El Camino College
Division of Counseling
&
Student Services
Program Review
2006- 2007

Table of Contents

I. Counseling and Student Services Overview 1
II. Programs 7
A. Academic Counseling 7
B. Adult Re-Entry Program Counseling 31
C. Articulation Service Counseling 35
D. Athletic Counseling 42
E. Career Center Counseling 45
F. EOP&S Counseling 50
G. Express Counseling 57
H. Financial Aid Academic Counseling 60
I. FYE Counseling 63
J. Gain CalWORKs Counseling 65
K. Honors Transfer Program Counseling 69
L. International Student Program Counseling 71
M. MESA Counseling 82
N. Outreach Counseling 85
O. Probationary Services Counseling 88
P. Project Success 93
Q. Puente Counseling 97
R. Registration Assistance 106
S. SRC Counseling 111
T. TEP Counseling 120
U. Transfer Center Counseling 125
V. Virtual Counseling 133
W. Women in Industry & Technology Counseling 135
Appendix A: Student Opinion Survey El Camino College Spring 2006
Appendix B: Student Enhancement Participant Comparisons
Appendix C: El Camino College Distance Education Plan 2006-2008

Counseling Department Program Review 2007

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. As an integral part of the matriculation program, counseling services are particularly intended to assist students in clarifying career and life goals and in developing an appropriate course of study based on students' goals, aptitudes, and interests. Ultimately, the division's mission is to 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.

Because the El Camino College student population is not homogenous, our division has an obligation to offer eclectic services that represent the multi-diverse backgrounds of our students. The division's programs work together through collaboration and referrals to ensure that each student's individual needs are met. To attempt to meet these diverse needs within a "one size-fits-all" approach to counseling services is simply not possible or practical. This program review document summarizes the division's efforts to meet the diverse needs of our El Camino College students.

To best meet the needs of our students, the Division of Counseling provides specialized programs and services that help students reach their goals through individual counseling appointments with counselors, as well as referrals to on campus and off campus resources. The division's programs are funded from Fund 11, 12, and 15. The support services in this review comprise 23 programs in the Division of Counseling and Student Services. Some of these services include academic, career, personal, virtual and express counseling, as well as the Adult Re-Entry Program, Articulation , Athletics, CalWORKs/GAIN, Career Center, Extended Opportunity Programs and Services, Financial Aid, First Year Experience, Honors Transfer Program, International Student Program, Math Engineering Science Achievement, Outreach, Probationary Services, Project Success, Puente Project, Registration Assistance, Special Resource Center, Teacher Education Program, Transfer Center, and Women in Industry and Technology counseling.

Historical Background

The Program Review conducted by the Division of Counseling during 2000 – 2001 reviewed programs and accompanying services, staffing, employee satisfaction, work environments, and the student's perception of the programs and services within the Division of Counseling. In reviewing the recommendations from the 2000 – 2001 Program Review, the areas that directly apply to the program of Counseling Services have been extracted. This is the first Program Review of the division's areas that offer direct counseling services to students. These specific programs were not assessed in the 2000-2001 program review process. Thus, this program review focuses on general counseling as well as the counseling components of various student support programs.

This program review is also specific to El Camino College and does not include the counseling services offered at the Compton Education Center (CEC). As a result of many unanswered questions and the need to complete this document in a timely manner, Dr. John Baker, former Vice President of Student Services, directed the Dean of Counseling and Student Services to limit this program review to the El Camino College Counseling Program Services.

I. Overview

The current program review is being conducted to assess program effectiveness, services for students that achieve program goals, and planning outcomes that fall within budgetary constraints. This analysis will assist the Division of Counseling and Student Services in preparing to request augmentation and other funds to meet the emerging needs within all of its programs and services. It will also help the counselors to employ approaches that effectively address the diverse needs of the student population.

The Counseling Services Program also assists instructional faculty with referrals for students who are exhibiting problematic behaviors in the classroom (e.g., lack of preparedness, time management, organizational skills, personal appraisal and assessment of priorities and learning skills and the need to better understand the expectations of the college culture). This assistance is reinforced on many levels throughout the campus (e.g., participation on Division Curriculum Committees, various advisory committees, the College Curriculum Committee, the Enrollment Management Committee, the AS Degree Task Force, the Academic Senate, and attendance at departmental meetings). Our counseling faculty have chaired the College Curriculum Committee and co-chaired the AA/AS Degree Task Force and the Academic Senate. There is an open two-way referral mechanism in place between the Division of Counseling and Student Services and the Academic Divisions. A majority of counselors are liaisons to specific academic divisions. For example, during majors fairs, the academic divisions, instructional faculty, and counseling faculty sit together and advise students for a specific major.

This comprehensive counseling program review consists of the components of the following services provided by the division that assist students in meeting their academic, career and personal goals:

- Academic Counseling
- Adult Re-Entry Program Counseling
- Articulation Service Counseling
- Athletic Counseling
- CalWORKs/GAIN Counseling
- Career Center Counseling
- Extended Opportunity Programs and Services (EOP&S) Counseling
- Express Counseling
- Financial Aid Counseling
- First Year Experience (FYE) Counseling
- Honors Transfer Program (HTP) Counseling
- International Student Program (ISP) Counseling
- Math Engineering Science Achievement (MESA) Counseling
- Outreach Counseling
- Probationary Services Counseling
- Project Success Counseling
- Puente Project Counseling
- Registration Assistance (Adds & Drops registration, prep/post registration)
- Special Resource Center (SRC) Counseling

- Teacher Education Program (TEP) Counseling
- Transfer Center Counseling
- Virtual Counseling
- Women in Industry and Technology (WIT) Counseling

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

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. Church Site Visits
    6. Completion of ECC Applications
    7. High School Classroom Visits
    8. High School Senior Days
    9. Individual Development of Education Plans for High School Graduates
    10. Information Sessions
    11. Information Sessions for Higher Education Opportunities
    12. Information Sessions for Majors
    13. Initial Outreach Counseling
    14. K-12 Concurrent Enrollment Forms
    15. Parent Nights
    16. Phone Inquiries
    17. Presenters at Student Fairs

B. Matriculation Counseling Services

    Matriculation is an on–going 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 Matriculation 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.

    1. Assessment counseling
    2. Bilingual counseling (Spanish, Vietnamese, Chinese, Sign Language)
    3. Development of educational plans
    4. English as a Second Language (ESL) counseling
    5. Express Counseling
    6. Financial aid counseling
    7. In class presentations
    8. New student orientations
    9. Orientations for specific 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. EOP&S/Care, CalWORKs, SRC)
16. SSTARS Referral to on and off campus resources
17. Human Development courses (taught by counseling faculty)
18. University transfer nights
19. Veteran counseling
20. Virtual/on-line counseling (Web Q&A)
21. On-line orientations

C. Various forms of Counseling Appointments
   1. Group
   2. Individual in-person
   3. Phone
   4. Virtual

Profile of Students Served

El Camino's students are diverse and in need of comprehensive counseling services. With the population of 23,911 students reported in Fall 2006 the following demographics apply.

Snapshot of Student Population at El Camino College-Fall 2006:

DEMOGRAPHICS	TOTAL POPULATION	PERCENTAGE
Female Students:	13,106	(54.8%)
Male Students:	10,805	(45.2%)
Attending Full-time:	6,856	(28.7%)
Attending Part-time:	16,253	(67.9%)
Continuing Students:	13,349	(55.8%)
Latino Students:	7,557	(31.6%)
Caucasian Students:	5,043	(21.1%)
African-American Students:	4,355	(18.2%)
Asian Students:	3,265	(13.6%)
Daytime Student:	11,272	(47.1%)
Evening Student:	5,445	(22.8%)
Day and Evening Student:	5,227	(21.8%)
30+ Year old Students:	5,877	(24.6%)

This data reveals that there are more part time students than full time, with continuing and female students comprising the largest percentage and Latino, African American and Asian students comprising 64% of the college's total student population.

II. Counseling Data

An opinion survey was administered to a sample of El Camino College students by the

Institutional Research Office at El Camino College during Spring 2006. The instrument was ACT's Survey of Student Opinions with locally developed questions added. An assessment of the analysis of how students perceive Counseling Services at the college was extracted to assess the rating of Counseling Services.

1. Student Opinion Survey

The student opinion survey was administered in the Spring of 2006. The results were published by the Office of Institutional Research in August of 2006. The survey asked students to rate the levels of importance and satisfaction with 21 services and 43 aspects of the college environment. These items were ranked (on pages 12, 17, and 22 of the report) and compared to national norms (on pages 10 and 14 of the report).

Mean Responses on Importance and Satisfaction—College Services

With respect to the 23 college services (See **Appendix A**), El Camino College students felt that most programs and services listed were above moderate importance (3.00 mean), with the exception of recreational programs, residence hall programs, college social activities, cultural programs, credit by examination programs, and day care services.

The importance of counseling services rated high and the corollary satisfaction ratings are listed below:

Service	Satisfaction	Importance
Academic Counseling	3.72	3.97
Personal Counseling	3.73	3.67
Career Planning	3.65	3.68
Job Placement	3.39	3.25

The students gave high satisfaction ratings to these services; however, there was a statistically significant difference between the rating of importance and satisfaction for academic counseling services. *In other words, the students felt that academic counseling services were extremely important but satisfaction with these services was not as high. Even though satisfaction with these services was rated high (above 3.00 mean), students still wanted it to be higher due to its importance.*

This opinion is balanced by the data that shows that the number of students who entered with transfer intentions increased after they completed matriculation services at El Camino College. According to the Institutional Research Office, forty-three percent (43%) of students entering El Camino College with the intention of transferring increased to 54.9% after they underwent post matriculation counseling services.

The effectiveness of academic counseling services is further verified by the reduction of the number of students who remained undecided after they received matriculation services. Thirty-one percent (31%) entered El Camino College undecided. This number was reduced to 22.4% after matriculation services were completed.

The foregoing student satisfaction data is also outweighed somewhat by the fact that academic counseling services were among the top six highest satisfaction ratings in the entire survey. It

ranked fifth under library programs and services, computer support, financial aid, and personal counseling services.

Nevertheless, it is evident that students believe academic counseling services are very important to their success in college. That is one of the top priorities in their educational experience at El Camino College.

2. Student/Client Satisfaction

Availability of Your Counselor

The survey also rated the importance and satisfaction of the availability of counselors. Again, it was rated important by students (3.87) but received a lower rating in satisfaction (3.53). This showed a significant difference of $p<001$.

When compared to the national norm (other colleges engaging in this survey), it was significantly different as well. The national norm was 3.84.

This difference is further evidenced by the ranking of the top 10 lowest satisfaction ratings. Availability of your counselor was rated a 3.53 with the lowest rating going to availability of student housing (3.22).

The most effective approach to this data would be to increase counseling services and accessibility of those services to students. This would be attained by increasing the number of counseling faculty available to meet student needs and the needs of long-term established programs (i.e., Puente Project, Adult Re-Entry, Probation and ACSESS needs New Student Orientations, and On-line counseling). Adjunct counseling faculty can be used to meet immediate, short-term and emerging programmatic needs, but full-time counseling faculty can address long-term planning objectives and increase student access to services through participation in institutional planning. For the college environment component of the Opinion Survey, the availability of your counselor (3.87) and valuable information from your Counselor (4.06) were very important. The two highest reasons for student enrollment by students surveyed who were entering El Camino College was to transfer (45.6%) and to obtain an AA/AS degree (20.2%). Increasing the number of counseling faculty will enhance students' access to counseling services and help students to achieve these goals.

II. Programs

A. General Academic Counseling

I. Overview

A. Program Profile

The role of the counseling faculty in the community college setting is to be a professional who 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.

The program objectives are to provide the most effective counseling in the following areas:

- Individual counseling
- Group workshops
- Express counseling
- Walk-in appointments
- In-class orientations
- Human Development course offerings (i.e., HD 5, 8, 10,12,15)
- Referrals
- Virtual counseling
- Learning Communities with counseling faculty as liaisons
- Telephone Counseling
- Development of educational plans
- ACSESS
- Assessment interpretation
- ESL counseling
- Probation/Disqualification counseling
- New Student Orientation
- Support services (e.g., Puente Project, Project Success, Adult Re-Entry, Athletics, FYE, ISP)

B. Status of Previous Recommendation:

The recommendations are listed with the current status:

1. Effective Communication between Counseling and Admissions is needed.
   STATUS: Debriefing meetings focusing on registration, Adds/Drops period and ITS problems and difficulties are on-going.

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

classes for student access.

STATUS: In Spring 2007 Admissions and Counseling began opening/closing at similar times (future funding is an on-going concern). The Information Booth is staffed by a full-time classified employee and student workers (future funding is an on-going concern).

- Open/Closed classes accessible to students through MyECC (any added class section numbers will not be found by students since it is not in the schedule)

3. SSTARS will be active by Fall 2004 to educate the campus community about services/benefits
   STATUS: SSTARS is fully functional and active on-campus.

4. By January 2005, a 100% certificated Articulation Officer will be on staff.
   STATUS: A Full-time certificated Articulation Officer is on staff.

5. The SARS scheduling system will be in place and available to interested programs.
   STATUS: SARS is fully functional and in place.

6. All Counseling faculty will have new printers to assist students but printing utilizing less paper has still not been corrected.
   STATUS: New printers were provided to all counselors using less paper for printing transcripts (on-going).

7. Office accessibility for full and part-time counselors.
   STATUS: Internal priorities for office space utilization has been discussed (on-going). Faculty offices are selected based on seniority. A report of functionality of office space was submitted to the Vice President of Student Services.

8. On-going Technology training (technological changes, updates, need in Counseling Services, Datatel specs that can increase Counselor effectiveness, Laser fiche Internet System) for Counselors, staff (and Compton Educational Center (CEC) Counselors).
   STATUS: On-going. Faculty have 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, and Laser fiche. The District must commit to hire a consultant to provide training to our counseling faculty who are the most frequent users.

9. 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: On-going

10. 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.

11. Change of the Hiring Prioritization Process for Counseling faculty. Establish need for additional positions.
    STATUS: On-going; assessment of the diversity (i.e. bi-lingual, male representation), specialties (i.e. Financial Aid, Puente, Project Success, Retention Services, and Adult Re-Entry) and emerge needs (Probationary/Basic Skills) of the Counseling faculty

12. New student orientation:
    STATUS: New Student Welcome Day (orientation) was first implemented August 2006 and is on-going

13. 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 are 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. (On-going).

14. Conduct assessment of virtual counseling services, student contacts, and response time. Hire part-time counselor strictly for Virtual Counseling.
    STATUS: On-going. During Flex Day adjuncts were trained in virtual counseling. Several adjuncts have been assigned to virtual counseling. The division purchased new on-line counseling software to increase faculty access to on-line counseling. Counseling faculty members from the technology focus group are currently training faculty.

15. Offer on-line services for students taking on-line courses. Links for website (Distance Education/Counseling/etc.). Linking of on-line counseling to SARS**.**
    STATUS: It has been discussed and recommended that a counselor be assigned to Distance Education. This is part of the Distance Education plan. District needs to establish funding source.

16. Counselor Appointment Desk Phones: Baseline data. Assessment of usage (fall, winter, spring, summer). Student complaints (frequency and specificity).
    STATUS: Students 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.

17. 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)

18. On-line Orientation activated (2006).

STATUS: On-line Orientation activated for Spring 2007

19. State of the art Counseling Conference Room.
    STATUS: Counseling Conference Room with Internet access, an LCD Display, a Smart Board, and a Phone-line was made available in 2006. On-going review of needs.

20. Telecommuting.
    STATUS: Has been discussed. Administration not ready to proceed at this time.

C. Continuing Recommendations

These are continuing recommendations that were not addressed in the 2000-01 Program Review:

- Revisit past practices of having peer counselors available to students: To be achieved through special project funding.
- Vacation time for counselors not being approved during peak periods: Agreed to allow only under extenuating circumstances.
- Counselors become more familiarized with all majors: Achieved through cross train..
- Implement compliance with AB 504-ADA.
- Improve SEP that serves probationary students: In-progress. Provided updates.

II. Program Data

A. Student/ Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

It is evident that students believe academic counseling services are very important to their success in college. That is one of the top priorities in their educational experience at El Camino College.

B. Student/Client Outcome Data

Not Gathered

C. Campus/ Community Collaboration

Collaborative efforts are critical to the success of the Counseling Services program. 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 Counseling Services that work collegially with all academic divisions. Those services are Academic Counseling, Transfer Center Counseling, Career Center Counseling, Honors Transfer Program Counseling, FYE Counseling, EOP&S 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, International Student Counseling and Adult Re-Entry Counseling.

There are also Counseling Services that work collegially with various Academic services

because they are linked to a division. Those services are Academic Counseling (Majors), Transfer Services Counseling, Honors Transfer Program Counseling, MESA Counseling, Teacher Education Program Counseling, Career Center Counseling and Women in Technology Program Counseling.

There are Counseling Services that focus on retention, basic skills development, student persistence, and student success (academic support programs). Those services are Academic Counseling, Express Counseling, EOP&S Counseling, Financial Aid Counseling, Probationary Services Counseling, Special Resource Center Counseling, Puente Project Counseling, Project Success Counseling, Adult Re-Entry Program 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 critical to providing resources that increase student persistence, retention and goal attainment. SSTARS is a viable example of this collaboration in practice.

As a result of Major's 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 programs involving the entire college community will greatly improve the partnerships in place. Currently, new programs 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, On-line Orientation, On-line 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.

D. Program Data Recommendations:

<u>These are the Result of Individual Faculty Input</u>

- To increase the availability of the vocational certificates, AA/AS, 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 Job Placement Services
- To increase all counselor accessibility and availability to students
- To increase availability of psychological services to students

III. Program Requirements

A. Program Support

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 ultimately exiting 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, etc.), tutoring services, human development courses, academic support programs; (e.g., EOP&S and TEP, 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 & 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 23 components of counseling rely heavily on ITS to support the following software applications used by counseling faculty and staff: SARS, Datatel Colleague, Laserfiche, on-line counseling (Web Q&A), on-line assessments, on-line orientations, on-line educational plans, and outlook and Internet support. The division is 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 assessment. Counseling faculty is 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. Counseling 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 pre-requisite courses are met to increase student success. Cooperation from all areas to perform accurate and timely processing is imperative for a successful matriculation process.

B. Facilities and Equipment

Recommendations:

1. To provide private office spaces for FYE, Financial Aid, and Cal Works counselors

2. An ergonomically state of the art standard for counseling faculty offices
3. Planter areas in the Counseling Division to be removed to provide additional office space
4. To provide flat screen monitors to allow continual presentations of counseling services and college services, information, and related policies
5. To provide better accommodations for disabled student access
6. To strengthen security systems within counseling and student services
7. To provide additional secured storage areas for specialized programs and services.
8. To secure funding for painting and new carpeting

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, replacement cycle for computer peripherals, audio-visual equipment, instructional software, and media materials.

C. Staffing

The Division of Counseling is currently comprised of 22 full-time tenured faculty, two full-time non-tenured faculty, and ten classified staff. As of Spring 2008, the division will have three full-time faculty positions and three permanent classified staff positions that have not been replaced.

Current Full-Time Faculty for 2008:

1. Beley, Kate
2. Carteron, Madeleine
3. Cooper, Bill
4. Gaines, Ken
5. Gallucci, Linda
6. Gonzalez, Margarita*
7. Imai, Carol
8. Jackson, Brenda
9. Jeffries, Chris
10. Key, Ken
11. Kroll, Cheryl**
12. Nelson, Espinola
13. Miranda, Margaret
14. Moore, Elaine
15. Mosqueda, Cynthia
16. Oda-Omori, Sue
17. Pajo, Cristina
18. Quiñones-Perez, Margaret
19. Raufman, Lisa
20. Rayford, Valencia
21. Romero, Kathryn
22. Sabio, Sabra
23. Suekawa, Lori
24. Vaughn, Dexter

*** Non-Tenured Faculty**
**** Humanities FTE**
----Vacant Faculty Positions (3)

Current Full-Time Classified Staff for 2008:

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

Vacant Positions for 2008:

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

Recommendations:

Our division would like to make the following requests: Increase and reclassify from 50% Clerical Assistant-Appointment Center to 100% Student Services Technician; increase and re-instate Clerical Assistant-Career/Appointment Center from 50% to 100%; hire one permanent Clerical Assistant to support the Articulation Office; increase both SEP and Matriculation Student Service Advisors from 50% to 100%; hire one full-time SEP Student Services Advisor; reinstate Student Service Specialist position for the Transfer/Career Center. By 2008, hire a

permanent Accounting Technician to monitor all categorical budgets and MIS reports, augmentations, Fund 15, Prop 98, auxiliary accounts, foundation, and various special program budgets. By 2012, we will need to hire two additional Student Service Advisors to assist with the projected increase of the student population in general counseling and the Transfer, and Career Center; and four Student Services Advisors to assist with Project Success, Puente Project, Adult Re-Entry, and the SSTARS programs. By 2012, we need to promote one classified staff to supervisor to evaluate, supervise, and observe our classified and casual staff's daily work and hire four permanent Data Entry Operators to replace our Appointment Center's casual staff.

Currently, the division has lost four faculty coordinators (Adult Re-Entry, Career Center, and Puente Project, and Project Success). These positions need to be replaced in 2009. We need to hire five full-time faculty coordinators to include one Matriculation Coordinator to support and organize all the orientations on campus that have tripled over the past year.

By Fall 2008, the division needs to increase Counseling and Student Services faculty coordinators from 50% to 100%. The following was recommended in the ECC Comprehensive Master Plan:

1. To increase Project Success coordination time from 50%-75% by 2005 to 100% by 2010.
2. Project Success needs a clerical assistant.

The dean also believes that the Puente Project coordinator should be increased to 100% and both programs should be provided with clerical support.

By 2010, we anticipate that we will need three full-time counselor positions replaced and we need to hire one full-time Virtual Counselor and three part-time counselors to support our retention services. By 2012, we will need to increase the division budget by $320,000 in order to hire part-time counselors to provide general counseling for emergencies and peak periods. By 2016, we anticipate we will need to hire five full-time counselors to replace faculty who plan to retire. According to MAAS, we will enroll 42,500 students by 2020: therefore, we will need to hire an additional 12 faculty in order to maintain a faculty student ratio of 1/1,180, which is comparable to our faculty ratio in 2001. We need to reinstate our 50% career coordinator position; hire four additional part-time faculty to support the special population programs (International Student Program, First Year Experience, SEP, Puente, Project Success, and SSTARS), and to support various general counseling needs.

The Division will need to hire an Associate Dean to assist with the daily supervising of 52 adjunct faculty, 27 full-time faculty, and 12 classified staff positions. We also need to hire at least four casual employees to assist with the high volume of incoming calls, division filing, sorting of mail, general accounting, payroll data entry, and other clerical duties as assigned. The division will also need to maintain at least two additional student workers to assist in general office duties and to support the Student Enhancement Program.

Personnel Trend

See table on the following page.

	Current Level		2012	
Personnel Type	**# of Staffing**	**FTE**	**# of Staffing**	**FTE**
Full-time Faculty (Tenure Track)	22	13.65	33	21.45
Full-time Faculty (Non-Tenure Track)	1	1.30	5	3.25
Part-time Adjunct Faculty	52	13.44	72	26.88
Full-time Classified Staff	9	0	27	0
Part-time Classified Staff (Permanent)	1	0	0	0
Part-time Classified (Temporary)	7	0	10	0
Casual Employees	14	0	11	0
Student Employees	33	0	21	0
Manager	3	0	3	0
Supervisor	0	0	1	0
Temporary Project Administrator	0	0	0	0
Faculty Coordinator	1	2	6	6

According to the Institute for Higher Education Leadership Policy (2007), it is imperative that community colleges are afforded the necessary resources to promote student success. They recommend "expanding counseling, advising, and other student support programs with the goal of ensuring that more students receive such services on an intensive and on-going basis." They also recommend evaluating the "impact of orientation courses, learning communities, and other innovations that integrate academics with intensive student support services, particularly on first generation and under-represented minority students." They recommended expanding offerings where proven effective. They also recommend that colleges can contribute to higher completion rates by: "1) Having institutional focus on student success and 2) increasing student engagement with their peers and offering a comprehensive and integrated set of student support services and ensuring that students make use of those services."
Our recommendations based on our current and future needs are parallel to these findings.

D. Planning

An institutional goal of El Camino College is to "Ensure the availability of academic and student support services." Because we are unable to meet the demands of student access, we have had to expand our Express Counseling. Unfortunately, Express Counseling does not meet the qualitative counseling needs of our students.

Students who need to see a counselor to develop a full educational plan are using Express Counseling because of the shortage of counseling faculty who have appointments available. Express Counseling is only limited to five to ten minutes and only address a snapshot of our counseling services. We lack sufficient time to evaluate full academic records, history and academic goals of the students during Express Counseling.

According to the Chancellor's Office, El Camino College retention rates over the past five years have declined. In Fall 2001, the retention rate was 80.2% and in Fall 2006 it was 77.59%. If we do not hire additional faculty, we will continue to experience a decline in our retention rate. Consequently, there is a need to support retention and student success by establishing a Retention and Student Success counselor position. This counselor will identify appropriate

retention strategies that will address the educational needs of students. This counselor will also collaborate with instructional faculty and student services to provide an effective system of early intervention to increase student retention and success. Additionally, this counselor will implement retention services for students on probation or dismissal and for students with undecided majors.

The general counseling area has lost 156 student appointments per week and 7,176 appointments per 46 week year (excluding holidays) as a result of counseling faculty vacancies. El Camino College research on matriculation (2002) has shown that students who meet with a counselor have a higher persistence and success rate. Consequently, those students who are unable to receive an appointment with a counselor increase their chances of going on academic or progress probation and may end up dropping out of college rather than to persist toward program completion.

Additionally, it has been difficult because we had limited part-time counseling faculty approved to support the counseling department. The hiring of part-time faculty every semester does not provide continuity to students. It is very time consuming and requires extensive training so students are not misinformed. It is a challenge to maintain a reliable counseling pool because a majority of part-time counselors are looking for full-time permanent status and because of the uncertainty of their availability, this is also a constant scheduling challenge in our Appointment Center.

Presently, our faculty appointments are booked one week in advance and have been known to fill by Monday evening or Tuesday morning. We expanded Express Counseling this year to include ACSESS one-stop orientation, registration, and educational planning services in order to accommodate more new students during Fall 2007 registration. This left our faculty exhausted. With our new ACSESS one-stop program, we have seen 218 students. The Matriculation new student orientation increased from 300 in 2006 to 900 in 2007. We now have an additional caseload of 1,118 students to follow up and to track without any additional faculty support to assist.

