGL 1C

Anthropology/History 1A

ESL 52B / Human Development (N. Llado)

## Attachment IV. Fall 2004 FYE/LC Faculty Questionnaire Summary

### Fall 2004 FYE/LC Faculty Questionnaire Summary

	Is the service utilized by students?			How important is the service in your opinion?				
	No Response	Yes	No	Very Important	Important	Somewhat Important	Not Important	No Response
Linked Learning Communities		15		13	2			
Academic Counseling		15		14	1			
Financial Aid Counseling	1	12		10	3			2
Supplemental Instruction	2	12	2	6	7	2		
FYE Orientation	1	15		10	5			
Textbook Depot	6	10		6	4	3		2
Student Mentors	3	11	2	8	3	3		1
Freshmen Interest Groups (FIG)	5	9	1	5	6	2	1	1
Student Enrichment Activities	3	11	2	5	6	2		2
Faculty Development		15		12	3			
FYE/LC – H-8 Office Equipment	3	12		8	3			

*What other important programs or services would you recommend for the First Year Experience Program to promote student success? Faculty, please list your comments.*

1. I'm new to FYE so haven't experienced all the services. The research on retention and student learning is clear – the more tightly woven your college's "safety net" the more student learn and the longer they stay. Each of these efforts seems essential to having an effective safety net for these students.
2. All FYE students required to take AS31ab, On Course Study Techniques! I have informal data to demo effectiveness.
3. Faculty Development Trainings such as On Course, True Colors; Student Events: High School Senior Day; Career Counseling
4. Continue Orientation for LC students.
5. The orientation offered to LC this semester is very well done and beneficial.
6. Access to a counselor is a life saver!
7. Requiring students to complete "Writing Center Assignments" as a supplement to classroom course work – aside from assigned work discussed in the

classroom. Topics largely focus on self-development. Assignments are graded on work completed and hours accumulated.

8. Link between ESL Reading and Writing programs.
9. Internships out of campus.
10. Textbook Depot can be maintained by having instructors order free desk copies from the publishers.
11. Maribel is terrific! However, due to difficulties with hiring students mentors for the start of the semester, the lack of proactiveness on the part of some of the mentors. I have had and the overlap with the SI coach role, with regret, I feel that this program is less important. I know FYE and Maribel have put a lot of hard work into it.
12. Students do not attend in Student Enrichment Activities in large enough numbers to justify the effort on some of these events.
13. Career Counseling and developments (or in conjunction with Career Center) and more activities related to transfer issues.
14. Textbook Depot: If on reserve, not as useful if they can check out books for just a few hours. Better if it's for a day or 2 or even a week at a time.