Although counselors see 60% more students through Express Counseling, it does not always allow for students to be seen within a reasonable amount of time, nor does it allow the amount of time required to fully address their needs or concerns. According to the Student Opinion Survey of Spring 2006, students indicated that they highly value the information that they received from counseling faculty and are satisfied. However, they rated "availability of their counselor" in the "Top 10 Lowest Satisfaction" category. This suggests we need to hire additional counselors to be available for more student appointments and student contact.

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. As of Spring 2008, the division will have 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 will only have 21 faculty positions to serve 27,670 students, which means that the faculty to student ratio minus special programs for 2008 is expected to be 1 to 2,305. In 2020, the projected faculty to student ratio minus special programs will be 1 to 3,541. Consequently, each counselor will be expected to see an additional 486 students in 2010 and an additional 1,236 students in 2020. This projection is consistent with our Appointment Center student contact report. Counseling appointments and Express Counseling increased from 40,370 in 2004-05 to 45,028 in 2006-07. The Dismissal and Probation student population also increased from 4,106 in Spring 2006 to 4,580 in Spring 2007. Our retention rate overall has declined from 80% in Fall 2001 to 77.59 in Fall 2006.

We anticipate hiring an additional five full-time faculty in 2010 to support the anticipated increase of students. This will provide a faculty student ratio that will serve our students more efficiently. 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 also indicates 'that most of our campuses lack "adequate" counseling services' and that California community college students do not have adequate or optimum 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.

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 the number of faculty and staff reductions. We are currently not able to service our student population adequately and anticipate that with the influx of students expected to arrive in 2010 and 2020, we will continue to be unable to sufficiently serve our student population without replacing the three counselor positions that were lost as well as hiring additional faculty and staff. It is imperative that the district allows the division to replace our three counselor positions so that we can better serve the entire student body population. Currently, our 21 faculty positions consist of nine specialty counselor positions and 12 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, (e.g., EOP&S, SRC, Financial Aid, TEP, FYE, Athletics, Puente, Project Success and the International 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 on-line orientation, counseling, registration, assessments, web based appointments, and SARS scheduling. This review will determine if our front line staff

skills meet the needs of students who require matriculation services, and it will help to determine how staff can better serve our students. The division may need to develop new classifications for the staff to meet the 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 four permanent classified staff positions: 100% Secretary (Division Office); 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 four lost or frozen positions but 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 various SARS tracking and other on-line assignments.

Our Appointment Center casual staff needs to be replaced with four permanent classified Data Entry Operator positions. This will allow the division to meet the technological demands of our students and give the Appointment Center area stability with automated and on-line scheduling (SARS); staffing hours; tracking reports; processing waivers and pre-requisites; helping students log on to the KIOSK or PORTAL to print transcripts, providing on-line services; retrieving student transcripts from either Datatel or the PORTAL; allowing students more confidentiality with regard to counseling needs and using their student ID numbers; and other on-going job assignments. These Data Entry Operator positions allow staff to operate a computer, which has become a basic and core function in the division.

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 on-line services.

There is an assumption that there will be a reduction of remedial courses offered at various universities. This reduction will disproportionately impact some students' ability to successfully persist to the following semester. Consequently, some students who are not academically prepared may be transferring to the community colleges for remedial preparation.

This growing student population will require additional staff to offer more support services from our Student Enhancement Program (SEP) workshops, EOP&S/CalWORKs/CARE, WIT, FYE 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 Student Services Advisor (SEP), hire a full-time retention counselor, and assign a part-time counseling position and student worker to support this program.

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 worker. We need to find office spaces for our new ACSESS One-Stop Center: orientation, registration, and educational planning services in order to accommodate more students for semester registration.

Technical Needs:
The division needs a state-of-the-art conference room for matriculation orientations, career/transfer workshops, orientations, and workshops designed for special populations. This room would include a built in LCD display for PowerPoint presentations, a plasma TV with DVD, and Internet capabilities. The Division needs these conference rooms to accommodate all meetings for counseling faculty division council, counseling faculty, planning, classified staff, adjunct faculty, Student Services Managers, the Appointment Center, the Transfer Center, the Career Center Advisory, the Retention Committee and ACSESS. These conference rooms are also needed for group counseling; focus groups, Matriculation, SEP, Transfer, Career, Puente, Project Success, and Adult Re-entry workshops.

For virtual counseling, the division needs several built-in virtual rooms with the latest computers installed in each room for on-line orientations, on-line counseling, and scheduling on-line appointments via the web, on-line registration and virtual campus tours. Our Appointment Center lobby needs a flat screen TV to run our matriculation steps and orientation, and registration information.

Our Career Center and Transfer Center staff 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 orientations and tours. An additional copier is needed to accommodate 66 faculty copying needs that would relieve the division. The division also needs to remodel its area to create a safer, more 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 of Counseling faculty and staff offices all need to be ADA compliant. The following list 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	SUMMER
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	SUMMER

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	UNKNOWN
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-104E Due to shifts with foundation, the walls have become uneven causing cracks on ceiling and the window 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	PENDING
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	PENDING

The division faculty and staff are informed through a collegiate consultation process. The dean chairs the counseling meeting, classified meeting, division council meeting and 5th Wednesday meetings. Focus group meetings are chaired by the dean, faculty or staff. During these weekly meetings, division updates, program planning and activities, trends, proposed program changes, policy, procedures, budget projections and student success programs are discussed. Faculty and

staff also receive communication via e-mail regarding personnel changes and future program plans that need to be made to further support student success.

Faculty attend regularly scheduled counseling meetings. Faculty are allocated "NC" non-counseling contact time to attend counseling meetings twice a month and planning meetings twice a month. We often utilize one of the planning meetings for faculty and staff to attend focus group meetings as needed.

Staff attend classified meetings once a month. During peak periods, we may have classified meetings twice a month, depending on the need. Staff will provide updates on their areas and discuss the planning/budgeting process to accommodate new trends that may impact their areas. Classified staff meetings allow staff to have a voice in the collegial consultation process.

The division also holds Division Council meetings once a month. Division council meetings consist of faculty, coordinators, staff and managers. Program personnel engage in a dialogue on future program plans, external/internal changes affecting their programs and proposed program changes that may need to be considered in our budgeting planning process. Division policy and procedures are also developed from this body and voted on at the division counseling meetings.

The division also hosts 5th Wednesday's meetings. These meetings occur whenever we have a 5th Wednesday during the month. We generally have no agenda meetings wherein faculty or staff can engage in dialogue regarding any issue or concern that they were unable to discuss during counseling, planning, or classified staff meetings.

As a result of our extensive collegial consultation process, faculty and staff are involved in the creation and implementation of all program plans throughout the year. Our program planning process begins in our program planning meeting that is chaired by counseling faculty and our classified staff meeting that is chaired by the dean. During these planning meetings, innovative concepts and program plans to further enhance student success is discussed. Faculty and staff often participate in focus groups to engage the topic further, assignments are distributed, and program timelines are prepared. Faculty and staff both vote to forward their recommendations to the dean. The dean will review and consider the recommendation. If further action is required, it will be forwarded to the division council and voted on during the bi-weekly counseling meeting.

Based upon data collected from all El Camino College (ECC) students, (Fall 2004), approximately 32% of 25,296 of our students indicated they were undecided on a major. Many of the students who do have a career goal upon entry often do not have a very good idea of what that particular career entails and eventually change their majors or opt out of further education. National research has shown that students on average change their majors three to five times during their college career. Students at ECC are referred by counselors, instructors, and advisors to visit the Career Center and/or enroll in Human Development 5 (Career Planning), Human Development 8 (Orientation to College Educational Planning and Guidance), or Human Development 10 (Strategies for Success in College). These classes are offered during the Fall and Spring semesters. Career class presentations are conducted by counselors and advisors for developmental English classes. During the new student orientations, students who are undecided are referred to the Career Center. Our Career Center Advisory has developed several innovative

programs to support our undecided student population. One program the Career Center piloted was its first Student Success Conference geared for undecided students in Fall 2006. We want to continue to provide this conference because more universities are requiring students to declare a major before transferring. This would also help with our student retention effort. The event featured True Colors as a way for students to develop self-awareness and understanding of career opportunities. As a result of this conference, the division developed a Student Learning Outcome (SLO) for undecided students.

The Initial training on SLOs and assessments was provided to all Student Services managers on March 18, 2005. A secondary training was provided on October 27, 2005. After the training, each of the managers went back to their respective areas to develop the SLOs and assessment wording with faculty and staff. The dean of counseling met with faculty to discuss and develop a SLO for undecided students. We also submitted a request with the Institutional Research office to do an assessment of the SLO. A final version of the Student Services Area SLOs were produced and made into mini posters that were posted throughout the Student Services building. Two counseling faculty were appointed to the SLO committee. Both faculty members presented during our counseling meeting and our FLEX activities. As a result of these faculty and manager meetings, a SLO focus group was established and SLO's were re-submitted for undecided students, matriculation, the student enhancement program, and EOP&S/CalWORKs/CARE.

The following SLO was developed: "By completing a career assessment workshop 'Got Major', undecided students will be able to choose a major." We have submitted a request for the Institutional Research Office to look at all declared majors for each of the "Got Major" participants that are enrolled in the spring semester. In addition, the Institutional Research Office will look at the academic standing of these students (by checking the major on MyECC or on an educational plan on Laserfiche or, for Financial Aid students, on the student information form on Laserfiche). This SLO impacts 35% of El Camino's student population and ties in directly to our program plan to increase funding and personnel for our retention support services programs.

The division also met with the managers from the Compton Education Center and reviewed all ECC categorical programs SLO's. The Compton Education Center managers met with their faculty, and they agreed to adopt ECC's categorical SLO's with a few modifications.

E. Program Requirement Recommendations

Recommendations	**Strategies**	**Status**
Support innovative practices to enhance educational experience	Counseling faculty will increase number of visits in remedial English and ESL	Completed/ On-going
Increase drop in counseling	Created a new drop in counseling process	On-going
Increase number and hours of part time counselors	2 FT counselors will be assigned each hour during the summer and peak periods Hire 6 part-time counselors	Completed Completed

	Increase student advisor workload	Completed
Hire Student Services Advisor to coordinate and deliver matriculations orientations and SEP	All educational advisors assisted in leading enhancement workshops	Completed
	Increase number of educational advisors-(casual staff was hired)	Completed
Implement SARS scheduling systems	Pilot SARS	Completed
	Faculty will be trained on SARS	Completed
	New appt. desk staff will be trained	Completed
	Implement SARS in Career and Transfer Centers	Completed
	Career and Transfer Centers will make a report using SARS information	Completed
Increase probationary student participation in SEP Workshops	By Fall 04, 15% of probationary students will attend	Completed
	By July 04 hire a FT articulation officer	Completed
	By January 05 counseling will have a FT certificated articulation officer	Completed
Increase staff to facilitate more SEP workshops	Hire a non-tenure temporary PT counselor	Completed
Foster a climate of integrity and accountability	Coordinate meetings and trainings	Ongoing
Provide necessary computer equipment	All counseling faculty will have printers	Completed
	Conduct technology training	Completed
	Safety and health officer will conduct review of office space	Ongoing
	Replace Career Center computers	Completed
	Create a state of the art conference room	Completed

IV. Recommendations

It is evident from the student surveys that the college must develop strategies to provide

expanded academic counseling services. The academic counseling services are considered extremely valuable by the students. They would like to see these valuable services more accessible to them and with more frequency. Other recommendations include the following:

1. Continue to provide registration preparation groups during registration using the old paradigm/ACSESS and add registration preparation groups under the new paradigm.
2. Offer HD 8 courses at all district high schools taught by ECC counselors/faculty
3. Strengthen coordination with Public Information Office to get schedules out to the public at least 1 month before registration
4. Create a stand alone space for ACSESS
5. Hire a full-time non-tenure track Matriculation Coordinator
6. Increase adjunct funding to hire additional faculty
7. Hire a 100% Student Services SEP Advisor and Student Services Matriculation Advisor
8. Hire adjunct faculty as liaisons to Learning Communities
9. Hire a full-time virtual counselor coordinator
10. Hire an associate dean
11. Hire a 50% clerical assistant
12. Hire 5 faculty coordinators for Adult Re-Entry, Puente Project, Project Success, Career Center, and Matriculation
13. Create a 100% Athletic Counseling Assignment

Counseling Services Planning Agenda

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

Goal 1: Hire additional Matriculation staff for clerical support, coordinating and delivering Matriculation orientations, and other Matriculation services. (Strategic Initiative 1abc and 3ab)		
New Plans	**Timeline**	**Needed Resources**
Hire two Student Services Advisors for coordinating and delivering Matriculation orientations and other Matriculation activities.	Spring 2009	**Funding of $130,000**
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 SARS input and tracking.	Spring 2009	**Funding of $31,000**
Hire one full-time tenure track Matriculation counselor/coordinator to coordinate new student services and on-line orientations.	Fall 2009	**Funding of $95,000**
Hire two non-classified clerical support persons to provide assistance with the various clerical duties.	Fall 2009	**Funding of $76,200**

Hire four adjunct counselors to provide counseling and develop educational plans as well as participate in orientations.	Fall 2009	**Funding of $260,000**
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 placement assessments and/or other college transcripts.	Fall 2009	**Funding of $95,000**
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 2009	**Funding of $55,000**
Need stand alone office space for One-Stop Center.	July 2008	**15 computers (see Addendum for ACSESS plan)**

Goal 2: Improve the Student Enhancement Program that serves probationary/dismissed students by increasing staffing for the program. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one full-time Retention Counselor to counsel and provide educational plans for probationary students.	Fall 2009	**Funding of $95,000**
Hire one full-time Student Services Advisor to conduct and coordinate additional SEP workshops.	Fall 2009	**Funding of $57,000**
Hire one casual and two student workers to provide clerical support for SEP.	Fall 2009	**Funding of $39,000**

Goal #3: Provide on-going collaboration and coordination for our 26 student services programs (SSTARS). (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one full-time counselor for our Student Success Transfer and Retention Services (SSTARS) program.	Spring 2009	**Funding of $95,000**

Goal #4: Hire and reclassify classified staff at the Appointment Center to accommodate the division's needs and provide a higher level of customer service. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire four Data Entry Operators to replace student and casual workers in the Appointment Center.	Spring 2009	**Funding of $150,423**
Reclassify Clerical Assistant to Student Services Technician.	Fall 2009	**Funding of $35,000**

Goal #5: Hire additional clerical support for the Career Center. (Strategic Initiative

1abc)		
New Plans	**Timeline**	**Needed Resources**
Reinstate the 50% Clerical Assistant position for the Career Center and increase to 100%.	Spring 2009	**Funding of $50,000**

Goal #6: Hire a full-time classified Student Services Operations Officer. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a Student Services Operations Officer to help the Dean of Counseling evaluate, supervise, and observe our fifty-four classified, student, and casual staff's daily work.	By 2012	**Funding of $65,000**

Goal #7: Provide additional supervision support and increase the productivity of the division. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time Associate Dean to provide daily support of seventy-six 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**

Goal #8: Increase the number and hours of part-time counselors. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
To 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, and help with probation counseling, matriculation counseling, and general/express counseling.	Annually	**Funding of $360, 000**

Goal #9: Secure funding for faculty and staff support at the ACSESS (Academic Counseling, Student Enrollment and Student Success) One-Stop Center and event. (Strategic Initiative 1abc and 3ab)		
New Plans	**Timeline**	**Needed Resources**
Hire one full-time counselor for 8 hours.	Annually	**Funding of $480**
Hire five full-time counselors for 6 hours each.	Annually	**Funding of $5,400**
Hire five adjunct counselors for 6 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**

Ensure that appropriate facility is assigned to ACSESS.	Annually	**Fiscal Neutral**

ADULT RE-ENTRY PROGRAM		
Goal #1: Have a fully staffed and equipped Adult Re-Entry Program to provide additional student contact and increase student success rate. (Strategic Initiative 1abc and 3ab)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time counselor for the Adult Re-Entry program.	Spring 2009	**Funding of $95,000**
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 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time classified Clerical Assistant.	Fall 2009	**Funding of $45,000**

ATHLETIC COUNSELING		
Goal #1: Increase reassignment to 100% athletic counselor. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Increase reassignment to 100%.	Fall 2008	**Funding of $25,000 to backfill**

CAREER CENTER		
Goal #1: Have a completely staffed Career Center to provide continuity and a fully operational program. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Reinstate the 50% Career Center Coordinator.	Fall 2008	**Funding of $50,000**
Hire a full-time career counselor.	Fall 2010	**Funding of $95,000**

EOP&S		
Goal #1: Have a fourth EOP&S full-time counselor. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time EOP&S counselor.	Fall 2008	**Funding of $95,000**

FINANCIAL AID		
Goal #1: Have private offices for counselors. (Strategic Initiative 1abc and 3ab)		
New Plans	**Timeline**	**Needed Resources**
Have private and confidential counseling space	Fall 2009	**Funding TBD**

for counselors.		
Hire one full-time counselor.	Fall 2008	**Funding of $95,000**

HONORS TRANSFER PROGRAM		
Goal #1: Have a full-time Honors Transfer Program counselor. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one full-time counselor.	Fall 2008	**Funding of $95,000**

INTERNATIONAL STUDENT PROGRAM		
Goal #1: Establish on-going funding for one adjunct counselor. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one adjunct counselor.	Annually	**Funding of $50,000**

MESA PROGRAM		
Goal #1: Establish on-going funding for one full-time counselor. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one full-time counselor.	Annually	**Funding of $95,000**

PROJECT SUCCESS		
Goal #1: Increase Project Success staffing. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time Project Success counselor.	Fall 2008	**Funding of $95,000**
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 1abc)		
New Plans	**Timeline**	**Needed Resources**
Increase Project Success supplies account.	Fall 2008	**Additional Funding of $1,000**
Increase university and cultural fieldtrips account.	Fall 2008	**Additional Funding of $4,000**

PUENTE PROJECT		
Goal #1: Have a fully staffed and equipped Puente Program to provide additional student contact and increase student success rate. (Strategic Initiative 1abc and 3ab)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time Puente counselor.	Fall 2008	**Funding of $95,000**
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: Increase the efficiency of scheduling appointments, capturing student data, and Express sign-in process. (Strategic Initiative 1b and 3a)		
New Plans	**Timeline**	**Needed Resources**
Purchase six ID swipers for SARS system.	Fall 2008	**Funding of $400**

SPECIAL RESOURCE CENTER		
Goal #1: Hire additional faculty to provide counseling in our Special Resource Center. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire one additional full-time counselor.	Fall 2009	**Funding of $95,000**
Hire three full-time counselors.	Fall 2010	**Funding of $285,000**
Hire six adjunct counselors.	Fall 2010	**Funding of $300,000**

TEACHER EDUCATION PROGRAM		
Goal #1: Provide greater accessibility and visibility to Teacher Education Program (TEP) students. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Relocate the TEP counselor to Student Services Center inside counseling.	Fall 2009	**Office space**
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 1abc and 3b)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time Transfer Counselor.	Fall 2008	**Funding of $95,000**
Hire a full-time Student Services Advisor.	Fall 2008	**Funding of $50,868**
Hire a part-time Student Services Advisor.	Fall 2008	**Funding of $26,196**
Hire two student workers not dependent on work-study.	Fall 2008	**Funding of $12,000**
Hire one full-time Student Services Specialist.	Fall 2008	**Funding of $48,480**
Hire one full-time Events Specialist.	Fall 2011	**Funding of $49,776**
Hire one full-time secretary to be shared with the Honors Transfer Program.	Fall 2008	**Funding of $25,000**
Have a stand-alone Transfer Center that is	Fall 2008	**Funding of $100,000**

readily identifiable and promotes an atmosphere focused on transferring to universities.		

VIRTUAL COUNSELING		
Goal #1: Increase on-line services to students. (Strategic Initiative 1abc)		
New Plans	**Timeline**	**Needed Resources**
Hire a full-time On-line counselor.	Fall 2011	**Funding of $95,000**

B. Adult Re-Entry Program Counseling

I. Overview

A. Program Profile

The Adult Re-Entry Program is designed to serve approximately 50 El Camino College students who meet the eligibility requirements of being at least 30 years of age or of having a five-year gap in their educational process. The program provides academic, vocational, and career counseling. It further offers book vouchers and referrals to additional campus resources. Funding is provided by the Counseling Division and the El Camino College Foundation.

B. Status of Previous Recommendations

The previous recommendations are continuous for the Adult Re-Entry Program and include but are not limited to strengthening off campus associations and providing additional scholarships, increasing funds to provide a book voucher for winter and summer sessions, and securing an operational budget to provide funding for an awards banquet, supply kits, etc.

C. Continuing Recommendations

- Update website.
- Continue association with SSTARS.
- Secure technical support for the program to include one desktop computer, one color printer, and one scanner.
- Increase staffing to include one full time counselor, one program/clerical assistant, and two tutors.
- Secure an operational budget to provide book voucher funding for spring, summer, fall and winter sessions and secure a budget for an annual orientation breakfast/awards banquet.

II. Program Data

A. Student/Client Satisfaction

Based on the student comments from the book request forms, Adult Re-Entry students explained how the services and program have helped them.

- "The Book vouchers are very helpful as the costs of books are very expensive and my salary is not very high."
- "I really need assistance with purchasing my books. I am a single mom of three children working a part-time job."
- "The book voucher allows me to get all of the books required for my course load. Without this assistance, I would have to ask other students for copies of their materials; with this help I am able to continue my efforts and hopefully succeed towards graduating."

According to the Adult Re-Entry student survey conducted in 2007, students requested for workshops on time management, stress reduction, and career exploration. Students also mentioned they would like social activities such as a coffee/tea social, and study groups.

B. Student/Client Outcome Data

Currently for Spring 2008, there are 49 students that participate in Adult Re-Entry Program. Data from the student intake applications describe the demographics of students. This data reflects

students who have participated in the ARP during Fall 2007 and Spring 2008 semesters and helped define the adult learners returning back to El Camino College. Data findings revealed that 42% of Adult Re-Entry students returning back to El Camino are between 41-50 years old, and that 92% are female adult learners. African-Americans comprise the most common ethnicity among adult learners at 47%.

The family unit for Adult Re-Entry students includes single parent households at 50%, with toddlers between 2-4 years old. Furthermore, Adult Re-Entry Students reported they live in the South Bay cities that surround El Camino College. For example, nine students reside in Hawthorne, eight students reside in Los Angeles, and seven students reported living in Redondo Beach. Lastly, 30 Adult Re-Entry students declared their educational goal is to obtain their Associate of Arts degree and transfer to a four-year college.

This data also shows that adult learners return to El Camino in the middle of their careers to pursue a change in their occupational status. Of those returning back, most are female students inquiring about programs that can meet their needs and many of these students are minority students who need additional personal and financial assistance. Furthermore, many adult learners returning to El Camino are single parents who may need help balancing child care with other work and school obligations as they pursue their educational goals. The primary goal to obtain associate degrees and to transfer to a university are most important to adult learners at El Camino College and this shows how adult learners continue the life-long learning process to gain knowledge and skills while reinventing themselves. Lastly, the campus location of El Camino College is helpful to adult learners because it provides accessibility and connects adult learners to their home, work and school.

Enrollment

Spring 2007- 50 students
Fall 2007- 48 students
Spring 2008- 49 students

Book Vouchers Distributed

Spring 2007- 26 book vouchers
Fall 2007- 29 book vouchers
Spring 2008- 25 book vouchers

Academic, Personal, and Career Counseling Appointments

Spring 2007- 53 appointments
Fall 2007- 74 appointments
Spring 2008- 52 appointments

Wait List of Prospective Candidates

Spring 2007- 20 candidates
Fall 2007- 11 candidates
Spring 2008- 9 candidates

C. Campus/ Community Collaboration

The Adult Re-Entry Program is an active member of SSTARS and has participated with off campus outreach with Orange Coast Community College (Adult Re-Entry Program) and the California Advocates for Re-Entry Education (CARE). Adult Re-Entry is dependent on the ECC Foundation for book voucher funding. In addition, the Adult Re-Entry Program works directly with the CalWORKs and EOP&S programs, meeting the needs of students that qualify for Adult Re-Entry, CalWORKs, and EOP&S.

D. Program Data Recommendations

- Strengthen off campus associations to provide additional referrals to scholarship opportunities.
- Increase funding to provide book voucher funds for winter and summer sessions.
- Secure an operational budget to provide funding for an Orientation/Awards Banquet, supply kits, and workshops.
- Strengthen on campus relations with Admissions and Records for priority registration for AR students.
- Strengthen a relationship with Career Placement (to help AR students with job placements, resume development and job placements).
- Develop a relationship with Financial Aid (for AR students to receive financial aid on a part-time school load).
- Implement a manual on best practices and activities for Adult Re-Entry students.

III. Program Requirements

The Adult Re-Entry Program receives support through the SSTARS program and through its website. SSTARS provides marketing and public relations opportunities. The Adult Re-Entry webpage offers opportunities for marketing, student access, and general information. The web page is now updated and includes the ARP email address.

A. Program Support

- ARP requires continued support from the Counseling Division, which is essential to the success of the program.
- ARP requires continued support from the El Camino College Foundation, which is essential to the program's ability to provide book vouchers to students.
- ARP will continue to be actively involved in the SSTARS Program to utilize their networking resources.
- ARP requires support from admissions and records to provide priority registration.
- ARP requires support from Career Placement to provide job placements for displaced students.

The Adult Re-Entry Program needs an institutionalized operational budget to meet the needs of the increasing adult learners returning back to college and to grow into a comprehensive operating program. To effectively plan and provide services for the increased enrollment of reentry students, the Adult Re-Entry Program needs a full time counselor/coordinator, one program assistant, two clerical assistants, a tutoring center, and a student library. The ECC Adult Re-Entry Program can be modeled after the Adult Re-Entry Program at Orange Coast College if there is an institutionalized operational budget.

B. Facilities/Equipment

There is a need for a facility that provides a one-stop center for Adult Re-Entry students that include waiting area, a place to conduct tutoring, and one small computer lab with two computers for students use for class assignments and career exploration. In addition, there is a need for one desktop computer, one color printer, one scanner, and workspace for the program assistant/clerical help.

C. Staffing

To help with the increasing enrollments and needs of adult learners returning back to college, and to eliminate the 50-student limit (due to the availability of one adjunct counselor/coordinator) the Adult Re-Entry Program requires:

- One full-time Adult Re-Entry Counselor.
- One Program Assistant/Clerical to provide full-time help.
- Two student workers to provide English and math tutoring.

D. Planning

According to the report from the Lumina Foundation for Education (2007), the nation's labor force and rapid technological changes have increased the number of older students returning back to college. Therefore, to accommodate the needs of potential candidates for the Adult Re-Entry Program, additional staff is required. It is recommended both the counselor/coordinator and program assistant/clerical support be increased to 100%.

E. Program Requirement/Recommendations

- Continue active association with SSTARS for networking resources.
- Continue active participation with the California Advocates for Re-Entry Education (CARE).
- Secure technical support necessary for effective office operations.
- Increase staffing to allow services to additional prospective Adult Re-Entry Students.

C. Articulation Office/Program

I. Overview

A. Program Profile

The Articulation Office's primary objective is to assist all faculty, students, and staff with transfer curriculum, articulation, and transfer related matters. 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 her many functions, the Articulation Officer is responsible for:

- Serving as an advocate for the transfer student
- Being a well informed resource person for students, faculty, administration, counseling staff, and transfer center personnel
- Disseminating current information on articulation data to staff, students, and academic departments
- Serving on campus committees
- Serving as a consultant to faculty
- Facilitating campus participation in intersegmental programs
- Monitoring each stage of the articulation process
- Managing and updating campus articulation data
- Gatekeeping of IGETC, CSU GE breadth, TCA lists, and other articulation related data
- Serving as a proactive agent for enhancing and improving existing articulation
- Initiating faculty approved articulation agreements
- Attending and participating in conferences and workshops
  (California Articulation Policies and Procedures Handbook, 2006)

Funding:
The funding for the program is through district funds. The program also receives a $5,000 grant through Proposition 98 to assist with funding (Prop 98 fund source is not consistent year to year).

Student Profile:
Institutional research data from Fall 2006 reports the goals of students upon entry and following the matriculation (testing, orientation and counseling) process. Note: not all students go through this process so some educational goals remain unchanged. The educational goal of enrolled students is captured on the initial application and may change over the course of a student's career. The largest percentage of students (42%) indicated an intention to transfer to a 4-year institution as their goal; this percentage grew to 55% after matriculation. The majority of students served by the articulation office would be transfer students. (Refer to Appendix A)

B. Status of Previous Recommendations

The recommendations from Counseling Services in 2002 were to obtain a full time certificated articulation officer, a title of faculty coordinator, and full clerical support (request by the previous articulation officer). During the 2001 academic year, the office was under the direction of classified staff and went through a transition period between 2001-2005. Beginning in 2002, the articulation officer position was vacant for seven months. Due to financial challenges, during

the 2002-2005 academic years, the position was occupied by a part time counselor with a maximum of 23 hours per week. The aforementioned recommendations were completed in Fall 2005 with the exception of full clerical support. Currently, the office has a clerical assistant who works 20 hours per week and is shared with the Counseling Division Office for various projects, such as student probation petitions and clerical support.

C. Continuing Recommendations

The recommendation would be to obtain a full-time clerical person to support the needs of the office.

II. Program Data

A. Student/Client Satisfaction:

The Articulation Office has not been evaluated by student and faculty surveys.

B. Student /Client Outcome Data

Not applicable

C. Campus/Community Collaboration

The Articulation Officer continually strengthens relationships with instructional faculty, academic deans, and high school counselors through individual meetings with departments to discuss new courses, courses approved and/or denied for transfer, GE, and major preparation, and improved articulation with occupational centers and local high schools. Additional collaboration to strengthen relations with students is by increasing the students' awareness of transferability of courses and its applicability at the transfer campus. ASSIST workshops are provided bi-annually for students through the Transfer Center. The Articulation Office continues to assist the Transfer Center with various events on campus: Articulation Day (with high school and occupational counselors and instructors at ECC to initiate articulation), the Transfer Conference, college fairs, and TAG contracts. Articulation information is available on the El Camino College website for students to view http://www.elcamino.edu/studentservices/co/ .

D. Program Data Recommendations

Create advisory committees for the Articulation Office to receive input from other areas on campus to improve upon/increase satisfaction and track the number of students served by the office and the number of articulation questions from faculty. Implement a faculty manual on "best practices" in collaboration with Admissions and Records, graduation evaluators, and counselors.

III. Program Requirements

A. Program Support

All academic departments are essential to the success of the program. As mentioned earlier in campus/community collaboration, the bi-annual meetings and discussions with academic departments is critical in strengthening relations.

Campus Department/Division	Strengthening Partnership
Behavioral and Social Sciences/Business/Fine	Continue relations with the dean and instructional faculty. Meet with departments and continue to

Arts/Health Sciences and Athletics/Humanities/Industry and Technology/Mathematical Sciences/Natural Sciences	suggest courses for AA/AS/CSU GE/IGETC, UC Transfer, provide course outlines from other colleges and provide articulation and transfer information.
Outreach and School Relations	Continue with Articulation Day and expand efforts with high school faculty to request articulation.
Admissions and Records	Continue discussion with evaluators to discuss "best practices" (future goal: to have a policy and procedure manual)
Counseling	Continue to inform counselors of the changes in articulation agreements and transferability of courses, and expand guide sheets and keep them as updated as possible.

B. Facilities and Equipment

The Articulation Office is in the Student Services Building, SSC 108K and houses:

- California Community College (109), CSU (23), UC (9), and Independent College catalogs (up to 73+)
- Course outlines of record
- Curriculum proposals
- Articulation agreements
- Transfer information for UC, CSU and private institutions.

Recommendations: The Articulation Office needs to have been a larger office with more cabinets, and shelves, and space for a full-time clerical person. In addition, on-line course outlines of record to would improve and expedite the articulation process.

C. Staffing

A full-time Articulation Officer/Coordinator is responsible for the program. A part-time clerical staff member (20 hours/week) works 50% with articulation and the division office. The previous 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		0
Part-time Classified Staff (Permanent)	0		0		0
Part-time Classified (Temporary)	1	.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)

D. Planning

Trends

The California Postsecondary Education Commission reported data on the number of transfer students from California Community Colleges to UC and CSU and for the past five years. The number of transfer students has steadily increased (figure 1).

Figure 1

Year	Transfer to UC	Transfer to CSU	Total Transfer
2002	10,298	33,170	43,468
2003	11,180	32,835	44,015
2004	11,696	34,712	46,408
2005	11,984	35,622	47,606
2006	11,857	36,199	48,056
Data Generated on Friday, October 19, 2007 at 4:34:01 PM			

*CPEC http://www.cpec.ca.gov/OnLineData/AtAGlance.ASP

This data along with ECC's student profile of students (42%) who indicate transfer as an educational goal suggests the need and importance for increased articulation with four-year universities. With the increase in transfer numbers, the short-term goals for the Articulation Office are to:

- Increase articulation with the four-year universities by having a minimum of one new agreement each year
- Post all agreements on El Camino College's website
- Develop more faculty awareness on campus about articulation

Data Needed to Improve Planning
Develop a student satisfaction survey for future planning; implement an advisory committee to receive input from constituents outside of counseling.

Program Personnel and Change Implementation
Counselors are kept abreast of current trends and changes at counseling meetings, via email correspondence, and with an annual summary of articulation changes/additions/deletions. The curriculum office, instructional faculty, and division deans are informed via email of changes implemented by the University Office of the President and CSU Chancellor's Office.

Relation to SLOs
SLOs for counseling are still in progress.

E. Program Requirement Recommendations

1. Full time clerical assistant (as recommended by previous Articulation Officer)
2. Course outlines available online- this is in progress through Academic Affairs, Curricunet and WEBCMS was introduced to Academic Affairs as an example. Curriculum Chair, Janet Young, is working on this project.
3. Increased office space- this would be pending architecture design.

ADDITIONAL INFORMATION:
Below is the list of articulation agreements with four-year universities:

Name of School	UC Davis School of Veterinary Medicine
Cal Poly San Luis Obispo	UCSF School of Pharmacy
Cal Poly Pomona	Alliant International University
CSU Bakersfield	Antioch University
CSU Chico	Brigham Young University-Utah
CSU Dominguez Hills	Biola University
CSU Fresno	Chaminade University
CSU Fullerton	Cleveland Chiropractic College
CSU Long Beach	Howard University (advising tool)
CSU Los Angeles	Loma Linda University
CSU Monterey Bay	Loyola Marymount University
CSU Northridge	Morehouse College (advising tool)
CSU Sacramento	Mount Saint Mary's College
CSU San Bernardino	National University
CSU San Marcos (new)	OTIS
CSU Stanislaus	Pacific Oaks College (update in progress)
Humboldt State University	Pepperdine University
San Diego State University	Pepperdine Grazadio School of Business
San Francisco State University	REGIS University
San Jose State University	Spellman College (advising tool)

UC Berkeley	University of the Pacific-engineering
UC Davis	University of Southern California
UC Irvine	University of Redlands
UC Los Angeles	Woodbury
UC Merced	
UC Riverside	
UC San Diego	
UC Santa Barbara	
UC Santa Cruz	

Curriculum Guide Sheets available to students:

Accelerated Degrees	Law School Admission
AA Degree	Legal Assistant
AS Degree	Liberal Studies (UC/CSU)
Administration of Justice	Liberal Studies CSUDH
Agriculture (discontinued)	Liberal Studies CSULB
Anthropology	Mathematics
Architecture	Medical School Admission
Art	Microbiology
Astronomy	Meteorology
Biology	Music
Business Administration	Nursing, AS Degree
CSU GE Breadth	Nursing Transfer
Chemistry	Occupational Therapy
Child Development	Optometry
Childhood Education	Pharmacy School Admission
Chiropractic	Philosophy
Communications	Physical Education
Computer Science	Physical Therapy
Dental Hygiene	Physician Assistant
Dental School Admission	Physics
Economics	Political Science
Engineering	Psychology
Engineering and Industrial Technology	Radiological Technology Transfer
Engineering UCLA	Radiology Technology A.S. Degree
Engineering USC	Respiratory Care
English	Single Subject Teaching Credential
Environmental Studies	Social Work
Fashion Design	Sociology
Food and Nutrition	Teaching Credential
Foreign Language	Theatre
Geography	Veterinary Medicine
Gerontology (discontinued)	Loyola Marymount University
Health Care Management	USC

History	Howard University and Historically Black Colleges (advising tools)
Journalism	Pepperdine University
IGETC	Mount Saint Mary's

IV. Recommendations

See page 41 program requirement recommendations

D. Athletic Counseling

I. Overview

A. Program Profile

The activities and services provided are:

- Conduct orientations during the summer for new incoming student athletes (approximately 80-90 students attend); orientations consist of explanation of athletic eligibility requirements while at El Camino and transfer eligibility requirements to Division I, II, III, and NAIA institutions
- Develop first semester student educational plans based on English and math placement results, transcripts from other colleges or universities and multiple measures and assist with pre-registration course planning
- Assist coaches and eligibility specialists (Carolyn Biedler) with actual registration on the Datatel system
- Counsel last minute students and those who were unable to attend an orientation on test result interpretation and first semester course planning
- Develop an educational plan during the student athlete's first full-time semester of attendance. At that time, an entire 3 semester plan for non-qualifiers who must obtain an A.A. degree and for those qualifiers who only have to average 12 transfer units per semester is developed. If a student athlete is a transfer student from a 4-year school or another community college, further eligibility requirements may apply and have to be addressed in the counseling appointment.
- See continuing student athletes each semester, so they can make sure they are on the right track and be reminded of any new NCAA regulations.
- Forward a list of student athletes who do not have an educational plan on file and use SARS to determine if they were seen by another counselor and if not, make sure they make an appointment with a counselor.
- Review progress with those athletes whose coaches have given a progress check form to be filled out in their classes. This is normally done twice a semester. Make appropriate referrals for tutoring or Supplemental Instruction.
- Email or send through campus mail individual progress checks of those student athletes who have received scholarship offers and/or signed Letters of Intent to make sure they meet all the academic requirements to receive that scholarship. It often involves follow up phone calls to the student, instructors, and the coaches at the 4-year colleges or universities to discuss progress and possible interventions.
- Recruit new student athletes for many of the sports but especially football. Coaches will routinely walk prospective student athletes to the counselor's office for introductions and to answer any questions they may have about academic requirements for El Camino and transfer.
- Attend three different recruiting luncheons for football and also the annual parent night in the spring to talk about academics at El Camino.
- Recruit student athletes to four-year colleges and universities. Fax numerous transcripts to schools all over the country and answer telephone calls regarding student athletes' academic progress and eligibility for transfer. Meet personally with the 4-year college recruiters to discuss academics with them. Many of these phone calls are done after hours and on the

weekends since the counselor's cell phone number is known by many students.

- Attend the football banquet yearly and hand out the Academic Achievement Award to one offensive player and one defensive player
- Attend the annual Hall of Fame banquet in the spring and work with the athletic director, Rory Natividad, on nominations of student athletes for the athlete of the year awards and other scholarship awards that are handed out at the banquet.
- Attend each semester conferences and conventions of the COA (Commission on Athletics) as a member of the 3C4A (Community College Counselors Association in Academic Advising for Athletes). Keep abreast of new and changing legislation for the COA. As a current member of the Management Council of the COA, review and vote on new policies. Receive NCAA and NAIA updates and conduct workshops for new counselors in the field as the Vice President of the South of the 3C4A.
- Review team grades and cumulative grade point averages (gpa) to see if a particular team qualifies for the Pepsi Scholar Team Award or individual Pepsi Scholar Athlete Award.
- Nominate student athletes for the 3C4A Academic Achievement Award. Have had four (4) winners with the most recent being in 2006, Ira Guilford, from the football team.

B. Status of Previous Recommendations

No recommendation have been made

C. Continuing Recommendations

There are no continuing recommendations at this time.

Program Data

A. Student Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

N/A

C. Campus/ Community Collaboration

Athletic counselor collaborates with general counseling, ECC Athletic Department and various out-of-state athletic departments, SSTARS, Adult Re-entry, career counseling, CalWORKs, Freshman Year Experience, MESA and financial aid counseling.

D. Program Data Recommendations

N/A

III. Program Requirements

A. Program Support

N/A

B. Facilities, Equipment

A private office with floor to ceiling walls, desk, chairs, computer, printer, file cabinets, phone, and fax machine. Office supplies and college catalogs, NCAA manuals, COA directories and high school and transfer publications.

C Staffing

A. Increase counselor to 100%

D. Planning

N/A

E. Program Requirements

Recommendations	Strategies	Status
Increase athletic assignment to 100%	Proposed this to the administration	Ongoing
Study hall for athletes	Identified study hall	Done
Teach HD 8 for athletes	Identified the athletes	Done
Institute comprehensive grade check	Developed procedures	Ongoing
Put holds on student athlete records using ITS	Developed procedures	Ongoing
Provide NCAA workshops for high schools	Designed workshops	Ongoing
Establish student athlete club	Convened planning meeting	Ongoing
Move offices to PE building	Identified offices	Done

IV. Recommendations

Athletic counseling was not a part of the 2001 Program Review, so no specific recommendations were brought forth. However, the South Coast Conference, of which the El Camino Athletic Department is a part, conducted a program review in December, 2004. Of the various standards that dealt with eligibility or academics, the Program Review Committees' recommendations were as follows:

Eligibility Processing: "Reduce enormous workload, far surpassing 50% assignment, on designated counselor for SEP development by increasing assignment to full time assignment."

Academic Achievement and Support "The Athletic Advisor, Chris Jeffries, should be assigned full time to the Athletic Department. This would improve the time and quality of advisement."

Overall Comments: "… The only strain appears in relation to the administrative support and the athletic/academic counselor. The percentage of assignment appears disproportionate to the tremendous workload (student contact hours per week) actually performed."

E. Career Center Counseling

I. Overview

A. Program Profile

Career Center 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, video cassettes, occupational files, a computerized career information system, and major/career targeted websites that students use for career research. The Career Center faculty and staff are available to provide class tours of the center as well as to visit classes and student clubs to discuss the Career Center services and resources.

Relevant Career Center Counseling Statistics:

Between 2001 and 2004, career counseling appointments doubled from 479 to 942. The number of students using all Career Counseling services increased from 2,445 in 2002 to 4,411 during 2004. This was due to increased classroom presentations, workshops, presentations at New Student Orientations, and activities in the Career Center by our VTEA funded full time Counselor (2002-05.) We no longer have the VTEA funded Career Counselor. However, VTEA funding helped us to prove that there is a need for a full time Career Counselor.

Statistics:

Data collected in Fall 2004 reported 32% (8,200) students were undecided on a major. This percentage increased in Fall 2005 to 38% (9,322) reporting they are undecided. .

Many of the students who do have a career goal upon entry often do not have a very good idea of what that particular career entails and eventually change their majors or opt out of further education. National research has shown that students on average change their majors 3-5 times during their college career.

Career counseling is essential to helping students define career and life goals that directly impact their educational goals. Currently, there are fewer than 20 hours per week of designated career counseling hours available to our student body. As a result of several career counseling faculty retiring and the elimination of a VTEA funded career counselor the division has limited career appointments available University of California and California State University applications require that students have a major to transfer. Financial Aid students must identify their majors to receive financial aid. VTEA funding includes the need for career guidance of career and technical majors. There are only 8 sections of Human Development 5 (career planning) taught each semester. How will undecided students learn about their career options?

B. Status of Previous Recommendations

In 2002, we had a full time VTEA funded Career Counselor who helped us reach most of our goals for 2002-4-- all except the reinstatement of a 50% Career Center Counselor/Coordinator.
In the 2003 Trends and Projections Form, we projected that there would be a 30% increase in students seeking services, including re-entry re-careering adults. Therefore, we recommended

counseling hours to be the equivalent of 2 full-time counselors by 2010 (52 hours per week), one Career Center Coordinator, and a 50% clerical assistant reinstated and increased to full time.

a) Did those recommendations come to fruition? NO.
   We have less than 20 hours per week covered at this time (Fall 2006).
b) Are any of those recommendations in-progress?
   In 2007, these recommendations were submitted to the Vice President of Student Services. These recommendations have not been acted upon due to district limited funding. Unfortunately, three career counselors have retired in 3 years and only a few of their career counseling hours have been replaced.
c) Did you find any of the recommendations impractical? NO.
d) What was accomplished as a result of your recommendations? N/A.
   We are sharing clerical staff with the Transfer Center. Reductions of services and staff is occurring.

C. Continuing Recommendations

In addition to the previous recommendations that have not been funded, the Counseling Department recommended hiring a full time permanent Career Counselor (2005 ranked #2; 2006 ranked #3 on Counselor's Faculty Hire List) or adding more part time Career Counseling hours AND reinstating the Career Center Clerical Assistant with benefits AND reinstating the Career Center Coordinator

II. Program Data

A. Student/Client Satisfaction

Service	Satisfaction	Importance
Academic Counseling	3.72	3.97
Personal Counseling	3.73	3.67
Career Planning	3.65	3.68

We have the results from 1,618 surveys collected from students in class visitations between 2002 and 2005. We visited 132 classes, reaching a total of 3,725 students, and received surveys back from 43%. An amazing 42% had self assessment needs and 46% needed career exploration while 47% said they would most likely use individual career counseling.

The following statistics prove that if you increase career counseling hours by an additional 24-28 hours per week, more students will receive services:

In 2002, we reached 2,445 students through career center orientations, classroom visits, individual workshops, career tours, and career appointments.

In 2003, the Career Center reached 3,911 through career center orientations, classroom visits, individual workshops, career tours, and career appointments. We actually tallied 18,000 students using materials, Eureka and the computers in the Center. (Career and Transfer keep separate tallies which are estimates.)

In 2004, the Career Center reached 4,411 through Career Center orientations, classroom visits,

individual workshops, career tours, and career appointments. As you can see, one full time counselor makes a big difference in the number of students reached.

One other clear difference between having a full-time career counselor and not having one is the number of appointments booked in Spring '05 (403 appointments with a full-time career counselor and part-time hours from other counselors) vs. Fall '05 (173 appointments without a full time career counselor).

B. Student/Client Outcome Data

N/A

C. Campus/Community Collaboration

The Career Center continues to collaborate with faculty and other student programs on campus as well as speakers from off-campus. The Career Center collaborates with the Career Placement Services to co-sponsor the Internship Fair and the Career Expo. The Majors' Fair is coordinated with faculty from different departments and divisions. Career tours are implemented by networking with employers; Inglewood Superior Court, KTLA, Los Angeles County Fire Department, Orange County Authority Fire Department, the Daily Breeze, the LA Times, and Post Elementary School. The history workshop and other career workshops are offered in collaboration with the history faculty and the Extended Opportunities Program and Services. Other career activities are also collaborated with the effort of the SSTARS, Admissions & Records, Women In Technology, Puente, Project Success, Human Development classes, First Year Experience, New Student Welcome Day events, High School Senior Day, the Student Success Conference, Veteran's Day events, and many of the mini-career fairs.

D. Program Data Recommendations

We have the results from 1,618 surveys collected from students in class visitations between 2002 and 2005. We visited 132 classes reaching a total of 3,725 students and received surveys back from 43%. An amazing 42% had self assessment needs and 46% need career exploration while 47% said they would most likely use individual career counseling.

III. Program Requirement Recommendations

A. Program Support

All of the counseling programs need support by expanding their internal and external collaborations which is discussed in section C, Campus and Community Collaborations. Additional support through space, equipment, and staffing is described in section B and C below. The Career Center is functioning with part-time staffing and student workers at this time.

B. Facilities and Equipment

- Need a conference room with Smart classroom capability for class presentations and meetings.
- Office space for career coordinator, advisor- technician, counselor desk and work space for clerical worker.
- 20 of each: computer desks, chairs, and computers with DVD capability.
- One additional industrial size printer.

C. Staffing

Currently, we have a 100% Student Services Advisor; however, we have inadequate staffing with a less than half-time Clerical Assistant. We are dependent on part-time student workers for center coverage. See final recommendations

D. Planning

In the 2003 Trends and Projections Form, we projected that there will be a 30% increase in students seeking services, including re-entry; re-careering adults. Therefore, we recommended counseling hours to be the equivalent of 2 FT counselors by 2010 (52 hours per week) and one Career Coordinator and dedicated clerical help also reinstated and increased to full time.

America's Career Resource Network (ACRNA) is a government career information network under the Department of Education. ACRNA is a nonprofit organization dedicated to promoting, supporting, and improving career information and services. Research provided by ACRNA (Fall 2003) provided the following 4 findings and trends regarding "The Educational Value of Informed and Considered Career Decisions":

1) Improved educational achievement

Researchers and policy analysts are linking educational development and career development (Resnick and Wirt, 1996; Gysbers and Henderson, 1994; Marshall and Tucker, 1992). Students who have an awareness of how their education affects career choices are more likely to be proactive and achieve in school.

2) Improved preparation and participation in postsecondary education

Career services delivered by "active, caring, and tangibly helpful" career counselors are instrumental for students to make adaptive transitions between school and work (Blustein et al., 1997).

3) Higher Graduation and Retention Rates

Declared students have a purpose to stay in school and graduate. Hughes et al. (2001) found that "well-implemented" career and academic planning led to improved attendance and graduation rates, as well as higher GPAs, and may also improve postsecondary efficiency and success. According to Wood (2003), indirect effects of career interventions include reduced drop-out rates and increased retention in college.

4) Shorter time to graduation

When students declare a major, they are motivated to finish their course work more quickly and efficiently and tend to take a shorter time to graduate. Based on a review of 20 years of career courses, Folsom, Peterson, Reardon, and Mann (2002) reported that students who take a college career course executed fewer course withdrawals and took fewer courses in order to graduate. Females who took the career course graduated in an average of 50 months compared to 61 months for non-participants.

We need to reach the 30+ percent of students who are declared "undecided" at ECC.

E. Program Requirement Recommendations

Recommendations	Strategies	Status
Hire full-time Career Counselor in 2005 and 2006	In 2005, it was number 2 on the list and in 2006 it was number 3	Not met

Return 50% Career Center Counselor Coordinator	No response from Administration	Not met
Designated clerical assistant	No response	Not met
Increase student advisor hours	No response	Not met

IV. Recommendations

1. To reinstate the 50% Career Center Coordinator position. This position will provide continuity and stability to the Career Center staff and student workers.
2. To reinstate the Clerical Assistant position back to permanent position with benefits. This person performs all vital clerical duties and responsibilities for the Career Center. The Career Center has no other clerical support except for this part-time clerical assistant person.
3. To hire a full time Career Counselor position to serve the ever increasing number of the undeclared students. Alternative: increase number of hours via hiring more adjunct counselors (to equal 22 hours per week minimum.)
4. Increase the number of computers in the Career Center. More faculty are scheduling class visits to the Career Center for a Career Center orientation. We need additional computers for these students to access career information and research. We average approximately 35 students per class, and we only have 15 computers in the Center. The insufficient number of computers does a grave disservice to our students.

F. EOP&S/CARE

I. Overview

A. Program Profile

The Extended Opportunity Program and Services Cooperative Agencies Resources for Education(EOP&S/CARE) continues to achieve the statewide mission and goals of addressing the needs and services of students whose educational and socioeconomic backgrounds might prevent them from successfully attending college.

The current EOP&S/CARE staff of 67 full-time, part time and student staff provide services to approximately 1,900 financially and educationally disadvantaged students. The program receives its financial support through a grant from the Chancellor's Office and is mandated by Title V. The mandate states that it is the responsibility of EOP&S to provide services that are above, beyond and in addition to the services provided by the college to the general population of students. These services are an attempt to make up for the deficit with which these students begin college. The services include but are not limited to counseling, tutoring, peer advising, progress reports, probation assistance, book vouchers, and grants.

CARE students receive services beyond those provided by EOP&S. These services include bus stickers, auto repair vouchers, Arco gas cards, TLC (Torrance Loves Children-a child care for sick children while parents go to class), and the tutorial grant program. In addition, the CARE students participate in the fall and spring mini-conferences and are invited to the CARE/CalWORKs Holiday Retention event.

The EOP&S/CARE counseling program provides the following services:

- Review of educational eligibility
- Discuss and review EOP&S Responsibility Contract
- Assess of basic skills/test scores
- Evaluate of support services and referrals
- Provide career, transfer, vocational and personal counseling
- Create on-line educational plans
- Complete six semester educational planning worksheets
- Probation counseling and other interventions
- Complete probation contracts/tutorial referrals
- Monitor the student's mandatory "3 program contacts"
- Review and resolve book voucher issues
- Teach Human Development 8 Courses
- Provide student centered workshops for educational and personal growth
- Utilize "SARS" for student appointments and program tracking
- Supervise program components for full-time staff meetings
- Attend weekly EOP&S and general counseling meetings
- Utilize "Assist " and other computer programs
- Attend EOP&S/CARE/CALWORKS staff meetings
- Participate on various campus committees and collaborate with SSTARS

B. Status of Previous Recommendations

The Chancellor's Office conducted the EOP&S on site program review on November 15-17, 2000. The following six recommendations resulted from the program review were addressed and met.

Recommendations	Status
1. Develop procedures to streamline the eligibility determination process in order to maximize use of staff and counselor time, to prevent duplication of services, and to eliminate unnecessary collection of income and financial documentation.	Done
2. Develop system and procedures to automate EOP&S/CARE data collection functions. Provide appropriate Datatel system training for all EOP&S/CARE staff.	Done
3. EOP&S/CARE Outreach and recruitment staff expand their outreach and recruitment efforts to include community agencies and organizations and establish a process to follow-up and document the effectiveness of all recruitment contacts from the point of initial contact to acceptance into the EOP&S program at El Camino College	Ongoing
4. Establish a streamlined process for determining book services eligibility and eliminating inappropriate collection of documents.	Done
5. Create a full-time bilingual, bicultural counseling position for EOP&S	Ongoing
(An additional full time 3rd counseling position was approved and filled).	
6. Establish a mechanism that allows appropriate procedural distinctions for each office to include financial aid determination for both BOGG eligibility for EOP&S students before the start of the semester and the EOP&S and CARE grant awards and disbursement *in a timely manner.*	ongoing

C. Continuing Recommendations

Eligibility Staff will review the EOP&S application for transcripts and placement scores. As a result of this recommendation, a partnership was developed with Financial Aid to address this concern. EOP&S/CARE Eligibility staff now has access to essential financial aid screens.

A partnership was developed with ITS and EOP&S/CARE to develop a process utilizing Datatel to generate reports that will provide tracking of all services utilized by students. EOP&S/CARE staff receives Datatel and SARS training.

Although our outreach staff has modified the cards and have improved tracking of students through the SARS system, we are currently working with ITS and Admissions to create a Database through Datatel to track the students from initial contact until admissions into El Camino College

With collaboration from ITS and Financial Aid, the book services process was streamlined.

The EOP&S/CARE Office has obtained a 3rd full time counseling position and has hired several multi-cultural and bilingual adjunct counselors. (Vietnamese, Latino, African American, Native American, and Caucasian).

EOP&S/CARE staff collaborates with fiscal affairs (accounting) and Financial Aid to ensure EOP&S/ CARE students receive grant awards and disbursements in a timely manner.

After the Program Review conducted by the state Chancellor's Office in November 2000, the following was implemented:

- The number of student book vouchers was increased by 54%. A key element of successful course completion is that students have books to begin their studies when classes start.
- The retention rate of HD 8 courses was increased. This course orientates the student to college success and support services. 86% of the students enrolled completed the course.
- Due to increased efforts to inform and assist students in the transfer process, there was a 15% increase in the number of students involved in transfer activities, and 135 students participated in transfer workshops and tours.
- Hourly support staff was increased to assist counselors in their supervision, tracking and reporting of retention activities for tutoring, progress reports, workshops and special events.
- To increase the number of EOP&S/CARE students who successfully complete the semester, an increase in the annual return of progress reports was recommended.
  62% of EOP&S/CARE students returned progress reports. This was a 24% increase.

II. Program Data

A. Student/ Client Satisfaction

In Spring 2002, over 80 students were administered a Student Client Satisfaction Survey. The purpose of the survey was to elicit feedback from students about the quality of service they received from the EOP&S/CARE Program. The students rated the service they received from the EOP&S/CARE Program in the following areas: admission procedures, office hours, and timeliness of response, facilities response, quality of materials, staff helpfulness, and staff knowledge, quality of orientation, and quality of service and staff communication. Based on the

data collected, over 95% of the students rated the services they received as excellent or good in all areas surveyed. **(Refer to Appendix A)**

B. Student/Client Outcome Data

Based on the Student Client Satisfaction Survey, approximately, 95% of the students surveyed rated EOP&S/CARE services as excellent or good. To ensure EOP&S/CARE students' educational and personal needs are met, counseling, retention and orientations services will be evaluated by staff each semester and updated when needed. The EOP&S Director will schedule customer relations workshops for staff to ensure students are being served appropriately. EOP&S/ CARE will continue to have monthly and weekly meetings to discuss program issues and to increase communications. Joint meetings with CalWORKs will be held monthly so staff will be informed of program information and operations. EOP&S is a member of SSTARS and will continue to attend monthly meetings and participate in campus wide activities.

C. Campus/Community Collaboration

EOP&S collaborates with the following campus and service groups:

- Student Success Transfer and Retention (SSTARS)
- Behavioral and Social Sciences Division
- Humanities Division
- Mathematical Sciences Division
- Business Division
- Fine Arts Division
- Health Science and Athletics Division
- Natural Sciences Division
- Learning Resources Division
- ITS
- Outreach and School Relations
- Fiscal Affairs
- El Camino College Bookstore
- El Camino College Foundation
- EOP&S/CARE Advisory Board

With regard to the Care Program, we have developed the following community based partnerships:

- Torrance Loves Children (TLC) at Torrance Memorial Hospital (sick care program while parents are attending school)
- Harriet Buhai Center (legal assistance is provided to CARE students once a month.

C. Program Data Recommendations

- To promote student success and retention, a probation component has been implemented to monitor probation students regularly. The probation team consists of one EOP&S/CARE counselor, two program assistants, and peer advisors.
- To further increase counseling contacts, an EOP&S/CARE workshop form was developed which includes a mandatory counselor's signature. Therefore, students must see a counselor versus signing a workshop list. This provides an additional counselor's contact to monitor

students' progress.

- To encourage course completion, the EOP&S/CARE Counselor/Supervisor of the EOP&S tutorial lab is promoting study groups with support of counselor's referrals.
- EOP&S/CARE counselors utilize on-line educational plans daily which provide immediate access to all counselors, Financial Aid, students, and other faculty.

III. Program Requirements

A. Program Support

- EOP&S/CARE collaborates with SSTARS as a support system, consistently referring students to the appropriate support services after assessment.
- EOP&S/CARE has a close working relationship with Behavioral and Social Sciences, with coordination and planning of the Human Development 8 classes. These classes are mandatory for EOP&S students.
- To assist with basic skills, EOP&S students are strongly encouraged to complete Academic Strategies courses. EOP&S/CARE counseling staff attends monthly meetings with the human development staff.
- In order to provide efficient financial assistance to students, EOP&S/CARE works closely with Financial Aid, the accounting cashier, (Fiscal Affairs) and Information Technology Services (ITS). As a result of this relationship, EOP&S/CARE grants disbursement has been timely. All designated monies for grants and book vouchers is being spent. EOP&S/CARE staff now works closely with 2 contact people in ITS to transmit names of book vouchers to the book store as a result of challenges in communication.
- To strengthen the relationship with the Transfer Center during Spring 2006, EOP&S/CARE. was very supportive of the Transfer Center Conference, providing substantial monetary support and student participation.
- The EOP&S/CARE Outreach and Eligibility staff works well with Admissions and ECC Outreach and Recruitment. This component brings in approximately 600 new students each semester.
- EOP&S/CARE has developed a partnership with the ECC Foundation through fundraising efforts and foundation book grants.
- EOP&S/CARE developed a partnership with the ECC Bookstore to assist with book services and Survival Kits distribution

B. Facilities and Equipment

- EOP&S/CARE is a growing program and doesn't have adequate space for employees needing to serve students.
- Five counseling offices, fully equipped with phones, desks, chairs computers with LCD screens, printers, file cabinets, bulletin boards and white boards will be needed in the new Student Services Building
- Additional computers and printers for the tutorial lab.
- Instructional software and media materials.

C. Staffing

- A fourth full-time EOP&S counseling position is needed due to program growth.
- A full-time budget technician is needed to maintain the budget and keep up with all of the

regulations attached to the EOP&S/CARE budgets.

- A full time information Technology (IT) technician will be needed to maintain the database.

D. Planning

Request one full-time counseling position	Collaborate with Dean of Counseling and Student Services
Transfer & Career Services	Incorporate Transfer and Career Services in EOP&S Workshop. Hire a Program Advisor to assist with increasing transfer and career efforts.
Increase on campus recruitment activities to target male students	Coordinate with Dean of Counseling and Student Services to hire a male mentor coordinator for retention of male students.
Electronic Book Voucher Process	Collaborate with Bookstore and ITS to implement process.
Strengthen Advisory Board Membership and Partnership	Personally contact Advisory Board members and seek out additional members to actively participate in program events
Increase early outreach activities to target Hispanic families.	Coordinate and schedule bilingual "Unlock the Future" parent presentations with selected middle school districts.
EOP&S/CARE Student Database	Research and collaborate with other community colleges that have developed and implemented a paperless student file management system.
EOP&S/CARE Network Drive	Collaborate with ITS to create a network drive for EOP&S/CARE.
EOP&S/CARE Office Space	Collaborate with Dean of Counseling and Student Services to obtain office space.

E. Program Requirement Recommendations

- EOP&S/CARE will continue to refer students to appropriate SSTARS Services
- Collaboration and networking will be ongoing with EOP&S/CARE, Financial Aid, ITS and Fiscal Affairs to provide efficient financial assistance to EOP&S/CARE students
- Human Development 8 planning and coordination between EOP&S/CARE and Behavioral Sciences will be on going.
- EOP&S/CARE will support and participate in transfer activities
- EOP&S/CARE Outreach and Eligibility staff will continue to work closely with Admissions and ECC Outreach and Recruitment.
- The ECC Foundation and EOP&S/ CARE partnership will be ongoing to assist with fundraising efforts.
- An ongoing partnership will continue between EOP&S/CARE and the ECC Bookstore to assist with the facilitation of students' books and survival kits.

III. Recommendations

- Hire a fourth full-time counselor
- Increase space for additional employee positions

- Hire a Program Advisor to assist with increasing transfer and career services.
- Increase early outreach activities to target Hispanic families
- Hire a male mentor coordinator for retention of male students.
- Strengthen Advisory Board Membership and Partnership

G. Express Counseling

I. Overview

A. Program Profile

Express Counseling is a service that is provided by the Counseling Services Division to serve the El Camino College student population with immediate access to counselors to address general questions, to clear prerequisites and make appropriate referrals to other programs and academic divisions. When time permits, counselors attempt to meet student needs by completing educational plans, veteran certification forms and associate degree and transfer evaluations. Express Counseling is available to students on a walk-in basis and is located in the Counseling Center staffed by counseling faculty.

In 2004, a Drop-In Focus Committee composed of counselors and staff was formed to address the following concerns:

- How to accommodate the increased number of students during peak periods
- How to restructure the services in order to effectively meet the the student demand for access to counselors
- How to address student complaints regarding misinformation given by adjunct counselors

B. Status of Previous Recommendations

The Drop-In name was changed to Express Counseling in 2004.

Express Counseling services were streamlined in 2004 to: clear prerequisites, make referrals to other services and academic divisions, address questions that require general advisement, evaluate other college transcripts during peak periods for the upcoming semester only, and distribute guide sheets and Transfer/Career Center materials.

- Beginning in 2004, adjunct counselors must job shadow full-time counselors.
- 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.

C. Continuing Recommendations

To avoid confusion and change the culture of the role of Express Counseling the following services are no longer offered at Express Counseling but available during scheduled appointments as of 2004: Completion of Educational Plans, Veteran's Certification Forms, Associate Degree/ Transfer Evaluations and Formal Transcript Evaluations.

- Express Counseling services were streamlined in 2004 to: Clear prerequisites, make referrals to other services and academic divisions, address questions that require general advisement, evaluate other college transcripts during peak periods for the upcoming semester only, distribute guide sheets and Transfer/Career Center materials.

II. Program Data

A. Student/Client Satisfaction

	2002	2003	2004	2005	2006
January	4,773	3,071	3,410	2,553	2,727
February	1,103	2,501	3,249	2,717	2,664
March	863	850	1,202	1,108	1,059
April	1,448	1,081	1,035	906	1,089
May	2,730	2,209	1,390	1,712	2,378
June	------	2,423	3,095	2,850	3,749
July	3,288	2,477	2,510	2,293	2,248
August	4,884	2,989	4,162	5,038	4,649
September	3,468	2,270	1,792	1,513	1,555
October	1,114	844	861	938	------
November	1,614	795	1,711	2,255	------
December	1,785	1,283	1,492	1,728	------
Yearly Total	27,070	23,243	25,909	25,611	21,118

B. Student/Client Outcome Data

None

C. Campus/ Community Collaboration

Express Counseling receives assistance from general counseling, SSTARS, EOP&S/CalWORKs, CARE, MESA, Adult Re-entry, TEP, and Outreach counseling.

D. Program Data Recommendations

None

III. Program Requirements

A. Program Support

None

B. Facilities/ Equipment

Purchase computer desk with preinstalled computer for self check-in for Express counseling.

C. Staffing

As part of the new counseling center site, include 2 computers and screens for counselors to perform clearances, retrieve transcripts, and view sites for articulation.

D. Planning

N/A

E. Program Requirement Recommendations

Recommendations	Strategies	Status
Reactivate Express counseling focus committee	Convene committee	Done
Adhere to current services	List current services	Done

Hire staff to work with checking-in, monitoring redirection and cross train to assist in scheduling	Requested hiring	On-going
Implement SARS software	Ordered software	On-going
Registration Preparation	Prepared materials	Done

IV. Recommendations

1. Change the Drop-In name to Express Counseling to align with the purpose that services shall be limited.
2. Make Express Counseling more efficient, by limiting services to the following:
   - Clear prerequisites
   - Make referrals to other services and academic divisions
   - Address questions that do no require extensive counseling
   - During peak periods evaluate transcripts from other colleges to advise students for the upcoming semester only.
   - Distribute 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:
   - 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 and Matriculation and Enhancement Workshop appointments. An example is to schedule the student a counseling appointment rather than see a counselor at Express Counseling.
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.
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.
7. Invite adjunct counselors to attend Counselors' Meetings for update and in-service.
8. Provide periodic updates for the adjunct counselors where they meet periodically with a core group of counselors and the college Articulation Officer.
9. Offer Registration Preparation Groups for new students during peak periods in order to plan their academic program for the upcoming term.
10. Reactivate the Express Counseling Focus Committee.
11. Adhere to the current services at Express Counseling.
12. Implement the SARS software to automate the student check-in procedure. To cross-train the Counseling Appointment Staff to check-in students for Express Counseling.

H. Financial Aid Academic Counseling

I. Overview

A. Program Profile

- Develop electronic and handwritten Educational Plans.
- Discuss major selection, educational goals, catalog rights, and time management.
- Evaluate transcripts and enter pre-requisite clearances in Colleague.
- Counsel students regarding academic and progress probation and dismissal policies.
- Refer students to other services both on and off campus when appropriate.
- Explain the Financial Aid Satisfactory Academic Progress Policy and assist students in preparing their appeal letters.
- Prepare and explain Lock in Lists for students with prior degrees or 90 or more units attempted.
- 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.
- Attend Financial Aid Staff meetings when requested.
- Review and edit Satisfactory Academic Progress Policy.
- Assist Financial Aid Advisors in reviewing Lock in Lists.
- Provide training to Counselors regarding new financial aid policies and any changes in the Financial Aid Satisfactory Academic Progress Policy.

B. Status of Previous Recommendations

The FA component of counseling was not specifically addressed in 2001. Since that time, here are the following improvements:

Please see Continuing Recommendations below in terms of what we are doing currently.

C. Continuing Recommendations

- Using SARS for making appointments, recording attendance, and documenting the reason for the appointment and the service provided.
- Increasing drop in time during the first two weeks of class and for Cal Grant GPA verification.
- Using Datatel to comment on counseling activities with financial aid students.
- Using My ECC for electronic educational plans.
- Using PSPR in Datatel for degree audits.
- Continue using My ECC for electronic educational plans.
- 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.
- Justify the addition of another full-time Financial Aid academic counselor.
- Encourage counselors to request any student applying for financial aid to bring a copy of their educational plan to the Financial Aid Office.

II. Program Data

All financial aid recipients must see an academic counselor annually for an educational plan.

Data in the following chart is from SARS:

Description	7/05-6/06 12mo	7/04-6/05 12mo	7/03-6/04 12mo	12/02-6/03 6mo
Ed Plan	1547	1260	1617	791
Lock in List	362	328	366	256
Status Check	602	181	23	1
Eval AA/AS/C	54			
Eval Tran	120	68	49	11

A. Student/Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student Client Outcome Data

N/A

C. Campus/ Community Collaboration

Staff work closely with EOP&S, DSPS, Nursing, and Teacher Education Program counselors. Many of the financial aid recipients participate in the EOP&S or DSPS programs and many plan to major in nursing or one of the teaching professions. In addition, staff provide updates to the general counseling faculty on changes in relevant program regulations and in the satisfactory progress policies.

D. Program Data Recommendation

None

III. Program Requirements

A. Program Support

- Counseling and Student Services
- Information Technology
- Admissions, Records and Evaluations

B. Facilities and Equipment

- 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.
- Purchase new paper shredder for counselors.
- Purchase another copy machine for the counselors.

C. Staffing

Request another full-time Financial Aid academic counselor to assist Financial Aid recipients that are not making satisfactory progress toward their certificate, associate degree, or transfer educational goals.

D. Planning

Data show an increase in the number of students receiving some type of financial aid. Currently, the college emphasis is on course completion, retention and completion of each student's

educational goal. It is imperative that the Financial Aid student understands the direct relationship of receiving financial aid resources to completing one's stated educational goal and major. The addition of another full-time Financial Aid academic counselor is a step toward meeting this goal.

E. Program Requirement Recommendations

- 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.
- Justify the addition of another full-time Financial Aid academic counselor.
- 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.
- Purchase new paper shredder for counselors.
- Purchase another copy machine for the counselors.

IV. Recommendation

- 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.
- Justify the addition of another full time financial aid academic counselor.
- 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.
- Purchase new paper shredder for counselors.
- Purchase another copy machine for the counselors.
- Work with Financial Aid Assistants to insure that all new students make counseling appointments and take the math and English placement test.
- Increase number of educational plans and evaluations by 10%.
- Insure that all financial aid academic counselors are talking to students about the financial aid progress standards.
- Reduce the number of financial aid students on probation by 5%.

I. FYE Counseling

I. Overview

A. Program Profile

The First Year Experience (FYE) Counseling program assists students to select classes and receive support services while they attend ECC the first year. Counseling support services are provided during the first year so that students can access an array of support services to complete their first year of study.

B. Status of Previous Recommendations

- Institutionalize funding for FTW/LC at current level
- Institutionalize funding for SI
- Increase counseling faculty to increase FYE by 100%
- Office space for counseling staff and students
- Increase Datatel and SARS level of access for secretary
- Increase FTE/LC student population
- Centralize FYE/LC

C. Continuing Recommendations

- Institutionalize funding for FTW/LC at current level
- Institutionalize funding for SI
- Increase counseling faculty to increase FYE by 100%
- Office space for counseling staff and students
- Increase Datatel and SARS level of access for secretary
- Increase FTE/LC student population
- Centralize FYE/LC

II. Program Data

A. Student Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Data Outcome Data

N/A

C. Campus/ Community Collaboration

FYE collaborates with the following campus and service groups:

- Student Success Transfer and Retention (SSTARS)
- Behavioral and Social Sciences Division
- Humanities Division
- Mathematics and all other academic division
- ITS
- Outreach and School Relations
- Fiscal Affairs
- El Camino College Bookstore
- El Camino College Foundation

- CalWORKs with whom we are merged
- EOP&S/CARE Advisory Board

D. Program Data Recommendations

N/A

III. Program Requirements

A. Program Support

N/A

B. Facilities, Equipment

Move SI out of SSC 214 and place the FYE counselor in SSC 214
Equipment is adequate at this point

C. Staffing

Provide FYE/LC training needs of program personnel

D. Planning

N/A

E. Program Requirement

Recommendations	Strategies	Status
Institutional funding for FYE/LC and supplemental instruction	Write a proposal	Done
Increase counseling faculty	Request additional staff	On-going
Adequate office space	Request more space	Done
Get higher level access to Datatel for office secretary	Request higher access	Done
Increase FYE/LC student population	Design recruitment program	Done
Provide centralized space	Design new space	On-going

IV. Recommendations

None

G. GAIN/CalWORKs Counseling

I. Overview

A. Program Profile

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. In 2005-06, we served 361 students.

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 set up an appointment or walk-in for assistance.

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., EOP&S, CARE, Special Resource Center, Financial Aid, Careers in Child Care, WIT, FYE)
- Providing alternatives or academic strategies to students when they are not progressing in their program of study (e.g., tutoring, career planning, adult school for completion of GED), Harbor Regional Services, and the Student Enhancement Program (SEP)
- 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 EOP&S and CalWORKs students

The CalWORKs team is mainly composed of the Case Advisors, Child Care Program Coordinator, Job Developer, EOP&S/CARE Coordinator, and EOP&S/CARE/CalWORKs Assistant Director and the counselor, are of whom have established a good rapport in communicating students' situations or concerns to each other. For example, we meet on a regular basis to coordinate and establish a line of communication that will convey the same information to students on a consistent basis. Throughout our case management meetings, we discuss students' cases and progress and propose alternatives that would be favorable to the students' well-being.

Each semester, a student's eligibility is determined by monitoring each student's academic

progress. A written notification is sent to all CalWORKs participants asking them to:
1. Meet with the counselor for 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 a progress report from their instructors to verify their attendance and grades in their classes. This process facilitates the completion of the quarterly Progress Report (GN6070) requirement to be 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 not in good standing and have a GPA below 2.0 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 attend and 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, the Job Placement Center, Learning Communities, the Learning Resource Center, and the Women in Industry & Technology Program. Coordination with the EOP&S/CARE counselors and advisor facilitates the student's participation in the program and supports their success in college.

On-going communication with the GAIN Services Workers (GSW) is maintained for verification of student enrollment, academic progress, and compliance with the 32 hours GAIN eligibility. If the student withdraws from all classes, either the CalWORKs Counselor or the Case Management 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.

An on-going student survey is administered every semester to collect valuable feedback regarding office operations, counseling, case advisement, child care support services, job placement and workshop topics. Through the internal case management meetings and in discussions generated through the L.A. County Community Colleges Consortium (LAC-5) monthly meetings, we have been able to collaborate with other colleges, DPSS agencies and community services agencies to review existing processes involving book vouchers, case advisement, community partnerships and grantsmanship. The in-house Case Management meetings have had a positive impact on the effectiveness and team effort of our CalWORKs services.

There is a yearly performance evaluation of faculty and staff including the meeting of previous objectives, student survey results, professional growth activities and participation on college committees to facilitate professional growth. The Chancellor's Office requires an annual

Accountability Report that collects information on the number of students served and other areas of the CalWORKs program such as work-study, the number of job types obtained, child care, coordination, job development and placement, and curriculum development and redesign that provides a benchmark regarding program outcomes.

An internal Operational Performance Report is submitted to the ECC Vice President of Student Services monthly, semi-annually and annually. Reported data includes similar information requested in the Chancellor Office's Accountability Report and other areas such as students on the Dean's list or on probation, the number of workshop participants, and the number of outreach and recruitment contacts.

A CalWORKs newsletter is published twice a year incorporating student success stories, program events and feedback from students and the college community. Students are notified in writing each semester to meet with a CalWORKs counselor to track their academic progress and ensure they are meeting their academic and career goals.

B. Status of Previous Recommendations

- Establishing an on-going New Student Orientation
- Tracking student progress
- Attending meetings at the Dept. of Social Services and L.A. Consortium
- Teaching HD 8 designed for EOP&S, CalWORKs and CARE Programs
- Developing and completing six or more semester SEPs electronically
- Preparing monthly operational performance reports
- Participating on the Retention Committee and in recruitment activities

C. Continuing Recommendations

- Hire two part time counselors
- Monitor student progress
- Make referrals to assist low achieving students
- Communicate with GAIN
- Conduct student surveys each semester
- Complete annual performance evaluation for faculty and staff
- Complete internal operational performance report
- Publish CalWORKs newsletter

II. Program Data

A. Student Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

N/A

C. Campus/ Community Collaboration

GAIN/CalWORKs collaborates with the following campus and service groups:

- Student Success Transfer and Retention (SSTARS)

- Behavioral and Social Sciences Division
- Humanities Division and Mathematics and all other academic division
- ITS
- Outreach and School Relations
- Fiscal Affairs
- El Camino College Bookstore
- El Camino College Foundation
- EOP&S/CARE Advisory Board

D. Program Data Recommendation

None

III. Program Requirements

A. Program Support

N/A

B. Facilities, Equipment

Equipment and supplies are adequate

C. Staffing

Our biggest concern is loss of private space for counseling and the director of the program when we move into the new Student Services building.

B. Planning

N/A

C. Program Requirement

None

IV. Recommendations

Prior to 2004, CalWORKs employed two different counselors on a part-time basis, and starting in FY 2004-05 a full time counseling position was created. This counselor has 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.

Services and activities include but are not limited to:

- Establishing an on-going New Student Orientation each term
- Tracking student's progress each semester
- Attending meetings at the Department of Social Services each quarter; L.A. Consortium (LAC-5) monthly meetings
- Teaching HD 8 designed for EOP&S/CARE and CalWORKs programs each fall semester
- Developing and completing six or more semester SEPs electronically
- Preparing a monthly Operational Performance Report (a detailed report of all the CalWORKs students by major)
- Participating in the Retention Committee and in recruitment activities, (e.g., presentations to local community agencies or organizations)

K. Honors Transfer Program

I. Overview

A. Program Profile

The primary objective of the Honors Transfer Program (HTP) is to provide counseling services to the highly motivated students that are interested in transferring to four year colleges and universities. 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 receive counseling from the counselor assigned to their major or from the Transfer Center coordinator. There are currently over 400 students in the program.

B. Status of Previous Recommendations

No previous recommendations.

C. Continuing Recommendation

1. To hire a full-time Transfer /HTP counselor that is responsible for all the HTP students, irrespective of major.
2. To increase the release time of the HTP Director to at least 75%.

II. Program Data

A. Student Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

N/A

C. Campus/ Community Collaboration

- The HTP student club/organization
- The HTP newsletter
- The HTP students are required to complete six educational seminars. Titles include:
  - "Writing the UC personal essay"
  - "The 2008 Study Abroad Program"
  - "What Can I Do With A Major In…?"
  - "Financial Aid and Scholarships."
  - "The UCLA Transfer Alliance Program"
- HTP students may make a 20 minute appointment with the university representative.
- HTP students are eligible to participate in the University Transfer Admission Guarantee (TAG) program
- UCLA hosts an HTP educational planning program twice-a-year.
- UC Irvine hosts the honors student academic competition program.
- In conjunction with the campus' Outreach Office, HTP participates in local high school visits/presentations.
- HTP students are eligible for membership in campus clubs and organizations, including Student Government, the Engineering Society, the Sociology and Psychology Club, etc.

- HTP students are eligible for membership in the community college statewide honors program, Alpha Gamma Sigma (A.G.S.).

D. Program Data Recommendations

In conjunction with ECC institutional research, continue to asses the counseling needs of HTP students.

III. Program Requirements

A. Program Support

Without increased and permanent HTP support staff (clerical); increased HTP Director release time; and a full-time counselor, HTP cannot maximize its flagship potential and provide appropriate services to students and to the community.

B. Facilities and Equipment

Contingent on ECC Administrative commitment and support of HTP.

C. Staffing

Contingent on ECC Administrative commitment and support of HTP.

D. Planning

Contingent on ECC Administrative commitment and support of HTP.

E. Program Requirement Recommendations

Contingent on ECC Administrative commitment and support of HTP.

IV. Recommendations

The HTP has existed at ECC for over 20 years. The program has never had full-time permanent clerical support, a full-time director, and a full-time counselor. Despite this lack of administrative commitment and support, the HTP staff has performed above and beyond the call of duty and has made a significant impact in the lives and careers of students who have transferred to four year colleges and universities, most predominantly UCLA. At the same time, the number of Latino and African-American students in HTP, historically and currently, remains abysmally low. Until significant changes are made, HTP will remain less than a band-aid on what should be the flagship academic and counseling program at ECC.

L. International Student Program

I. Overview

A. Program Profile

The International Student Program (ISP) is a program that serves F-1 visa students attending El Camino College. The program currently has 725 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.

B. Status of Previous Recommendations

Staffing

It was recommended that a management position be created for the International Student Program. In addition, it was recommended that the support staff of one Student Services Specialist and one Clerical Assistant be expanded to include another Student Services Specialist. Furthermore, it was also recommended that an adjunct counselor be hired to assist with counseling the F-1 students.

To date, the employee classifications in the International Student Program remain as they were in the 1990s. In the fall 2007 semester, ISP was able to acquire the funds to re-hire an adjunct counselor to assist with counseling eight hours per week.

Growth

It was recommended in the last program review and in subsequent reports, that funding for marketing and recruitment be substantially increased. A proposal presented jointly by the Director of Community Advancement, the Director of Grants, and the Director of Admissions and Records was presented approximately three years ago. This proposal included the increase in funding for advertising and international recruitment.

The proposal was rejected.

C. Continuing Recommendations

New recommendations will develop out of the remainder of this program review.

II. Program Data

A. Student/Client Satisfaction

A survey was conducted for international students; however, so few responded that it was agreed not to include the survey in this program review.

B. Student/Client Outcome Data

The table below depicts the enrollment of F-1 visa students at El Camino College since fall 1998. In comparing fall to fall, spring to spring, and summer to summer, you can find a steady increase in enrollment from the late-1990s into 2002 is evident. Then the decline begins. The enrollment increase can be attributed to additional funds being expended to advertise and market to international students as well as an increase in recruitment trips. The decline in enrollment was directly related to the 9/11 terrorist attacks that resulted in much tougher SEVIS (Student Exchange and Visitors Information System), requirements to obtain a U.S. visa at an American embassy, and the reduction in funding for the program in early 2002.

Semester	Number of F-1 Visa Students
Fall 1998	412
Spring 1999	483
Summer 1999	285
Fall 1999	548
Spring 2000	619
Summer 2000	302
Fall 2000	677
Spring 2001	736
Summer 2001	350 est.
Fall 2001	750 est.
Spring 2002	760 est.
Summer 2002	300 est.
Fall 2002	720 est.
Winter 2003	200 est.
Spring 2003	690 est.
Summer 2003	290 est.
Fall 2003	630 est.
Spring 2004	630 est.
Summer 2004	270 est.
Fall 2004	580 est.
Winter 2005	150
Spring 2005	575
Summer 2005	230
Fall 2005	630
Winter 2006	160
Spring 2006	650

Student Contact Data

The program employed a full-counselor in August 1998 and thereafter began requiring students to meet with this counselor at least once a semester due to the strict regulations posed on international students. Students receive education plans, assistance with immigration related

questions, and student support referrals to enhance their success. The compliance rate is approximately 65%.

Additionally, new F-1 students are required to attend an orientation that involves assessment, counseling, and registration as well as information about campus support services and immigration rules and regulations.

SARS Appointments for a Counselor

During 2005-2006, the number of F-1 student appointments that SARS recorded for the counselors assigned to the international student program was 2286 students.

Semester	Full Time Counselor	Adjunct Counselor
Winter 2005	114	13
Spring 2005	335	73
Summer 2005	212	27
Fall 2005	275	52
Winter 2006	53	N/A
Spring 2006	312	N/A
Summer 2006	114	N/A
Fall 2006	256	N/A
Winter 2007	91	N/A
Spring 2007	359	N/A

(In Winter, 2006 the adjunct counselor position was eliminated due to lack of funds)

All of the following appointments and student contacts hours are ***not*** included in the data above:

- The number of F-1 students that were seen on a drop-in basis
- The number of F-1 students counseled during the new student orientation sessions
- The four hours each week that the counselors do express and virtual counseling
- The first two weeks of the semester when counselors are on the adds and drops schedule
- The resident student counseling appointments
- Students that did not show up for their appointments

Acculturation Issues

Many F-1 students have difficulty adjusting to life in the United States without their support network of family and friends. As a way to cope, counselors often suggest that these students try to interact with their classmates or encourage them to join a club or get involved in some other activity on campus where they can meet other students.

Adjusting to the U.S. Education System

Many F-1 students are unfamiliar with general education requirements that are necessary to complete a degree in the United States. ISP counselors must explain why general education courses exist, discuss the student's educational goal, and recommend the general education pattern most appropriate for the student and the major requirements necessary for graduation or transfer to the university. In addition, counselors may also have to provide career and personal counseling as well as refer students to appropriate campus support services.

Compliance with Immigration Rules and Regulations

As Designated School Officials (DSO's), ISP counselors are responsible for ensuring that F-1 students maintain their lawful status within the United States. Counselors also have to plan a student's educational plan carefully to ensure that the student will satisfy their educational goal within the time frame allowed on the student's I-20.

ISP counselors are also responsible for determining whether F-1 students have valid reasons for not enrolling full-time and whether the student has extenuating circumstances that fall within SEVIS guidelines. ISP counselors also serve on the appeals committee to determine whether students qualify for an extension of their I-20s beyond the initial three years on their I-20 to satisfy their educational goal.

Monetary Concerns

Many F-1 students have trouble with excessive spending habits and do not realize that living in and attending school in Los Angeles is expensive. ISP counselors refer students with extreme monetary problems to the ISP to see if they qualify for economic hardship practical training.

C. Campus/Community Collaboration

The International Student Program works in collaboration with the following areas on campus:

Admissions and Records

The ISP works in close collaboration with the Office of Admissions and Records. Although all application processing of F-1 students takes place in the ISP, Admissions is consulted when an F-1 student changes his/her status to another visa type or becomes eligible through a change of status for California residency. Admissions will then process that change. The ISP must work closely with the Evaluations Unit of A&R when an F-1 student applies for ECC graduation and that student has a transcript from a college in another country. Also, prerequisite, overload, and PERC hold clearances must filter through Admissions.

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 guideline 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
ISP is a member of Student Success Transfer and Retention Services (SSTARS) and therefore works in close 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 with class presentations and encourage them to transfer to El Camino College after they have achieved English language proficiency.

Academic Divisions
The ISP works in close 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.

Assessment Center
The coordinator of the ISP works with the assessment center to coordinate the special testing arrangements for the International Student Orientations.

Cashiers & Fiscal Services
The cashiers are the key component in the processing of all F-1 student payments, resolving issues of under- or over-payment, and processing refunds. Fiscal Services determines the refund dates for F-1 students.

Purchasing
ISP, A&R, and Purchasing must work closely when reviewing the contract for F-1 student health insurance.

Information Technology Services
It is of critical importance that the ISP receive regular enrollment reports from ITS. This allows the ISP staff to monitor under enrolled students and contact them to advise them to avoid being out-of-status. The ISP must also receive delinquent payment reports from ITS to follow-up with F-1 students who have failed to meet their financial obligations. Also critical to the effectiveness of the ISP is the effective and expedient use of SEVIS and the new on-line international student application sponsored by CCCApply.

Insurance Company
All F-1 students must carry health insurance and the ISP personnel work closely with the health insurance company contracted by the college. ISP staff work with the carrier on issues such as refunds, waivers, and claims.

In order to strengthen these collaborations, the ISP will continue to increase and improve communication with these partners:

Local Language Schools

The ISP coordinator must expand his contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program.

D. Program Data Recommendations

1) It is common for students in northeast and southeast Asia to find a college, university, or language school through an educational agency. An agency will usually recommend students to a school that pays a referral fee in return. Many public and private, four year and two year colleges from the United States, Australia, Europe, and China are paying referral/marketing fees to agents for students referred to their institutions. Foothill-DeAnza, Santa Monica and all two-year colleges in the state of Washington are among them. To remain competitive, El Camino College should begin to pay these fees to recruiting agents if it wants the ISP to grow.
2) A peer mentor program should be established. The nature, structure, scope, goals and objectives should be discussed and established prior to a formal launching.
3) The ISP web site must be viewed as a work in progress with annual reviews. The ISP web site should be a recruitment tool for potential students and an informational vehicle for continuing students.
4) The ISP must expand its contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program.
5) The ISP must develop a plan to market for and recruit M-1 visa students. M-1 students are those international students pursuing a vocational certificate, not a degree.

III. Program Requirements

A. Program Support

N/A

B. Facilities and Equipment

Until recently, the ISP was housed in the heart of the Admissions office. With the recent rearrangement of functions within the Admissions/ISP areas, we have found better space utilization and we have limited student access to sensitive areas. The new ISP area is now opposite the Copy Center with international students having a dedicated entrance. However, the space assigned for the number of staff and the number of students serviced is not sufficient.

1) During construction of the new Student Services Center, the ISP Office as well as the rest of A&R will be housed in the Administration building. The very tight quarters the ISP has been experiencing is expected to continue through the construction period. In the new building, it is anticipated that the ISP will have a dedicated office adjacent to Admissions. A student waiting area, front office processing, a private office, and storage space was presented in the original proposal.

C. Staffing

The ISP is currently staffed by a coordinator of the program, a Student Services Specialist, a Clerical Assistant, one temporary non-classified (casual) and one student worker. On the counseling side, there is one full-time counseling faculty and one adjunct counseling faculty.

Personnel Trend

	Current Level		In 3 - 5 years		Retirement	
Personnel Type	**# of Staffing**	**FTE**	**# of Staffing**	**FTE**	**# of Staffing**	**FTE**
Full-time Faculty (Tenure Track)	1	1	1	1		
Part-time Adjunct Faculty	1	0.25	1	0.25		
Full-time Classified Staff	3	3	2	2	1	1
Casual Employees	1	0.5	1	0.5		
Student Employees	1	0.25	1	0.25		
Manager	1	0.25	1	0.25		

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

In the coming year, it is expected that Student Services Specialist Susan Nickle will retire. The retirement of Susan Nickle will have a substantial negative impact on the ISP. Replacement will need to be immediate. Many of the functions she performs cannot be performed by any other employee with the exception of the coordinator (F-1 visa officer) Leo Rachman. When Mr. Rachman is on a recruitment trip, on vacation, or ill, there would be no one to perform these functions.

The employees in the ISP maintain currency in new laws, regulations, and procedures. It is important for them to participate in conferences and workshops sponsored by NAFSA (National Association of Foreign Student Advisors).

Due to limited funding, the ISP staff has been unable to attend any of the NAFSA conferences or workshops. Therefore, the ability of the staff to stay current with immigration and policy changes as they relate to F-1 students has been severely compromised.

Recommendations:
1) Replace Student Services Specialist Susan Nickle upon her retirement.
2) Upgrade the position of Student Services Specialist to Student Services Advisor.
3) Create benchmarks in growth for staffing needs – as the program grows, increase the casual support for the program.
4) Establish on-going funding for the adjunct counselor.

D. Planning

There is continuous input on the part of ISP staff on procedural issues. ISP staff participate in overall A&R meetings and periodic departmental meetings.

Trends

If another 9/11 type situation occurs, we can expect a dramatic reduction in the number of F-1 visa students applying and being accepted. Barring any extreme disaster, we can expect increased competition for international students in the next few years. We are already seeing many colleges and universities increasing their advertising and marketing budgets to recruit potential F-1 students. Furthermore, many colleges are now paying agents for students referred from these agencies. This will increasingly leave colleges (such as El Camino), that do not pay agents, at an extreme disadvantage.

Data Needed to Improve Planning
The following data would enhance the operations of the ISP:

Real time access to reporting capabilities in the following categories:
- F-1 students enrolled
- F-1 students with outstanding balances
- F-1 students on insurance waivers

Informing Program Personnel of Trends
The majority of the changes that affect the ISP are external to El Camino College. At any given time, there may be changes in regulations from ICE or new reporting requirements from SEVIS. Most of these changes are communicated to the DSOs (Designated School Officials) via email. There are annual conferences in which workshops, information updates, and a sharing of experiences benefit the employees. However, due to budget constraints, the staff has not been able to attend for the last few years.

The primary program plans are marketing/recruitment and orientation/registration. The marketing/recruitment component is discussed between the F-1 Visa Officer and the Director of Admissions & Records. The orientation/registration component is spearheaded by the F-1 Visa Officer and involves all front line personnel in the ISP and the assigned counselor.

Relations to SLO's
The Student Learning Objective (SLO) for A&R is as follows:
1. "By interacting with the Admissions & Records Office, students will be able to utilize web technology to accurately and successfully participate in on-line student service processes."
2. This SLO will be monitored through usage rates and a survey that collects students' self-perception of competence.
3. The student learning outcome used by Admissions and Records will apply to the International Student Program. There will not be a separate SLO in the next year.
4. Therefore, it is imperative that the orientation for new students be revamped to teach incoming international students how to access and use MyECC. In an effort to ensure that F-1 students are able to accomplish the SLO, the counselor has developed a Power Point presentation which shows the students how to register for courses using MyECC. The Power Point presentation will be shown during the orientation beginning with the orientations in Spring 2008 to familiarize students with the procedure for future semesters.

E. Program Requirement Recommendations

1. Replace Student Services Specialist Susan Nickle upon her retirement.
2. Upgrade the position of Student Services Specialist to Student Services Advisor.
3. Create benchmarks in growth for staffing needs – as the program grows, increase the casual support for the program.

IV. Recommendations

1. Replace Student Services Specialist Susan Nickle upon her retirement. In the long run, this would be cost neutral. For the remainder of the next program review cycle, it would result in

a cost savings since the new supervisor would begin at a lower pay step than Ms. Nickle.

2. It is proposed that we immediately begin compensating agents for F-1 students referred to El Camino College. The compensation would be based on the completion of the F-1 student as a full-time student (12 units or more) over the course of two semesters. It would be as follows:
   a. For each referred full-time F-1 student, El Camino College would pay the agent $250 at the conclusion of the student's first semester and an additional $250 at the conclusion of the student's second semester.
   b. For each student referred, the income and cost for two semesters would be as follows (assuming 12 units with out-of-country tuition of $180 per unit and an enrollment fee of $20 per unit):

SEMESTER ONE		SEMESTER TWO	
Out-of-Country Tuition	2,160	Out-of-Country Tuition	2,160
Enrollment Fee	240	Enrollment Fee	240
Gross Income	2,400	Gross Income	2,400
Less Referral Fee	250	Less Referral Fee	250
Net Income	2,150	Net Income	2,150

The gross income for the year for a 12 unit student would be $4,800. With a paid referral fee of $500 for the year, the net income would be $4,300.

Assuming we receive 100 referrals of this nature in the first year, we would need to set aside $50,000 out of the income received from the referrals. See table below.

SEMESTER ONE		SEMESTER TWO	
Out-of-Country Tuition	216,000	Out-of-Country Tuition	216,000
Enrollment Fee	24,000	Enrollment Fee	24,000
Gross Income	240,000	Gross Income	240,000
Less Referral Fee	25,000	Less Referral Fee	25,000
Net Income	215,000	Net Income	215,000

The gross income for the year for 100 students at 12 units each would be $480,000. With a paid referral fee of $50,000 for the year, the net income would be $430,000. In essence, an investment of $50,000 has the potential of netting a return of over $400,000.

Our goal over the next three years is to grow from 600 F-1 visa students to 1,000 F-1 visa students. If this proposal is implemented this semester, we are projecting 700 students by Fall 2007, 850 students by Fall 2008, and 1,000 students by Fall 2009. We would pay particular attention to Indonesia and Hong Kong, two countries that rely heavily on agents.

The table below shows projected income at 100, 200, 300, and 400 students at 12 units per student.

	100 Students	200 Students	300 Students	400 Students
Out-of-Country Tuition	432,000	864,000	1,296,000	1,728,000
Enrollment Fee	48,000	96,000	144,000	192,000
Gross Income	480,000	960,000	1,440,000	1,920,000
Less Referral Fee	50,000	100,000	150,000	200,000
Net Income	430,000	860,000	1,290,000	1,720,000

3. Upgrade the position of Student Services Specialist to Student Services Advisor. Cost: $2412 annually.
4. The ISP must expand its contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program. Cost would most likely be confined to the distribution of literature and promotional materials and to mileage reimbursement.
5. Web Site - the ISP web site must be viewed as a work in progress with annual reviews. The ISP web site should be a recruitment tool for potential students and an informational vehicle for continuing students. Cost: negligible.
6. Create benchmarks in growth to staffing needs – as the program grows, increase the casual support for the program. Cost would be predicated upon the additional casual support.
7. A peer mentor program should be established. The nature, structure, scope, goals and objectives should be discussed and established prior to a formal launching.
8. Develop a plan to market for and recruit M-1 visa students. M-1 students are those international students pursuing a vocational certificate, not a degree. Cost negligible.

<u>The following strategic goals are cited below:</u>

Strategic Goal One: "Support and constantly improve the quality of our educational offerings."

Strategic Goal Three: "Support innovative practices that enhance the educational experience."

Strategic Goal Five: "Support and develop effective and motivated employees."

Strategic Goal Six: "Improve and enhance internal and external communication."

Strategic Goal Seven: "Incorporate flexibility into institutional structure and process."

<u>In the 2006/2007 Year</u>

1. Replace Susan Nickle if she retires this year. This is linked to strategic goals three and seven.
2. Upgrade the Student Services Specialist to Student Services Advisor. This is linked to strategic goal seven.
3. Adopt and carry out a plan to compensate agents for referring students to El Camino College. This is linked to strategic goal seven.
4. Continuously upgrade the ISP website. This is linked to strategic goal six.
5. Create student growth benchmarks that can support staffing growth in future years. This is linked to strategic goal five.

In the 2007/2008 Year

1. Develop a peer/mentor group for international students. This is linked to strategic goal seven.
2. Develop a marketing and recruitment plan for M-1 visa students. This is linked to strategic goal six.

In the 2008/2009 Year

1. Implement the marketing and recruitment plan for M-1 visa students. This is linked to strategic goal six.

M. MESA Counseling

I. Overview

A. Program Profile

The MESA Program began at ECC in October of 1999 to provide a variety of resources to assist students who are majoring in the life sciences, physical sciences, pre-engineering, mathematics, and computer Science. Before MESA began, students had to come to the Counseling Center in order to meet with math/science counselors. Counseling appointments were scheduled one week in advance, but some counselors called in sick due to an illness, some students had emergencies requiring cancellation of the appointment and rescheduling, science counselors' schedules filled up quickly, and students may have had to come back the next week to see a counselor or students may have needed to meet with another counselor full or part time who may not have been well versed in the particulars of the MESA program majors. Thus, it took students a long time to make informed decisions about courses selection, transfer readiness, grade point average concerns for specific colleges and universities, etc.

It was determined that in order to better meet the needs of MESA students, a counselor needed to be in the center to afford students access to counseling services.

In Fall 2002, one of the math and science counselors received approval to provide two hours of direct on site counseling services to the MESA student population on Wednesdays. To determine if this service would benefit the students. The decision at the end of the Fall 2002 semester was to continue to provide access to counseling within the MESA center.

B. Status of Previous Recommendations

- Increase student access to Counseling Services—**On-going**
- Design and develop a newsletter—**Completed**
- Involve Math/Science Counselors in planning and goal setting—**On-going**
- Request counselor attendance at MESA student orientations—**On-going**
- Increase counselor availability in the MESA Center—**Completed**
- Increase availability of information on summer programs—**On-going**

C. Continuing Recommendations

- Maintain an adequate supply of transfer resources
- Help recruit more students into MESA
- Assist students with the transfer application process
- Provide resume writing and personal statement workshops for MESA students
- Add counselor connection to the MESA Newsletter
- Use the Strengths Quest Assessment to help students improve academic and personal success
- Add a mailbox in MESA for counselors to facilitate communication between students, counselors and the MESA Director

II. Program Data

A. Student Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

N/A

C. Campus/ Community Collaboration

Collaborative efforts are critical to the success of the MESA Program. Working directly with the Natural Science Division and Mathematical Sciences Division, which houses the majors important to the MESA Program, the faculty assists with the training of facilitators for calculus, physics, biology and chemistry courses to strengthen student success in those courses. The Counseling Division is integral in providing resources to students in the areas of career, transfer and articulation agreements. Strong collaborations with professional engineering firms to provide speakers, internships and tours of facilities for MESA students is also critical to student success. There are also partnerships with universities and industry for research opportunities for MESA 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.

D. Program Data Recommendations

None

III. Program Requirements

A. Program Support

The Statewide MESA Community College Program, El Camino College Foundation, Mathematical Sciences Division and faculty, Natural Sciences Division and faculty and MESA counselors provide much support to MESA students.

B. Facilities/Equipment

State of the art office space to meet with students and to address the confidentiality surrounding sensitive student concerns. An updated computer, printer, photocopier, phone line for counselors, supplies, Internet, laser-fiche is needed, and laptops for overnight use are also needed.

C. Staffing

1. 100% MESA Counselor
2. Full-time Clerical Support

D. Planning

N/A

E. Program Requirements

Recommendations	Strategies	Status
Maintain adequate supply of transfer resources	A pipeline with the transfer center will update MESA	On-going
Recruit more students	Counselors will refer students to MESA	On-going

Assist students with transfer application process	Transfer center staff will assist MESA students	On-going
Provide resume workshops	MESA will provide workshops	On-going
Use strengths Quest Assessment	MESA will be trained to administer the assessment	On-going

IV. Recommendations

N/A

N. Outreach Counseling

I. Overview

A. Program Profile

The function of Outreach Counseling is 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 as well as ensure that high school students understand the college and career opportunities 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.

B. Status of Previous Recommendations

- Changes in communication within the department will remain a priority
- The director of OSR will explore staffing needs
- Hire an administrative assistant
- Strengthen collaborations and institutionalize the office as a central clearinghouse
- Be proactive in creating outreach events.

C. Continuing Recommendations

- Changes in communication within the department will remain a priority
- The director of OSR will explore staffing needs
- Hire an administrative assistant
- Strengthen collaborations and institutionalize the office as a central clearinghouse
- Be proactive in creating outreach events.

II. Program Data

A. Student/Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

Fall total enrollments from the top 23 high schools whose students started at ECC in the fall of their graduating year from 2001 to 2006 are as follows:

Year	Number of HS Students
2000	**2,200**
2001	**1,842**
2002	**2,401**
2003	**2,839**
2004	**2,847**
2005	**2,658**
2006	**3,038**

For 2000, 2001, and 2002, the numbers generated were subject to the accuracy of the date/year last attended and the high school last attended at the time the application was submitted. By

2001, more than 20% of new students were not assigned a high school in Datatel while others were missing a date they last attended a high school or they were missing a graduation year, causing the Office of Outreach and School Relations to revert to age as the enrollment factor identifying recent high school graduates.

C. Campus/ Community Collaboration

- Strengthen high school collaboration
- Strengthen ties to EOP&S, Financial Aid; Honors Transfer Program, Admission and Records, the Inglewood Center, public relations and marketing, Women In Technology, Career and Technical Education, business outreach, athletics, the Special Resource Center, and Testing and Assessment. Assist with Senior Day, the Career Expo, Space Science Day, Afternoon College, and community education.

D. Program Data Recommendations

N/A

III. Program Requirements

A. Program Support

N/A

B. Facilities and Equipment

To be fully functional and accessible to students, outreach counseling requires:

- A designated work area
- A desk, computer, and printer
- A telephone
- A bookshelf and file cabinet

C. Staffing

Staffing needs are an additional bilingual recruiter in English and Spanish and an administrative assistant.

D. Planning

- Outreach counselors will be hired, trained, and assigned to district high schools by Fall 2007.
- Secure funding for New Student Welcome Day.
- Encourage dialogue between high school and El Camino College faculty to align basic skills curriculum so that graduating seniors will be successful freshmen.
- Link the adult education programs in local high school districts, especially in ESL, with ESL professionals at El Camino College to address language acquisition challenges of students.
- The outreach counselor will attempt to participate in high school campus activities that will make El Camino College information available to students as well as community members.

E. Program Requirement Recommendations

- Host a bi-annual Principals' Breakfast to establish, inform, and strengthen partnerships with high schools leaders.
- Offer Human Development 8 courses at all district high schools (taught by El Camino College faculty).

- Host New Student Welcome Day for incoming freshmen and their families each fall semester.
- Inform high school students, their parents, and school personnel of the community college resources that are available to students who do not pass or who are in danger of not passing the California High School Exit Exam (CAHSEE).
- Provide articulated career pathways to and through higher education, training, and into the world of work by offering courses that introduce students in high school to the opportunities of higher education.
- Continue to promote articulated career and technology program courses and pathways from the high schools to El Camino College.
- The outreach counselor will provide individual, small and large group presentations as needed on high school campuses.

IV. Recommendations

Measurable goals for 2010 include:

- Hire 8-10 part-time outreach counselors to provide information regarding personal development courses, job training programs, certificate programs, associate degrees, and transfer opportunities to meet short-term and long-term goals.
- Increase recruitment rate by 4% annually.
- Develop a data system to track performance based results of high school graduates who matriculate to El Camino College.
- Establish recruitment performance targets by high school for all college recruitment personnel.

O. Probationary Services Counseling/SEP

I. Overview

C. Program Profile

The Student Enhancement Program offers workshops and counseling to students who are on academic/progress probation or dismissal status. Students are informed of their substandard status by mail at the end of each semester. Presentations on probationary policies are conducted during the New Student Orientations and in the Human Development 8 courses. Flyers and Service Referral Forms are sent to each division and are distributed to the faculty as an Early Alert measure, so they can notify and refer at risk students to the Student Enhancement Program (SEP) and for counseling.

Advisors Function to:

- Coordinate and conduct Student Enhancement Program (SEP) workshops.
- Prepare SEP flyers to mail with probation/dismissal letters.
- Work closely with Admissions to coordinate mail out of probation/dismissal letters.
- Work with Reinstatement Committee, Dean of Counseling, and the Admissions Director on probation/dismissal letter revisions.
- Coordinate and co-chair Reinstatement Dismissal Committee.
- Coordinate and supervise reinstatement petition process, probation, or dismissal status.
- Explain probationary and dismissal policies to students.
- Advice probationary/dismissal students on how to return to good academic standing.
- Assist students by phone, walk-in, or by appointment regarding their academic status.
- Teach time management, goal setting, study skills, and college success strategies.
- Advise and motivate probationary/dismissed students to achieve their academic/vocational goals.

Program Funding

Matriculation

Student Profile

There are approximately 4,000 students on academic or progress probation and dismissal status every year.

Counselors Duties:

From the development of the SEP in 1991 to Summer 2005, the counselors' functions were limited to reviewing student petitions for reinstatement. In Summer 2006, the counselors' functions were modified to include the development of educational plans for students. Following the matriculation orientation model, students meet with an academic counselor immediately after completing the SEP information session. The students completing this process receive an educational plan based on their academic record.

The following grid represents data based on the number of reinstatement petitions processed during the summer periods beginning with Summer 2002 to Summer 2006.

NOTE: Data for 2004 is unavailable due to computer retrieval problems.

YEAR	2002	2003	2004	2005	2006
Total Petitions Submitted	301	351	*	260	105
Approved After 1st Review	233	252	*	177	82
Submitted for 2nd Review	18	23	*	17	0
Approved After 2nd Review	13	18	*	11	0
Denied After 1st Review	68	99	*	83	23
Denied After 2nd Review	5	5	*	6	0

In addition to processing Reinstatement Petitions by a committee of counselors, students were also reinstated after completing the SEP and meeting with a counselor. The total number of students reinstated after having completed the SEP workshops was 205 for Summer 2006.

D. **Status of Previous Recommendations**

The following recommendations were obtained from the SEP annual reports and the Trends and Projections report from 2003 as well as recommendations from retention committee members:

1. Improve effectiveness and personal application of activities in SEP.
2. Hire one full-time tenure track retention counselor/coordinator
3. Hire one full-time Retention Advisor.
4. Hire one clerical support persons and 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 and workshop equipment for SEP counselor and staff to conduct workshops
7. Develop adequate tracking process to track students completing the SEP process
8. Develop adequate means of informing students of their probation/dismissal status
9. Develop a clear and comprehensive process to reinstate students
10. Enforce probation and dismissal policies

- Items 7 and 9 have been successfully achieved with the implementation of the SARS scheduling program.
- Currently, items 1 through 6 and 10 are in progress or on hold due to budget constraints. The program is constantly being evaluated for effectiveness and accessibility. After each workshop, students are asked to fill out a questionnaire requesting their feedback for improvement and delivery of services and information that students feel should be included and discussed during the workshops. Hence, the program is constantly changing to reflect students' needs.
- The recommendation to hire additional SEP staff is challenging because of limited funding.
- We were able to accomplish the implementation of the SARS appointment and tracking system; as a result, it is now easier to gather data from students receiving SEP services. For example, when petitions are being evaluated for reinstatement, we check in SARS to see if the student has completed a SEP workshop and has been to a counseling appointment.

E. Continuing Recommendations

Recommendations are to increase awareness of the SEP and of the consequences of being on probationary status.

1. Improve effectiveness and personal application of activities in SEP.
2. Hire one full-time tenure track retention counselor/coordinator.
3. Hire one full-time Retention Advisor.
4. Hire one clerical support person and two student workers to assist with various clerical duties.
5. Need office space for counselor, advisor and clerical support staff.
6. Need state- of- the art office and workshop equipment for SEP counselor and staff to conduct workshops.
7. Develop a clear and comprehensive process to reinstate students.
8. Enforce probation and dismissal policies.

Strategies to achieve these recommendations are:

- To inform all students on academic/progress probation of their substandard status via email and through MyECC.
- Conduct presentations on academic/progress probation in HD 8 classes
- Mail letters and information from counseling warning students of their academic status at the end of fall and spring semesters.
- Develop a flyer and send it to all faculty so they can refer students to the SEP workshops and counseling.

II. Program Data

A. Student Client/Satisfaction

In 2002, a Student Satisfaction Survey was completed by approximately 150 students who participated in the workshops (See **Appendix B**).

The data compiled showed the following outcomes:

- **Workshop hours –** 80% reported being satisfied with the overall scheduling hours of the workshop.
- **Workshop and comfort level –** 88% reported feeling comfortable during the workshop.
- **Timeliness of response to questions –** 93% reported their questions were addressed in a timely manner.
- **Workshop directions –** 98% reported the workshop directions were clear and easy to follow.
- **Usefulness of materials/information** – 97% of students reported that they found the material and information useful.
- **Staff helpfulness –** 97% reported the staff was helpful.
- **Workshop presenters' knowledge** – 99% reported satisfaction with the presenters' knowledge of workshop content.
- **Presenters' communication skills –** 97% reported satisfaction with the presenters' communication skills.
- **Overall quality of workshop** – 92% reported satisfaction with the overall quality of the workshop.
- **Educational needs -** 97% of participants reported that their educational needs had been met. However, data was not clear as to whether the question was intended to measure the college's

or workshop's ability to meet the educational needs.

Other data collected indicated the following:

- 3% had begun their studies at ECC in 2002.
- 23% had begun their studies at ECC in 2001.
- 35% had begun their studies at ECC in 2000.
- 15% had begun their studies at ECC in 1999.
- 23% had begun their studies at ECC in 1998.

Also, see Appendix A for Institutional Research Study on Student Enhancement from 1999 - 2001. No additional studies were conducted from Summer 2001 to Summer 2006.

B. Student/Client Outcome Data:

Although results suggested an overall satisfaction with the workshops, data did not provide other critical information necessary to assess the effectiveness of such intervention for probation students.

Direct feedback with regard to specific academic and success strategies presented would have yielded more direct feedback to the applicability of the material in the day to day lives of our students. Such data would facilitate program enhancement to ensure its relevancy to our students.

Changes to the survey are recommended along with a longitudinal study of program participants.

C. Campus Community Collaboration

The SEP continues to collaborate and strengthen relationships with all instructional faculty and division deans through the Early Alert Program to refer at risk students for intervention before they are placed on probation. In addition, collaboration is strengthened by attending regular meetings with the Student Success Transfer & Retention Services (SSTARS) and by doing class presentations in the Human Development 8 classes to inform students about the probation policies. In addition, the SEP continues to work closely with the Financial Aid Office and the EOP&S/CalWORKs programs to identify students who are at risk.

D. Program Data Recommendations

- To incorporate a counselor at the end of each SEP workshop.
- This goal was successfully piloted during Summer 2006. Dismissal and academic/progress probation students met with a counselor after the SEP workshops. After learning about the implications of probation, these students obtained an education plan to help them return to good academic standing.

III. Program Requirements

A. Program Support

The following departments' participation in the SEP is essential to identifying and following through with the probationary students:

- Counseling
- Admissions
- Information Systems

In order to strengthen the partnership between these departments, members of these departments are invited to provide updates and in-service trainings to the counseling faculty during counseling meetings. Members from these departments are also invited to assist and become members of the Retention Committee.

B. Facilities and Equipment

1. Need space to accommodate workshops for probationary/dismissal students.
2. Need office for SEP counselor/coordinator and program advisor.
3. Need three computers--one for counselor, one for advisor, and one for student worker

1. Staffing

Currently, the Student Enhancement Program staff consists of one full-time temporary non-tenured coordinator, one half-time advisor and three paraprofessional advisors. The coordinator coordinates the SEP and Matriculation schedule and co-chairs the New Student Welcome Day committee meetings as well as the Retention Committee. The advisor conducts the orientations and the SEP workshops and assists in other related tasks.

2. Planning

As we work to enhance the future of the SEP workshop, a second level workshop is in the process of being created. This will address the needs of students who fall into a repeated status of dismissal and/or probation. The rationale is that students who have already participated in a SEP workshop and continue to remain on probation or dismissal require a more intensive intervention to address challenges keeping them from improving their grade point average and/or making progress toward their academic goal.

IV. Recommendations

1. Hire one full-time Retention Counselor/Coordinator
2. Hire one full-time Retention Student Services Advisor.
3. Hire one clerical support person and two student workers to assist with various clerical duties.
4. Need office space for counselor, advisor and clerical support staff.
5. Need state-of- the art office equipment for SEP counselor and staff.
6. Create an on-line early alert process to notify all students of their substandard status.
7. Enforce probation and dismissal policies

P. Project Success

I. Overview

A. Program Profile

Project Success is an academic support program designed to increase student persistence toward goal attainment by providing services and resources. Resources are introduced to address potential obstacles and to provide an understanding of the college culture's expectations. This aim is implemented through the following services and resources:

- Counseling (critical for student access and program planning)
  - Academic (degree assessment, academic skill assessment, high school preparation)
  - Career (career inventories and evaluation, research, inquiry development)
  - Referrals to support services (i.e. SSTARS)
- Faculty Involvement: Critical for program planning, academic goals, basic skill development and coordination with other departments. Six to seven faculty members are involved in teaching in the Project Success Learning Community.
- Learning community: Fall Semester--Human Development 10 (Strategies for Success in College) Library Science I (Introduction to Library Skills) and Academic Strategies 40 (Math Anxiety) Spring Semester--Human Development 5 (Career Planning), Psychology 10 (African American Psychology) and Academic Strategies (Study Techniques)
- Mentoring: faculty, staff and administrators volunteer to mentor and assist students transitioning from high school, provide resources, provide on campus referrals, provide objectivity and support, and actively listen.
- Tutorial Services: weekly tutoring is required for first year students
- Universities and culture field trips: students are required to attend at least two field trips per semester
- Academic Enrichment: field trips, Black College Tour, and Study Abroad opportunities.
- Parental Involvement: Parent Orientation
- Scholarships
- Mentor and Mentee Breakfast
- Year End Awards Program
- Steering Committee: made up of the counselor, coordinator, learning community counselors, a student representative and a parent representative.

Project Success has a twenty-one year history of success in working with students. Project Success was originally designed and activated by volunteer faculty to address the high percentage of attrition and the probationary status of African American students at El Camino College. There was a need to address the retention and success of this student population because they possessed the highest probation and academic dismissal rate of any other cultural group.

Project Success was awarded the 1991 Exemplary Program Award from the California Community College Board of Governors and the 1996 Retention Excellency Award from the Noel-Levitz National Center for Student Retention. Project Success was also the design template for the Black Collegians Program at Santa Monica College, it recently received an award at the Umoja III conference (October 2007), and it was used in the development of a statewide model.

Funding for Project Success has been through auxiliary services, district funds (matriculation), and a P4E Grant. At the end of the P4E Grant, it was understood that district matriculation would reinstate financial support for program integrity. Auxiliary services challenged with providing additional funding has not been able to sustain required funding levels.

The majority of first year students who are admitted to Project Success are recent high school graduates. There are no test level requirements and, as a result, assessment scores range from English 82 and English B to honors English 1A. The math levels range from Math 12 to Math 180. Seventy-five percent are first generation college students, sixty-five percent receive financial aid and ninety-five percent are African American. This freshman year class consists of 34 new students out of 152 students total (including continuing students). Project Success is retention and graduation program that provides services targeted at first year students, and support services are provided until students graduate and transfer to four-year universities. Persistence rates for fall to spring semester for first year students average 85% and for students returning for their second year, the average is 80%.

Sixty four percent of the students in the program receive some type of financial aid and only 10% have at least one parent with a university degree. Approximately five percent are also EOP&S students.

B. Status of Previous Recommendations

- Increase student referrals to Project Success
- Increase mentor and student contacts
- Hire a math tutor to increase success rates
- Increase donations for scholarships by 10%

With the reduction in funding, these goals have not been met

C. Continuing Recommendations

- Increase student referrals – mentors, advisory committee members, counselors, and alumnae are continuously referring students to augment recruitment efforts
- Increase mentor and student contracts – assessment of new mentoring log for students
- Math tutor funding – need to locate a new source
- Increase donations for scholarship – on going exercise

II. Program Data

A. Student /Client Satisfaction

One hundred percent of Project Success Alumni Express satisfaction and appreciation of the support that helped them complete El Camino College and obtain university degrees. This data is obtained from a survey that is conducted when alumni return to the campus to visit, attend an Awards Program or volunteer their time to speak and motivate students.

B. Student/Client Outcome Data

None

C. Campus/ Community Collaboration

The Project Success counselor works with Community Build, a comprehensive support program for youths in the foster care system and the Education Department of West Angeles Church of God in Christ. Students are referred to and placed in Project Success from both organizations, and collaboration continues after the students matriculate to Project Success. West Angeles Church also provides a student worker to assist the Project Success coordinator at the expense of the church. Representatives from both West Angeles Church and Community Build serve on the SSTARS Advisory board.

D. Program Data Recommendations

- To seek permanent funding from the district
- To sustain peer tutoring and peer mentoring components
- To increase alumnae recognition at the annual awards program
- To increase the number of first year and continuing students if given proper support
- In order to strengthen, maintain, sustain and develop strategic goals to further enhance and replicate the successful design of Project Success, the program must be funded through campus based funds. Institutional funding will provide the ability to continue the program and to allow for the potential program expansion, support statewide initiatives to create a statewide model based on Project Success, and locate additional resources to aid Project Success students and the general population.

III. Program Requirements

A. Program Support

N/A

B. Facilities and Equipment

- A designated study and tutorial area for Project Success students should include four tables and five chairs each and four computer terminals for student access with two printers.
- Supplies

C. Staffing

The following staffing needs are required to maintain program stability.

50% counselor position	$40,000.00
50% coordinator position	45,000.00
4 peer mentors	35,000.00
Transportation	7,000.00
Supplies	3,000.00
30 hours per week of clerical support	30,000.00
Total	$160,000.00

D. Planning

Project Success Student Learning Outcomes:

The focus of Project Success is exhibited in the student learning outcomes prepared by the former program coordinator. The student-learning outcome for Project Success is the following:

"By participating in the Project Success Program, student retention, graduation and transfer rates will increase'

The student learning outcome and its assessments identify the primary goals of Project Success to increase the success of the first year experience, to retain the students for graduation and or transfer to four –year colleges/universities, and to help students develop sound career-decision making skills.

E. Program Requirement Recommendations

- Seek permanent funding from the district
- Increase staffing support for clerical assistance
- Increase staffing support for faculty assistance
- Sustain peer tutoring and mentoring components
- Make available a designated study and tutorial area (village)

IV. Recommendations

- Seek permanent funding from the district
- Increase staffing support for clerical assistance
- Increase staffing - 50% Counselor - 50% Coordinator or one full time position
- Math tutoring
- Peer mentoring
- Designated study area with computers and printers
- Increase donations for scholarships
- Increase the number of first year and continuing students
- Increase university and cultural fieldtrips
- Increase program supplies

Q. Puente Counseling

I. Overview

A. Program Profile

The purpose of this program is to provide a supportive and stimulating environment to help students build confidence in their writing skills as well as to provide extensive counseling and mentoring services.

The Puente Project Program was founded in 1981 in Northern California by Felix Galaviz and Patricia McGrath to help underserved students develop their written skills and their educational goals and to acquire the necessary skills to transfer to four-year colleges and universities to earn bachelor's degrees and return to the community as mentors and leaders to future generations. Now the program has expanded to **58** 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.

The Puente Project has been awarded several prestigious awards among them (in 1998) the Innovations in American Government Award, a program of the Ford Foundation, the John F. Kennedy School of Government at Harvard University, and the Council for Excellence in Government. In addition, the Puente Project has been the focus for many researchers and in 2002, the Journal Educational Policy dedicated the entire September issue to the Puente Project. Also in 2004, the Puente Project was selected to help policymakers to improve college access and success by the Pathways to College Network (Puente Project Community College Implementation Guide, UCOP Puente, 2007).

At El Camino College, the Puente Project is in its 22nd 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 Project program focuses on three aspects for student success: counseling, writing instruction, and mentoring.

Counseling:

The Puente Counselor/Coordinator's functions include but are not limited to the following:

1. Recruit potential Puente students.
2. Organize and plan orientations for Puente students.
3. Teach Human Development 5 and 8 courses.
4. Assist each student in examining, planning, and setting his/her personal, academic, or career goals.
5. Develop six semester plans for each student.
6. Assist Phase III students with transfer applications.
7. Meet with university and academic personnel to facilitate the transfer process for Phase I to Phase III students.
8. Provide academic, career, transfer and personal counseling.
9. Attend Puente Counselors' Summit each fall semester.
10. Prepare letters of recommendation for students applying to universities and jobs.
11. Monitor and maintain Phase III Puente students' academic progress through on-going counseling appointments.

English Instructor:

1. Integrate Mexican-American/Latino and other multicultural literature and themes into Phase I and Phase II English writing curriculum.
2. Teach writing and critical thinking skills.
3. Develop writing assignments where students integrate mentors and their communities as a resource for writing.
4. Create a supportive environment.
5. Act as a resource to Phase III students through office hours.
6. Assist Phase III students in their college statement process.
7. Attend Puente Team trainings each spring semester.
8. Plan and organize student conference at UC or CSU in the fall semester.

Mentoring:

1. Participate and assist in cultural activities.
2. Provide academic/social network for students.
3. Help students with class papers.
4. Share personal, academic and career experiences.
5. Provide a window into real-life work environments.
6. Provide academic and career experience support to students.

Another innovative characteristic of Puente is its team approach to aid in student success. A counselor and a writing instructor from each campus are paired and trained in the Puente way. This training takes place during an intensive 7-10 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 team tasks are to:

1. Recruit Puente mentors and establish a mentor program.
2. Prepare, manage and approve expenditures for the Puente Project.
3. Plan, organize and conduct training for Puente mentors, students and parents.
4. Match Puente students with community mentors and monitor their progress.
5. Develop and conduct presentations to divisions, students, mentors, the community, and parents about the Puente Project.
6. Integrate the student's family into the academic environment.
7. Attend Puente Team trainings each spring semester.
8. Establish and maintain weekly team meetings.
9. Plan and host family and community receptions and social/cultural events.
10. Integrate mentors and the community.

Funding:

The funding for the Puente Project is through the Puente State Office which provides $500 each year for student/mentor activities. Puente receives additional funding through Auxiliary Services based on the MOU to provide for clerical support and transportation to cultural and educational field trips for students and other student/mentor and family activities.

Student Profile:
The remaining group, Phase I, is the active cohort of approximately 40 students in any given year. This group is usually composed of freshmen students who agree to participate for one year with Puente. This group agrees to enroll for the fall semester in English 2R (now Eng 84), English A, Human Development 8 and Human Development 10. The retained students who persist to the second semester are the Phase II students. These students once again participate as a cohort in three additional courses: English 1A, Human Development 5 and Art 7. Phase III students are those who are no longer taking courses as a cohort but continue to work on the rest of their associate degree or on transfer requirements.

The Puente Program serves approximately 150 students a year from three different phases. From this group there are approximately 110 students in Phase III. Phase III students are those who are no longer in the active cohort taking classes through Puente. These students are on their second or third year and ready to transfer to a four-year university or to graduate with an associate degree from El Camino College.

The program provides students with English instruction and academic and career counseling. Students are also matched with a professional mentor from the community. Furthermore, Puente students are exposed and referred to additional support programs and services within the campus and the community.

Program Data from 2000-2006 Counselor Student Contacts

Description	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
New Ed Plans	39	37	29	30	36	41
Follow-up	101	103	107	105	96	95
Drop-In/Calls	91	93	97	95	89	86
Trans Eval	140	139	136	135	132	136

B. Status of Previous Recommendations

1. Hire new Puente team by Summer 2003.
2. Have Puente services accessible and available to current and new students, by having the Puente office open a minimum of 20 hours per week and throughout the fiscal year.
3. Add Math 40 & 70 Supplemental Instruction workshop for Puente students.
4. Increase transfer readiness and transfer activities by starting a Puente Transfer Club.
5. Improve communication and listening skills of students by developing a Peer Mentor Program.
6. Improve students' technology skills by offering workshops that cover on-line career and transfer information and library computer research.
7. Demonstrate teamwork and collaboration skills of students by working on Puente group projects and presentations.
8. Help students learn the process of choosing a major, a career, and transferring by developing an educational and career plan.
9. Increase enrollment of first generation and low income students into the program by 20%.
10. Develop a Mentor Advisory Council to assist in the development of Puente goals and activities.

Status:

1. The Puente counselor has been hired on a temporary full-time and part-time status. However, the Puente Program has been struggling since 2003 because it has not hired a full time Puente counselor.
2. Have Puente services accessible and available to current and new students, by having the Puente office open a minimum of 20 hours per week and throughout the fiscal year **(On-going).**
3. Increase transfer readiness and transfer activities by starting a Puente Transfer Club. **(On-going)**
4. The Puente club has been active now for three years; however, the focus has not been on transferring because a lot of the students cannot stay too long after class. Hence, all the activities relating to transfer have been coordinated within the HD 8 & 5 class as well as in the English A class.
   - Fundraising
   - Cultural Events
   - Newsletter
5. Improve students' technology skills by offering workshops that cover on-line career and transfer information and library computer research. **(On-going)**
   - For instance, at the time of orientation, students are oriented on how to complete the registration process online. They are also taught how to use their email college account as well as how to utilize the computer systems to access career resources and research transfer information. English classes also meet in computerized classrooms using discussion boards, online quizzes, and online research. However, there are constant changes with technology so now the English professor is working to develop a virtual classroom so that students can access and complete assignments online.
6. Demonstrate teamwork and collaboration skills of students by working on Puente group projects and presentations. **(On-going)**
   - Students work in groups during class time. They listen to each other's essays and provide each other with feedback. They are also asked to complete reading assignments which they discuss in their groups. In addition, they are paired with a mentor whom they interview as part of a class assignment.
7. Students learn the process of choosing a major, a career, and transferring by developing an educational and career plan. **(On-going)**
   - Through the Human Development 8 and 5 courses, students learn the process of choosing a major, a career, and a four-year university. In these classes, students are introduced to various procedures and services that will help them choose a major and transfer. The students also develop an educational and career plan that will keep them focused on achieving their career and academic goals

The following recommendations are in progress:

1. Develop a Mentor Advisory Council to assist in the development of Puente goals and activities. **(On-going)**
   - The Puente instructor and counselor have invited a group of five mentors to participate in the Puente Advisory Committee and to discuss ways to better the mentor student relationship.

2. Increase enrollment of first generation, and low income students into the program by. 20%. **(On-going)**
    - Over the last three years the new Puente cohort has been increasing from 35 students in 2003-2004 to 37 students in 2004-2005 to 40 students in 2005-2006, and then to 44 students in 2006-2007. We need an additional cohort to accommodate demand. **(On-going)**

The following recommendations were found to be impractical:

1. Add Math 40 & 70 Supplemental Instruction workshop 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 enough to pay additional salaries other than the clerical help.
2. Improve communication and listening skills of students by developing a Peer Mentor Program.
    - This goal has been difficult to accomplish because for the last three years the Puente team has not been stable; therefore, it has been difficult to develop and coordinate students and monitor their schedules so as to develop a functional peer mentoring program. However, students in the future will be participating in conversation classes with El Camino ESL students.

As a result of these recommendations we have accomplished the following:

We have increased transfer readiness by bringing into class various university representatives as well as implementing the link between the Human Development 8 and English A courses. Students have become more involved in extracurricular activities as they have strengthened the Puente Club now for the second year. El Camino's Puente Project reunited approximately 300 students and mentors for its 20th Year Celebration. Lastly, a database was developed and updated to reflect current contact information from most of the students from each Puente class.

C. Continuing Recommendations

1. Hire a dedicated full-time permanent 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 so that there is an increase in the longevity of the teams providing a more stable continuity to third phase students.
3. 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 develop the Puente club transfer aspect. 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 Web page. In addition, this team would also assist with the co-coordination of the mentoring and peer mentoring activities and recruitment.
4. Develop an accurate method to gather data for program review. The current data is based on estimates acquired from Ed plans drop in transcript evaluations.

II. Program Data

A. Student Client/Satisfaction

There have been three different counselor coordinators; this has made it difficult to locate and keep track of past data.

B. Student/Client Outcome Data

There have been three different counselor coordinators; this has made it difficult to locate and keep track of past data.

C. Campus Community Collaboration

The Puente Program continues to collaborate and strengthen relationships with various instructional faculty and community members through the mentoring component. In addition, collaboration is strengthened with meetings with the Student Success Transfer & Retention Services (SSTARS) support program and various deans and instructional faculty to discuss schedules of course offerings. Puente continues to work closely with the Financial Aid Office and EOP&S to identify students who are eligible for these services. The Puente Program also collaborates with the Transfer Center and universities to bring representatives to the Puente class to discuss transfer requirements and procedures. Finally, Puente works closely with the Honors Transfer Program and MESA to identify and prepare students to meet requirements for the HTP and MESA services.

D. Program Data Recommendations

1. To develop a scholarship fund to assist AB 540 students.
2. Strengthen the Puente Club to incorporate and continue the connection with Phase III students.
3. Strengthen the mentoring component so that mentors become more involved in class activities.
4. Offer two or more Puente sections for the increasing demand.
5. Continue to strengthen the relationship with the Honors Transfer Program.
6. Continue to work closely with Financial Aid, EOP&S, and SSTARS to identify students eligible for these services.

III. Program Requirements

A. Program Support

The following departmental support of the Puente Project program is essential for identifying and following through with the Puente Project students:

a. Recruitment Office
b. Assessment and Testing Office
c. Counseling Division
d. Admissions
e. Humanities Division
f. Social Sciences
g. Financial Aid
h. EOP&S
i. Honors Transfer Program

In order to strengthen the partnership between these departments, members of these departments are invited to provide updates and in-service trainings to the Counseling faculty and staff during the counseling meeting. Members from these departments are also invited to attend the Puente Student/Mentor mixers, Family Night and End of the Year Awards Dinner. In addition, representatives from these departments serve as guest speakers in the Puente classes.

B. Facilities and Equipment

1. Need large space similar to EOP&S to accommodate students from Puente Phases I, II and III to hold study and tutoring sessions.
2. Need space for mentor coordinator.
3. Space needed for Peer Mentor Program to hold information sessions and workshops for recruitment, orientation and tutoring.
4. Space needed to house both 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.
5. Need at least three fully functional computers with internet access for student use.
6. Need two additional computers--one for the counselor and one for the student clerical assistant.
7. Implement Service Learning with the classroom and the Puente club.
8. Conduct readings with the ESL students on campus.
9. Develop a Puente Newsletter produced by students and written by students to be distributed to all faculty and staff at El Camino College.
10. Develop an emergency textbook fund.
11. Develop a scholarship program for students who complete an associate's degree or transfer to a four-year university within two years of completing the Puente cohort.

C. Staffing

The full-time Puente counselor resigned. In addition, the former Puente English instructor has resigned from Puente's English instruction. To replace these positions, a new Puente team is currently serving the Puente program; however, this team consists of an individual who is serving Puente part-time (50%) as counselor/co-coordinator and instructor for human development courses and who is serving Matriculation and the Student Enhancement programs the other (50%). As a result, the Puente Office is often closed when the individual is away conducting workshops and in meetings for the SEP and Matriculation programs. Furthermore, due to budget constraints and the college's faculty hiring prioritization, the goal of hiring a full time counselor continues to be delayed. The English instructor serves the Puente Project (25%) by teaching English A in the Fall and English 1A in the spring semesters. In addition, the Puente Project counts with a student worker to provide clerical assistance for approximately 15 to 20 hours a week; however, the student's hours are not consistent because of his/her school schedule.

D. Planning

N/A

E. Program requirement Recommendations

1. Hire a dedicated full-time permanent 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 so that there is an increase in the longevity of the teams providing a more stable continuity to third phase students.
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 develop the Puente club transfer aspect. 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 Web page. In addition, this team would also assist with the co-coordination of the mentoring and peer mentoring activities and recruitment.
5. Develop an accurate method to gather data for program review. The current data is based on estimates acquired from educational plans developed during drop in transcript evaluations.
6. Need large space similar to EOP&S to accommodate students from Puente Phases I, II and III to hold study and tutoring sessions.
7. Need space for a Mentor Coordinator.
8. Space needed for peer mentor program to hold information sessions and workshops for recruitment, orientation and tutoring.
9. Space needed to house both 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.
10. Need at least three fully functional computers with internet access for student use.
11. Need two additional computers: one for counselor and one for the clerical assistant.
12. Implement Service Learning with the classroom and the Puente club.
13. Conduct readings with the ESL students on campus.
14. Develop a Puente Newsletter produced by students and written by students to be distributed to all faculty and staff at El Camino College.
15. Develop an emergency textbook fund.
16. Develop a scholarship program for students who complete an associate's degree or transfer to a four-year university within two years after completing the Puente cohort.

IV. Recommendations

1. Hire a dedicated full-time permanent Puente counselor to replace 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 so that there is an increase in the longevity of the teams providing a more stable continuity to third phase students.
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. Need space for a Mentor Coordinator
5. Space needed for Peer Mentor Program to hold information sessions and workshops for recruitment, orientation and tutoring.
6. Space needed to house both 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.

7. Develop an emergency textbook fund.
8. Develop a scholarship program for students who complete an associate's degree or transfer to a four-year university within two years of completing the Puente cohort.
9. Hire one part-time Puente counselor.
10. Hire two student assistants.
11. Hire a math tutor.

R. Registration Assistance
(Adds/Drops Registration, Prep/Post Registration)

I. Overview
A. Program Profile
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 & Records and Financial Aid to assist students in adding or dropping classes.

B. Status of Previous Recommendation
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 set a counseling appointment, seek matriculation counseling, attend a registration group, etc.
2. Limited vacation time for counseling faculty and staff will be approved during peak times when students need their assistance the most, i.e. registration.
   - This recommendation is in effect for all peak periods. Counseling faculty and staff are now 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.
3. A computerized appointment system is desperately needed to decrease mistakes and to increase productivity.
   - This recommendation has been met. The computerized appointment system, SARS, is almost fully implemented. Several aspects of SARS are still in progress, such as the use of the drop-in screen for Express counseling and the ability for students to make their own counseling appointments via the web. Using SARS to schedule counseling appointments began in Fall 2003. 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 to their appointments, thereby keeping a better record for funding purposes related to how many students were served and how the counselor assisted them.
4. Provide an effective telephone system that would allow for time change, change of queue times (scheduled time when telephones are ready to accept or not accept calls), voicemail capability, change of outgoing message, helpful campus information, and/or music while on

hold.

- The new telephone system was implemented in Spring 2004. The four new telephones do not have voicemail capability or hold music. The telephone system requires staff to log-in in order to receive phone calls made to the main Appointment Center number. The system allows for the time change every spring and fall, and the change of queue times. Staff can see how many calls are in the queue and how long the next caller has been on hold. The new phone system does not let callers know how long they will be on hold, nor does it let them know where they are in the queue. Callers only hear a double "beep" tone until a phone line opens up.

5. Counselors should become more familiarized with all majors, ensuring that a student may be helped even if that student may not face within the counselor's area of academic specialty.
    - To date, half of the full-time counselors are able to see students with any major or who are undeclared. This recommendation is still in progress. Increasing the number of counselors who may see students of any major or who are undeclared assists not only the students that need appointments but it helps to decrease the number of Did Not Fill (DNF) appointments.
6. Counselors should be available by telephone for appointments. The idea of telephone appointments and possibly on-line 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.
7. Improve interpersonal skills amongst staff and student/hourly workers.
    - This recommendation has been met. The need for cross-training of all staff and student/hourly workers has been met with the creation of the Student Employee Handbook. The Handbook provides an overview of the purpose, policies and procedures of the Career Center, Transfer Center, and Appointment Center. Staff members also meet regularly with their student/hourly workers to provide training updates. The morale of the student/hourly workers has greatly improved with the new training procedures and with their inclusion in meetings and holiday gatherings. They are recognized at these meetings and praised for their work and effort.

C. Continuing Recommendation

For the upcoming registration periods, new recommendations have been developed. One is 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.

Another recommendation is to install a self-help station for the Express Counseling check-in. This station would be equipped with a computer and an ID card reader to allow students to scan their ID through, thereby checking themselves in to talk to an Express counselor.

In the past, a Registration Committee was established to prepare for registration and to debrief post-registration, and this committee would only meet during the peak periods of registration.

However, the District is on constant peak period status, and it is recommended that the committee be reestablished with regular monthly meetings.

II. Program Data
A. Student /Client Satisfaction

N/A

B. Student/Client Outcome Data

Registration Period for Continuing, Returning, and New Students

Appointments/Contacts	Spring 2004 (12/8/03-2/10/04)	Spring 2005 (11/15/04-2/8/05)	Spring 2006 (11/14/05-2/7/06)	Spring 2007 (11/13/06 – 2/9/07)
Academic	612	3,386	3,123	2,486
Matriculation	0	104	87	80
Student Enhancement Program	77	33	10	19
Registration Groups	354	181	57	0
Express Counseling	5,664	6,134	6,969	6,425

Appointments/Contacts	Fall 2004 (7/6/04-8/25/04)	Fall 2005 (7/11/05-8/24/05)	Fall 2006 (5/15/06-8/23/06)	Fall 2007 (5/14/07 – 8/24/07)
Academic	2,102	1,884	4,048	3,564
Matriculation	382	672	676	868
Student Enhancement Program	85	113	288	206
Registration Groups	639	83	513	0
Express Counseling	5,783	5,939	10,602	11,344

First Two Weeks of Each Semester

Appointments/Contacts	Spring 2004 (2/17/04-2/27/04)	Spring 2005 (2/14/05-2/25/05)	Spring 2006 (2/13-06-2/24/06)	Spring 2007 (2/12/07 – 2/23/07)
Academic	68	142	279	342
Matriculation	0	5	0	0
Student Enhancement Program	0	0	0	0
Registration Groups	0	0	0	0
Express Counseling	1,728	1,592	1,539	1,565

Appointments/Contacts	Fall 2004 (8/30/04-9/10/04)	Fall 2005 (8/29/05-9/9/05)	Fall 2006 (8/28/06-9/8/06)	Fall 2007 (8/27/07 – 9/7/07)

Academic	60	243	75	292
Matriculation	0	0	0	0
Student Enhancement Program	0	0	0	0
Registration Groups	0	0	0	0
Express Counseling	2,410	1,866	2,235	1,838

C. Campus/ Community Collaboration

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.

D. Program Data Recommendations

N/A

III. Program Requirements

A. Program Support

(Same as II, C. Campus/Community Collaboration above)

B. Facilities/Equipment

Facilities generally set up two to three computer stations for counselors in the Student Activities Center. Computers are needed for the counselor to look up student records from El Camino College and other colleges, access Colleague and SARS, and clear prerequisites.

The Counseling Student Services Technician also prepares materials for the counselors' use, including class schedules and school catalogs, guide sheets, pens/pencils, notepads, prerequisite clearance forms and Math/English prerequisite codes for clearing students in Colleague.

C. Staffing

Two counselors are stationed in Adds and Drops every hour, from 9:00 a.m. to 7:00 p.m. Monday through Thursday. The schedule for the first Friday of the semester is generally shorter, from 9:00 a.m. to 4:00 p.m., and/or the second Friday (the last day to add classes for fall and spring semesters), counselors are scheduled from 9:00 a.m. to 7:00 p.m. On the first and second Fridays, when the Counseling Office closes at 1:00 p.m., all counselors who were stationed at Express Counseling are sent over to the Activities Center to assist the students.

D. Planning

The registration schedule is prepared in two ways. First, the Student Services Technician in the Counseling Office updates the Registration Timeline for counselors and staff. This timeline has important college dates for counselors and staff to remember, such as the first and last day to register for classes, and division-specific dates such as work schedule deadlines, etc.
Second, the Counseling Student Services Technician and Clerical Assistant work together to develop the Adds and Drops schedule. A sign-up sheet is distributed to full-time counselors to help determine who will be stationed in the Student Activities Center during the first two weeks

of the semester. Counselors select which days to work and what shift (morning or afternoon), and choose one Friday to work (morning or afternoon shift). The Technician and Clerical Assistant input the schedules into SARS and supplement coverage in Adds and Drops and Express Counseling with adjunct faculty as needed. The goal is to have two counselors every hour at Adds and Drops, and at least three counselors at Express Counseling every hour, with the number increasing during the peak time from 11:00 a.m. to 3:00 p.m.

E. Program Requirement Recommendations

N/A

IV. Recommendations

A. Ideally, the Appointment Center would greatly benefit from hiring four permanent classified Data Entry Operators so that there is continuity in customer service and staff coverage. We also need to increase the 50% clerical assistant to 100% and re-classify the clerical assistant to Student Services Technician to assist with the current Technician's workload.

Currently, the Appointment Center depends heavily on casual and student staff to maintain its operating hours from 8:00 a.m. to 7:00 p.m. Monday through Thursday and from 9:00 a.m. to 1:00 p.m. on Friday. The Appointment Center employs between 8 to 10 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 $20,327 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, 2008.

B. The ACSESS program for new students was piloted two weeks before the Fall 2007 semester. Over 200 students were given access to the computer lab in the Communications building, and several counselors devoted blocks of time to assist the students with accessing MyECC, completing the Online Orientation, selecting and registering for classes, and completing a Student Educational plan for the fall semester.

In past years, the Matriculation groups, which are limited in size to 16 new students during the fall peak time were discontinued and those students are now referred to Express Counseling to get quick advisement on fall classes. With the ACSESS program, a larger number of new students are able to speak with a counselor, complete the On-line Orientation, and register for classes in one hour. The recommendation is to continue to pilot ACSESS for the upcoming Fall 2008 semester. The ACSESS program positively impacts student retention and subsequent graduation and transfer.

S. SRC Counseling

I. Overview
A. Program Profile

Objectives

The Special Resource Center (SRC) facilitates equal access to higher education via mandated support services and accommodations for students with disabilities who avail themselves of the Special Resource Center. SRC counselors assist 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 format, assistive technology, and acting as a liaison 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 all aspects of the college.

The SRC counselors provide support to faculty and staff and can often clarify disability laws and reasonable accommodations.

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 counselor helps to assure that the institution is meeting legal mandates.

Funding

Funding for SRC counselors is provided by both El Camino Community College District funds and Disabled Student Programs & Services (DSPS) funds. One full-time counselor is 100% funded by the El Camino Community College District. The other full-time counselor is funded by 60% DSPS/40% district funds.

Student Profile

The Special Resource Center (SRC) counselors serve students with disabilities who contact the Special Resource Center. Students served fall within the following categories delineated by Title V: Acquired Brain Injury, Developmentally Delayed Learner, Deaf or Hard of Hearing, Learning Disabled, Mobility Impaired, Psychological Disability, Speech/Language Impaired, Visually Impaired, and Other Health Related disability. Below is the SRC student profile for the past four years.

Chart 1: SRC Student Profile

	2002-2003 N = 1,431	2003-2004 N = 1,451	2004-2005 N = 1,447	2005-2006 N = 1,479
Gender				
Male	41%	58%	57%	56%
Female	59%	42%	42%	44%
Unknown	0%	0%	0%	0%
Ethnicity				
African-American	27%	28%	28%	29%
Asian	7%	6%	7%	7%
Filipino	1%	2%	2%	2%
Hispanic	20%	22%	22%	22%
Native American	1%	1%	1%	1%
Other Non-White	3%	3%	3%	2%
Pacific Islander	0%	0%	1%	0%
White	31%	31%	29%	28%
Unknown	10%	7%	8%	9%
Age Group				
<20	16%	14%	14%	18%
20-24	26%	27%	28%	27%
25-29	11%	12%	12%	12%
30-34	8%	8%	7%	7%
35-39	7%	7%	7%	6%
40-49	14%	13%	13%	14%
50 +	18%	18%	18%	17%
Unknown	0%	0%	0%	0%

The following data is from the Chancellor's Office Website and shows a breakdown of the number of students served by disability category.

Chart 2: SRC Student Profile By Disability Category
El Camino College
Disabled Students Programs & Services (DSPS)

Primary Disability	Headcount 2002-2003	Headcount 2003-2004	Headcount 2004-2005	Headcount 2005-2006
Acquired Brain Injury	77	86	105	90
Developmentally Delayed Learner	140	122	145	134
Hearing Impaired	98	105	91	104
Learning Disabled	482	469	460	410
Mobility Impaired	240	284	277	279
Not Disabled	45,881	38,455	36,357	34,734
Other Disability	216	159	143	258
Psychological Disability	129	137	148	126
Speech/Language Impaired	7	11	13	14

Visually Impaired	42	46	47	43
Total Disabled	**1,431**	**1,419**	**1,429**	**1,458**
Grand Total	47,312	39,874	37,786	36, 192

B. Status of Previous Recommendations

The 2001 Program Review identified that there was one full-time counselor, three part-time counselors, and two part-time career counselors. The team "suggested that the college consider hiring at least one full-time counselor".

The November 2003 Trends and Projections Form states that "By 2005, to maintain a counselor/student ratio of 1/500, there will need to be three FTE counselors. There is a need to have 40 hours of counseling services each week. An additional four PT (2.0 FTE) counselors will be needed to provide counseling, drop-in and orientations during peak periods such as registration…. By 2010, there will be an increase in students with disabilities to 3,300. To maintain a counselor/student ration of 1/500, there will need to be six FTE counselors. An additional six PT counselors….."

C. Continuing Recommendations

Since the 2001 Program Review, one full- time counselor has been hired. However, the SRC has a need for part-time counseling hours in the areas of both general and career counseling. Also within the next 3-5 years, we anticipate the population of SRC students enrolling in distance education classes to 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 distance learning.

II. Program Data

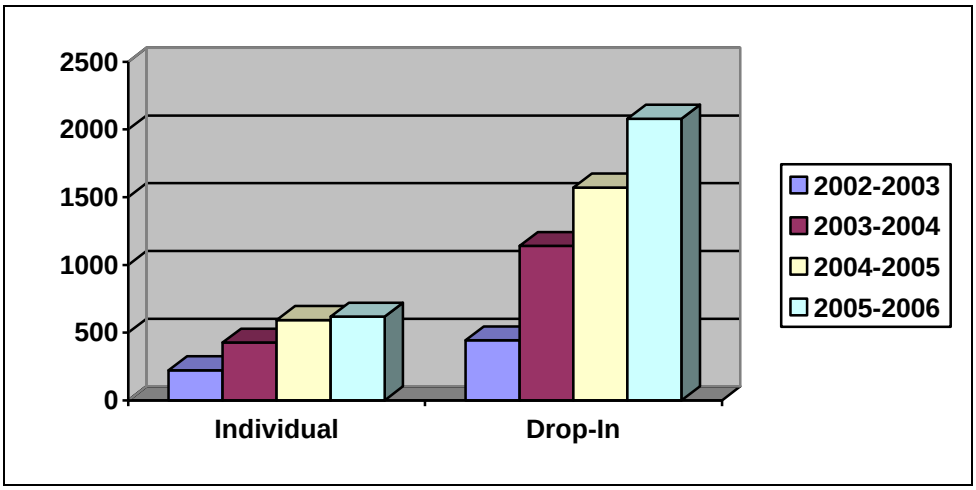
A. Student/Client Satisfaction

Not applicable at this time. We are still in the process of defining and collecting assessment information.

B. Student/Client Outcome Data

SRC students are encouraged to meet with their academic counselor at least once a semester if not more. Topics addressed by SRC counselors include disability management, academic counseling, identification and referral to campus and community resources and limited career and personal issues. Reasonable accommodations are also identified and routinely provided during counseling meetings. Chart 3 shows contact data for the full-time SRC counselors from 2002-2006.

Chart 3: SRC Counselor Student Contact
SRC Counseling
Total Number of Students

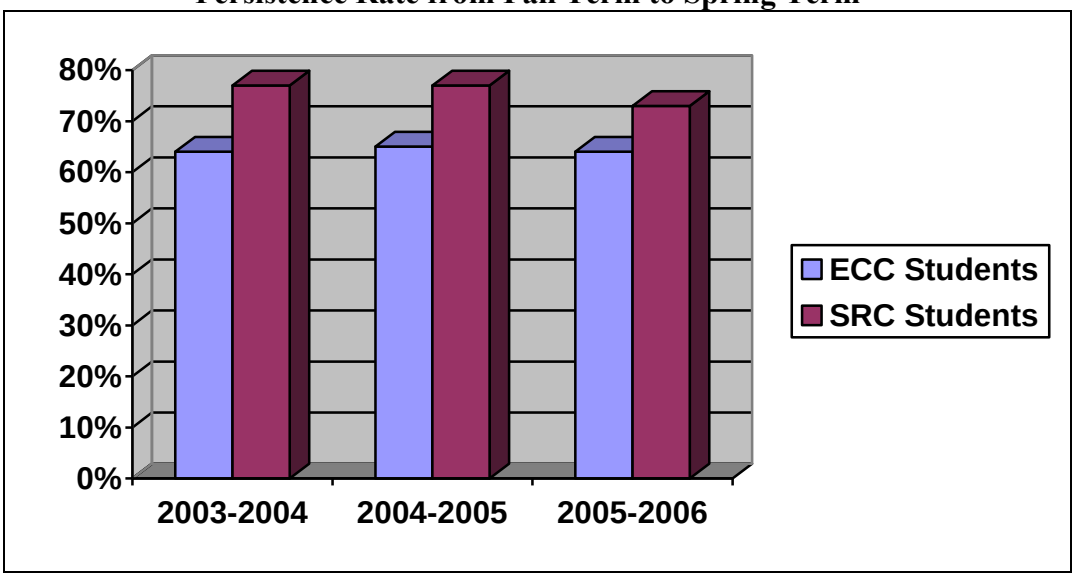


*Note: As of the 2004-2005 academic year, the data is reflective of 2 full-time counselors on staff.

Student Outcome Data

The persistence rate for SRC students is consistently higher when compared to ECC students as a whole as demonstrated in Chart 4. Within this 3 year span, the persistence rates of ECC students compared to SRC students was as follows: 64% ECC/77%SRC (2003-2004), 65% ECC/77%SRC (2004-2005), and 64% ECC/73%SRC (2005-2006). However, there is always room for improvement of SRC student persistence rates.

Chart 4: Persistence – Students returning to El Camino College from Fall term to Spring term



C. Campus/ Community Collaboration

Chart 5 – Essential Departments and Strengthening Partnerships

Campus Departments	Strengthening Partnership
Academic Departments – Humanities, Behavioral and Social Sciences, Business, Health Science and Athletics, Industry and Technology, Natural Sciences, Mathematics, and Fine Arts	Counselors can provide disability awareness to faculty through distribution of the SRC faculty handbook and in-services for faculty and staff.
SSTARS	SRC can work toward being a strong presence with the SSTARS effort by being proactive in collaborations with SSTARS programs.
Outreach and School Relations	Collaborate with outreach efforts so that high school students with disabilities can also obtain information from ECC.
Financial Aid	Provide financial aid workshops at the SRC so that students can be assisted with the application process.
Counseling	Provide assistance and support so that SRC students can become integrated with the campus community.
Student Health Center	Provide assistance and support so that SRC students can become aware of additional counseling support on campus.
EOP&S	Provide assistance and support so that SRC students can become aware of additional tutoring and financial aid support on campus.
Learning Resource Center	Provide assistance and support so that staff can be better aware of strategies for tutoring individuals with learning differences to meet the tutoring needs of SRC students.
Future Disabled Leaders Association (FDLA)	Collaborate with students to develop joint activities with the SRC and promote disability awareness on campus.
Adult Re-Entry Program	Provide assistance and support so that students can become integrated with the campus community.
Career Center	Provide assistance and support so that SRC students can be counseled in relation to their disability needs.
Department of Rehabilitation (DR)	Establish a regular schedule for DR counselors to have a physical presence in the SRC for greater access to students.
Regional Center	Ensure that students can receive additional

	individualized support not provided by SRC.
Greater Los Angeles Agency on Deafness (GLAD)	Increase staff and student awareness of community supports and advocacy for persons who are Deaf/Hard of Hearing.
Interpreting Agencies	Continue to maintain working relationships and current contracts to meet student need for interpreting.
Westside Center for Independent Living	Request workshops for student awareness of programs and support available
Disability Rights Legal Center	Request workshops for student awareness of programs and support available
Community Colleges	Advocate more proactively so that students with disabilities can receive consistent accommodations and support.

Program Data Recommendations:
1. Increase in counseling faculty.
2. Increase in SRC student population.

III. Program Requirements
Program Support

Chart 6 – Essential Departments and Strengthening Partnerships

Campus Departments	Strengthening Partnership
Academic Departments – Humanities, Behavioral and Social Sciences, Business, Health Science and Athletics, Industry and Technology, Natural Sciences, Mathematics, and Fine Arts	Counselors can provide disability awareness to faculty through distribution of the SRC faculty handbook and in-services for faculty and staff.
SSTARS	SRC can work towards being a strong presence with the SSTARS effort by being proactive in collaborations with SSTARS programs.
Outreach and School Relations	Collaborate with outreach efforts so that high school student with disabilities can also obtain information from ECC.
Financial Aid	Provide financial aid workshops at the SRC so that students can be assisted with the application processes.
Counseling	Provide assistance and support to so that SRC students can become integrated with the campus community.
Student Health Center	Provide assistance and support so that SRC students can become aware of additional counseling support on campus.

EOP&S	Provide assistance and support so that SRC students can become aware of additional tutoring and financial aid support on campus.
Learning Resource Center	Provide assistance and support so that staff can be better aware of strategies for tutoring individuals with learning differences to meet the tutoring needs of SRC students.
Future Disabled Leaders Association	Collaborate with students to develop joint activities with the SRC and promote disability awareness on campus.
Adult Re-Entry Program	Provide assistance and support to so that students can become integrated with campus community.
Career Center	Provide in-services so that career counselors can address disability-related issues in the workplace.

A. Facilities and Equipment

The facilities for SRC are located in the southwest 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. 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.
3. Need three chairs, a desk, telephone, and a computer and printer.
4. Centralize all SRC services in one location.

C. Staffing

The counseling staff is inadequate to 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 part-time counseling hours in the areas of general, career, and outreach counseling. Also, within the next 3-5 years, we anticipate the population of SRC students enrolling in distance education classes to 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.

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.

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.

- Increase the number of part-time and full-time counselors for SRC.

D. Planning

As more students with disabilities are enrolling in college, the types of disability categories served are becoming more diversified. Specifically, according to an article by Craig J. Newschaffer, PhD, Matthew D. Falb, MHS and James G. Gurney, PhD[‡], "autism prevalence has been increasing with time. " With this prevalence of autism, the prevalence of students with autism in the college environment is also becoming more evident. Hence, DSPS counselors will need to be prepared to address the growing concerns and needs of this student population.

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.

In addition, we expect more veterans 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.

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.

At this time, we have the necessary resources to obtain the appropriate data.

Counselors are kept abreast of program planning through monthly meetings and collaboration with specialists and service providers in the SRC Office and in departments on campus.

All SRC staff and faculty including SRC counselors, take an active role in the program review process for the SRC which defines program plans and goals. SRC counselors initiated and are predominantly responsible for drafting the program review and plans related to SRC counseling. 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.

Critical to students advocating for educational services is their awareness of available services, disability management practices, prescriptive planning and a self-awareness of their limitations and mitigating factors. Activities to achieve these outcomes include orientation, a student handbook, various trainings, and utilization of our program's services and courses. Orientation consists of three workshops which detail institutional Matriculation (admissions, registration, financial aid, standards of satisfactory progress, assessment testing, and placement), SRC staff and their roles, potential services and accommodations, the process for requesting support services, available equipment, training and basic skill development. Students receive a copy of the student handbook which includes the grievance procedure. SRC counselors are responsible for establishing the orientation schedule, facilitating these workshops, and updating the content. Additionally, there is ongoing training and assistive technology support, workshops with our campus partners and community agencies on work incentives, social security, orientation and mobility, and other topics to assist students to develop their skills. Students garner this support in small group meetings, educational offerings, and individual appointments with counselors, disability specialists and service advisors.

E. Program Requirement Recommendations

1. Increase in counseling faculty.
2. Provide adequate office space for SRC counseling staff.
3. Centralize all SRC services in one location.

IV. Recommendations

Chart 7: Recommendations

Recommendations	Cost	Strategies for Achievement
1. Increase counseling faculty-to meet demands of current and increasing SRC student population	$50,000 - 2 part-time counselors $75,000 - 1 full-time counselor	Collaborate with counseling and other departments to promote disability awareness.
2. Office space for part-time counseling faculty.	Not applicable unless specific accommodations are necessary	Temporarily renegotiate office space. Planning office move for long term.
3. Increase SRC student population.	Cost of adding additional counseling staff. See item 1.	Promote disability awareness on campus and throughout the community.
4. Continued professional development related to academic and disability related topics.	$1,000/year plus cost of part time counseling for coverage	Identify upcoming workshops or events related to topics of interest, request funds for conference participation and release time

T. TEP Counseling

I. Overview

A. Program Profile

The Teacher Education Program's primary objective is to provide a wide range of support services to students (most especially developmental Latino students) who wish to complete their lower division general education and major requirements prior to transferring to a four-year institution wherein they will complete their bachelor's degrees and teaching and/or specialist credentials. Support services include general and interventionist counseling, comprehensive orientations, mentors, linked courses, Supplemental Instruction, education courses, specially trained faculty, fieldwork, numerous professional development opportunities, a fully-stocked Teacher Resource Room, an informative newsletter, an active Teachers' Club, and test preparation workshops and software.

Funding

Since 1999, this program has been funded by Title V Hispanic Serving Institution grant moneys. Under the current grant, the college receives $415,000 per year to run the program. To date, no other funding sources have been used to cover program expenditures.

Student Profile

The program is comprised of the following students:

Goal*	**Number**	**Gender***	**Number**	Ethnicity*	**Number**
AA only	81	Female	455	African American	63
Elementary	188	Male	51	American Indian	1
Secondary	68	Unknown	54	Asian	32
Special Education	10			Hispanic	192
Preschool	31			White	54
Other	7			Pacific Islander/Hawaiian	6
Unknown	175			Unknown	212

*If reported

B. Status of Previous Recommendations

Not applicable. This is the Teacher Education Program's first program review.

C. Continuing Recommendations

Not applicable.

II. Program Data

A. Student/Client Satisfaction

During the first grant period (1999-2004), no student surveys were administered to assess the students' satisfaction with the services provided by the program.

During the second grant period (2004-2009), student satisfaction surveys were administered in

Spring 2007, so they will be included in the next program review cycle.

During the second grant period (2004-2009), external evaluators have been employed by the program to conduct periodic audits and, at these times, the program was given outstanding ratings with minimal suggestions for improvements. Copies of these reports may be obtained from the Grant Manager.

The only other evaluative tool used was for the program's test preparation workshops. Students were asked to rate the effectiveness of each workshop, and the results indicated a near 100% satisfaction rate. Copies of these evaluations can be obtained from the grant's Activity Director/counselor.

B. Student/ Client Outcome Data

Student Contact Data

The program employed a full-time counselor beginning in July 2002 and some time later began requiring that students meet with this counselor at least once a semester due to the changing nature of credential requirements. Students receive education plans, assistance with financial aid, and specific strategies, including referrals, to enhance their success. Students are also required to attend a comprehensive new student orientation which covers program requirements, campus-wide support services, and credential requirements, and they must receive additional student support if their GPA is below a 2.5. The program counselor also holds drop in hours on a weekly basis for students who have quick questions.

During the 2005-2006 academic year, the program also employed an additional Student Support Counselor and a Student Support Specialist. Contact data for all is included in the chart below:

Year	Full-time Counselor	Student Support Counselor	Student Support Specialist
2002	472 (beginning7/02)	N/A	N/A
2003	1566	N/A	N/A
2004	1389	N/A	N/A
2005	1362	51	N/A
2006	758 (as of 9/06)	N/A	9

Student Outcome Data

Because no assessment instruments were administered to TEP students until Spring 2007, it is impossible to assess whether or not counseling and other support services enhanced the success of the students in the program.

However, data has been collected which indirectly supports the success of the program by tracking the number of students who moved from Level 1 to Level 2 status. Level 2 status requires a 2.5 GPA and eligibility for transfer level math and English OR the completion of 30 transferable units. The program began collecting this data between 2004 and 2006 with the following results:

Year	Number of Students Upgraded to Level 2
2004-2005	47
2005-2006	52

C. Campus/ Community Collaboration

With regard to campus-wide collaboration, the Teacher Education Program is a member of SSTARS and as such, refers students to these programs as needed and participates in campus-wide program activities on a regular basis. To date, TEP has helped to foster this campus-wide collaboration by:

- Offering linked courses via FYE
- Funding Supplemental Instruction
- Participating in the Transfer Conference
- Sponsoring faculty development workshops and trainings
- Soliciting mentors
- Participating in High School Senior Day
- Participating in SSTARS fundraisers
- Participating in major and career fairs
- Participating in New Student Welcome Day
- Participating in the Inter-Club Council

With respect to community-based partnerships, the Teacher Education Program has collaborated with California State University, Dominguez Hills during its first grant and is currently partnering with Santa Monica College. The program has also worked closely with a number of local school districts as part of the recruitment/outreach process and to explore the possibility of volunteer and paid positions within the schools.

Other Collaborative Partnerships to be Pursued

As of the writing of this report (October 2007), program personnel have already designed and implemented a number of additional partnerships to strengthen the program, including:

- Close collaboration with the Staff Development Office to institutionalize the program's faculty development component
- The development of an Association of California Community College Teacher Education Programs, of which the El Camino College Teacher Education Program is the originator
- The creation of ten paid classroom aide internships
- The establishment of approximately 30 K-12 school volunteer sites and approximately 12 pre-K volunteer sites
- The development of an online Best Practices Handbook
- The co-purchase of a computerized reading improvement program (Total Reader)

D. Program Data Recommendations

Not applicable. No formal program review data was gathered during this program review cycle.

III. Program Requirements

A. Program Support

The Teacher Education Program's relationship to various departments on campus is detailed below:

Department	Relationship	Ways to Strengthen Partnership
Behavioral Sciences	The program is housed in this division and the counselor advises child development and Liberal Studies majors	None
Humanities	The division has released a full-time faculty member to serve as the program counselor	None
SSTARS	TEP is a member of SSTARS	Assign a staff member to attend meetings in the Activity Director's place
Outreach and School Relations	Minimal contact	TEP needs to work with this office to enhance its visibility in local schools
Financial Aid	Provides two financial aid workshops for teachers each year	None
Counseling	Counselors refer students to program and program counselor attends counselors' meetings, participates in Express Counseling, and acts as the child development and Liberal Studies counselor	No support is provided by the Counseling Division, so no recommendations can be made
Staff Development	TEP co-sponsors faculty development workshops and trainings	None

B. Facilities/Equipment

The Teacher Education Program is housed on the third floor of the Behavioral and Social Sciences Division. While its proximity to the Childhood Education Department is convenient for child development majors, its location is both inconvenient and impractical for K-12 majors, for the general counseling staff, and for the program counselor. The program would have much greater visibility and usage were it housed in the Student Services Center along with other programs such as the HTP, FYE, and EOP & S.

The condition of the facilities themselves could be improved. The elevator often breaks, the ceilings need repaired, the air conditioning is excessive in some areas and grossly inadequate in others, and most of the work stations are ergonomically harmful.

C. Staffing

The staffing of the program has been an ongoing challenge. While a program of this size and scope clearly requires a full-time coordinator, a full-time counselor, and a full-time professional secretary (or a 50/50 counselor/coordinator, an additional 50% counselor, and a full-time secretary), to date, the program has primarily been staffed with student help and by faculty development coordinators with inadequate release time or abilities or by co-coordinators whose other duties diminished the effectiveness of the program.

Thus, the primary recommendation in this area would be to hire adequate staff as described above.

D. Planning

Trends

The major changes and trends that will affect this program in the future are threefold:

a. The grant moneys funding this program will cease as of 9-30-09
b. The projected need for teachers, particularly in the areas of special education and secondary math and science, will continue to increase
c. The number of developmental students will continue to increase.

To respond to these changes and trends, the program staff have developed an institutionalization plan, they continue to actively recruit new program admits, and they continue to strongly emphasize special education and secondary math and science. Program staff also continue to plan faculty development opportunities which emphasize basic skills.

Data Needed to Improve Planning

A Student Satisfaction Survey was created and administered in Spring 2007 and appears to be sufficient for future planning.

Informing Program Personnel of Trends

Program personnel are kept abreast of current trends via monthly meetings, email correspondence, and telephone calls.

Program Personnel and Change Implementation

Program personnel create and implement program plans throughout the year based upon grant goals and objectives.

Relations to SLO's

Not yet developed.

E. Program Requirement Recommendations

- Move the program to the Student Services Center
- Assign a TEP SSTARS representative to attend meetings
- Strengthen relationship with the Office of Outreach and School Relations
- Improve facilities and ergonomics (Estimated budget: $8,000)
- Institutionalize adequate, competent program staff (Estimated budget: $145,000).

IV. Recommendations

One other critical recommendation we would make is to institutionalize this program when the current grant ends in October of 2009. At this point, it is too late to apply for another grant, and the current grant does mandate institutionalization. Most importantly, we would suggest a 50-100% coordinator, a 100% counselor, and a 100% program secretary. Alternatively, it would be possible to utilize a 100% coordinator/counselor, an additional 50% counselor, and a full-time secretary.

U. Transfer Center Counseling Services

I. Overview

A. Program Profile

Objectives

The main objective of the Transfer Center is to provide 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.
- Demystifying the myths that discourage them from considering certain universities.
- Assisting them in making good decisions in choosing a university.
- Developing an educational plan that will prepare them to meet admissions requirements and meet the major preparation required for their university of choice.
- Helping them become competitive applicants.
- 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.

Services, activities, and events offered by the Transfer Center include:
University fairs, university tours, transfer basics workshops, transfer strategies workshops, university representative visits on our 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 Guarantees (TAG), individual counseling appointments, and advising help.

Funding

The main sources of funding for the Transfer Center are from the District and from Auxiliary Services. The Transfer Center has also received some funding support from EOP&S and from grants through the ECC Foundation.

Students Served

Services and activities are available to all students on campus. The students that are served by the Transfer Center are students who intend to transfer. But, we also try to reach out to students who have thought about transfer but are unsure about it and students who have not thought about the possibility of transfer to the university. Through classroom presentations, we can show students how transfer can be an option for them.

B. Status of Previous Recommendations

A Program Review was conducted on the Career and Transfer Center in 2000. There were no recommendations made because in the Service Satisfaction areas, all areas scored 81% and above, which was above the standard of 75%.

Since then, there have been many previous recommendations regarding transfer counseling services. One area is the growing interest in transfer to universities amongst students and thus a growing need for more transfer counseling. Transferring to a university is the number one

educational goal of students at El Camino College. According to the Fall 2006 Student Profile, 42% of our students indicated transfer as their educational goal. This percentage increased to 55% after matriculation. In order to meet the needs of this population of students, the Transfer Center is currently operating at a high level, offering more than 300 activities and services annually. In order to continue serving this demand, offering services at this level, and expanding services, increased staffing and resources are a necessity.

The second area is the increasingly complex nature of transfer admissions--thus the need for accurate, up-to-date information and training of counselors.

The Transfer Center addressed these concerns by creating and implementing a number of recommendations, including the following:

- Obtain a full-time dedicated Transfer Counselor position for the Transfer Center and Honors Transfer Program
  - A full-time tenure-track Transfer/Honors Transfer Program Counselor was voted on by the counseling body as one of the positions to send forward to the faculty hiring committee and the position made it to the top fifteen faculty positions to fill for the college in 2005-2006. However the position was frozen for that year. It was #11 on the faculty hiring prioritization list for 2006-2007 and again was not filled.
  - The Transfer Counselor position was voted on by the counseling body again to be recommended to the faculty hiring committee for 2007-2008.
  - Two adjunct counselors are currently assigned to the Honors Transfer Program and Transfer Center.
- More transfer training of counselors
  - In-service training sessions for full-time and part-time counselors was provided on topics such as: Advanced Placement exams and credit, transcript evaluation, pass along certification policies, transfer admission guarantee programs, and transfer information resources.
  - Counselors also received resource information binders from the "Ensuring Transfer Success" Counselor Institutes sponsored by the University of California and the California Community Colleges Chancellor's Office; the UC "Quick Reference for Counselors" booklet; and the "CSU Campus Specific Admissions Practices" information.
  - E-mail updates from universities are sent to counselors on a consistent basis as well as counselor conference opportunities sponsored by individual universities and university system wide offices.
- Maintain transfer services and activities and expand whenever possible
  - The Transfer Center has maintained services such as university tours; university representative visits; transfer workshops; presentations to classes and student clubs; university fairs; transfer admission guarantees; and admit receptions.
  - Expanded services have included: UC and CSU strategies workshops; the annual Transfer Conference, which draws close to 300 students each year; University Days on campus (UCLA Day, CSULB Day, CSUDH Day, and new this year will be CSULA Day); Financing Your University Education workshops; How to Use ASSIST workshops; How to Write a Personal Statement workshops; and the new Transfer Alliance Project with UC Berkeley funded through the Jack Kent Cooke Foundation.
- Increase promotion of the Transfer Center and its services and activities

- The Transfer Center publishes a monthly calendar of events as well as a "Transfer Guide" each semester.
- The Transfer Center maintains seven bulletin boards across campus to advertise our events and announcements from universities.

C. Continuing Recommendations

In order to accomplish the above, the continuing recommendations are:

- To increase staffing in the Transfer Center
  - Obtain a full-time dedicated Transfer Counselor position for the Transfer Center and Honors Transfer Program
  - Recover positions lost in 2002 due to the budget cuts: a full-time permanent Student Services Technician; a full-time permanent Secretary shared with the Honors Transfer Program; and a full-time permanent Events Specialist. Since then, the Transfer Center also lost a full-time permanent Student Services Advisor position and a full-time dedicated Clerical Assistant position that it would like to recover.
- To have a dedicated identifiable space for the Transfer Center
  - Currently, the Transfer Center and the Career Center are housed together in one large space. There are many staffing and training issues involved in a shared space situation.
  - It benefits students to have an identifiable stand alone Transfer Center.

II. Program Data

A. Student/Client Satisfaction

In the last Program Review done in 2000, the areas in student/client satisfaction were as follows:

Indicator	Percent Satisfaction	Standard
Service of Satisfaction		75%
Hours of operation	93%	
Response time	93%	
Clarity of procedures	98%	
Staff helpfulness	95%	
Staff knowledge	92%	
Overall quality of service	97%	
University tours	83%	
University Rep. Appointments	81%	
Transfer Workshops	88%	

Because all of the areas scored above the standard of 75%, no recommendations were made. Some of the comments collected from students were for more services, i.e. more university tours, more university representative visits, etc.

B. Student/Client Outcome Data

Student Contact Data

Transfer Center Activities and Services July 2006 - May 2007

Total University Rep Visits	152	Total Students	881
Total Workshops	95	Total Students	1470

Total Tours	19	Total Students	303
Total Presentations	38	Total Students	924
Transfer Conference	1	Total Students	270
Total Fairs	6		*
University Days	4		*
Counselor/Advisor Contacts		Total Students	959
Drop-in		Total Students	**
TOTAL 2006 - 2007	316		4807+

Transfer Center Activities and Services July 2005 – June 2006

Total University Rep Visits	182	Total Students	1178
Total Workshops	68	Total Students	1159
Total Tours	15	Total Students	255
Total Presentations	21	Total Students	435
Transfer Conference	1	Total Students	308
Total Fairs	7		*
University Days	3		*
Counselor/Advisor Contacts		Total Students	365^
Drop-in		Total Students	128
TOTAL 2005 – 2006	299		3963+

*It is difficult to capture the number of students who attended the fairs and university days.
**The exact number of students that drop in to the Center is difficult to capture.
^This number does not fully reflect the number of students that received transfer counseling. SARS was not set up for the counselors in the Transfer Center for the full year.

Because no recent assessment instrument was administered, it is impossible to assess whether or not counseling and other services enhanced the success of the students who utilized the services of the Transfer Center. Also, the tracking of students and their use of the Transfer Center and Transfer Center services is not accurate. An improved method of tracking students is needed.

C. Campus/Community Collaboration

Many of the Transfer Center events and activities are a collaborative effort with other on-campus programs and off-campus institutions. The Transfer Conference is a collaborative event with First Year Experience, Puente, Project Success, TEP, MESA, EOP&S, the bookstore, the ECC Foundation, the Financial Aid Office, and representatives from the UC, CSU, and independent colleges and universities. The collaborative effort is the reason the conference has drawn 270-310 students each year. Some university tours have been done in collaboration with EOP&S, Puente, and Project Success. Specific major panels have been organized in collaboration with TEP, MESA, Sociology faculty and the Sociology Club, fine arts counselors and faculty, architecture faculty and the Architecture Club, nursing counselors, faculty, and the Nursing Student Organization. The core of the panels is the participation from various universities. University Days are collaborative events sponsored by the universities: UCLA, CSU Long

Beach, CSU Dominguez Hills, and CSU Los Angeles. The ability of students to meet with university representatives is dependent on the frequency of the visits the representatives make to our campus. It is this collaborative effort with programs and faculty that make these events successful in many ways: drawing student attendance, making the event productive for the university representatives, and providing events and activities that are beneficial for the students. A recommendation would be to look at expanding collaborative efforts with other programs and more faculty.

D. Program Data Recommendations

1. An improved method of tracking students' use of the Transfer Center and of Transfer Center services is needed.
2. Explore expanding collaborative efforts with other programs and more faculty.

III. Program Requirements

A. Program Support

Department/Program	Relationship	Ways to Strengthen Partnership
First Year Experience	FYE is a strong collaborative partner in promoting the events and services of the Transfer Center. Many transfer presentations by our staff and university representatives are scheduled in FYE classes.	None
EOP&S	EOP&S is a strong collaborative partner in promoting the events and services of the Transfer Center. There is an EOP&S liaison on the Transfer Center Advisory Committee.	None
Academic Divisions	We depend on faculty to promote transfer activities in various ways, bring classes to workshops, and allow us time in their classes to make presentations to spread the word about transfer.	The partnership with more faculty and academic divisions can be strengthened through more communication. We do not have enough staff to do this.
Honors Transfer Program	The HTP informs students of workshops, university tours, and counseling services.	None
Counseling Division	The Counseling Division provides assistance with program planning, staffing requests, budget augmentation requests, philosophical support of transfer and District budgetary support of the Transfer Center.	The commitment to support transfer as a goal from all of the counselors and the division as a whole can be strengthened through discussion of our goals.

B. Facilities and Equipment

Facilities

Our current space is a shared Career and Transfer Center. The shared space of two programs can create problems with having staff that are not fully knowledgeable of both programs and a space that houses information that is not directly related to universities and transfer. The space is also a big open space that is not readily identifiable. There is one office dedicated to university representatives and also used as storage space.

Equipment

There are currently 14 computers and two printers in the center, 5 round tables for students to sit at, and bookshelves and file cabinets to house materials, all of which are sufficient at the moment.

Recommendations

The Transfer Center should be readily identifiable, promoting an atmosphere focused on transfer to universities, and staffed by "transfer experts". More space for university representatives and more storage space are needed.

C. Staffing

Besides the Transfer Center Coordinator, there is not one other permanent full-time faculty or classified position 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.

Personnel Type	Current Level # of staffing	FTE	In 3-5 years # of staffing	FTE
Faculty Coordinator	1	1	0	0
Full-time Faculty (tenure track) • Counselor/Coordinator • Transfer Counselor	(0) 0 0	(0) 0 0	(2) 1 1	(2) 1 1
Part-time Adjunct Faculty	(2)	(.80)	(1)	(.50)
Full-time Classified • Advisor • Specialist • Events Specialist	(0) 0 0 0	(0) 0 0 0	(3) 1 1 1	(3) 1 1 1
Part-time Classified (Permanent) • Clerical Assistant • Advisor • Secretary (shared with HTP)	(2) .50 .60 0	(1.10)	(1) .50 0 .50	(1) .50 0 .50
Casual Employees • Secretary • Advisor	(2) .50 .40	(.90)	(0) 0 0	(0) 0 0
( ) denotes totals				

The lack of full-time permanent staff assigned solely to the Transfer Center is hurting the program. It hurts the consistency of the work that is required. It is also difficult to manage and leads to a lack of continuity. Staff in the Transfer Center should be "transfer experts". This expectation cannot be met if the staff assigned to the Transfer Center have duties outside of the Transfer Center and do not feel an ownership in the program. The lack of permanent full-time staffing diminishes the effectiveness and the quality of the program.

Prioritization of Staffing Recommendations

1. One full-time tenure-track Transfer Counselor
2. One full-time permanent advisor
3. One full-time permanent secretary shared with the Honors Transfer Program
4. One full-time permanent specialist
5. One full-time permanent events specialist
6. Students workers not dependent on Work Study

D. Planning

Trends

The major changes and trends that will affect this program in the future are:

a. Transfer will remain the number one educational goal of El Camino College students.
b. The coordinator will step away from coordinating and stay with the program as a counselor.

Data Needed

A more sophisticated way of capturing data on the number of students that utilize the services of the Transfer Center, including the Center itself, and why students come into the Transfer Center, is needed for future planning.

Informing Program Personnel of Trends/Implementation of Program Plans

Program personnel are informed of what is happening in the program and future plans via weekly staff meetings, e-mail correspondence, and an annual retreat. Program personnel are also involved in the creation and implementation of plans through the discussions and planning that occur at the planning retreat, which takes place in the summer. The planning for the year takes place at this retreat, including scheduling events and activities, how they are to be implemented, and who will be involved with the creation and implementation of each activity. Follow-up of these plans takes place at the weekly staff meetings.

Relation to SLO's

This has yet to be developed.

E. Program Requirement Recommendations

Recommendation	Cost
• A stand alone Transfer Center that is readily identifiable, promoting an atmosphere focused on transfer to universities, and staffed by "transfer experts".	00.00
• More space for university representatives and more storage space are needed.	00.00
• The commitment to support transfer as a goal from all of the	00.00

counselors and the division as a whole can be strengthened through discussion of our goals	
• The partnership with more faculty and academic divisions can be strengthened through more communication.	00.00
• A more sophisticated way of capturing data on the number of students that utilize the services of the Transfer Center, such as a computer with swipe-card sign-in capability and a drop-down menu with a list of services is an idea.	00.00
• One full-time tenure-track Transfer Counselor	75,010
• One full-time permanent advisor	50,868
• One full-time permanent secretary shared with the Honors Transfer Program	20,382
• One full-time permanent specialist	48,480
• One full-time permanent events specialist	49,776
• Two students workers not dependent on Work Study	12,000
• Benefits	65,326

IV. Recommendations

Recommendation	Cost
• Obtain a full-time dedicated Transfer Counselor position for the Transfer Center and Honors Transfer Program	$95,000
• Conduct more transfer training of counselors	00.00
• Maintain transfer services and activities and expand whenever possible	00.00
• Create a stand alone Transfer Center that is readily identifiable, promoting an atmosphere focused on transfer to universities, and staffed by "transfer experts".	$100,000
• More space for university representatives and more storage space are needed.	00.00
• Increase promotion of the Transfer Center and its services and activities	00.00
• The commitment to support transfer as a goal from all of the counselors and the division as a whole can be strengthened through discussion of our goals.	00.00
• The partnership with more faculty and academic divisions can be strengthened through more communication.	00.00
• Create a more sophisticated way of capturing data on the number of students that utilize the services of the Transfer Center, such as a computer with swipe-card sign-in capability and a drop-down menu with a list of services is an idea.	$60
• Hire one full-time tenure-track transfer counselor	$75,010
• Hire one full-time permanent advisor	$50,868
• Hire one full-time permanent secretary shared with the Honors Transfer Program	$20,382
• Hire one full-time permanent specialist	$48,480
• Hire one full-time permanent events specialist	$49,776
• Hire two students workers not dependent on Work Study	$12,000
• Benefits	$65,326

V. Virtual Counseling

I. Overview

A. Program Profile

The counselors involved in the virtual counseling program conducted the research to design the online counseling format that is currently being used to answer questions regarding academic counseling, transfer and graduation. We serve the general, prospective, transfer, continuing, and new student population

B. Status of Previous Recommendations

- We recommended that the Counseling Division develop an online counseling form that would allow students the opportunity to submit questions regarding transfer, graduation and academic counseling issues via the web.
- Recommendations were submitted to have one counselor coordinate the virtual counseling efforts because it requires a lot of time and effort to make sure that emails are being answered on a timely basis and to ensure the quality of the answers given comply with El Camino College Counseling Standards.

C. Continuing Recommendations

- Develop online counseling form that would allow students to submit questions regarding transfer, graduation, and academic counseling issues.
- Assign one counselor to coordinate efforts.
- Assign three to five counselors to on-line counseling and increase those numbers during peak periods such as registration.

II. Program Data

A. Student/Client Satisfaction

Refer to pages 5 and 6 for Counseling Data from Student Opinion Survey.

B. Student/Client Outcome Data

None

C. Campus/ Community Collaboration

N/A

D. Program Data Recommendations

N/A

III. Program Requirements

A. Program Support

N/A

B. Facilities and Equipment

N/A

C. Staffing

N/A

D. Planning

N/A

E. Program Requirement Recommendations

Recommendations	Strategies	Status
Develop online counseling form	Designed form	Done
Assign one counselor to answer emails of ECC students	Selected a counselor	Done
Assign 3-5 counselors to on-line counseling program	Selected and trained counselors	On-going

IV. Recommendations

1. Hire a full-time on-line counselor to increase on-line services to students.
2. Hire an adjunct for Distance Education to support their on-line counseling needs (See **Appendix C).**

W. WOMEN IN INDUSTRY & TECHNOLOGY COUNSELING

I. Overview

A. Program Profile

The Women in Industry & Technology (WIT) Program is a support program for women who want to go into non-traditional careers. We encourage women to view non-traditional employment from a practical, hands-on interactive stance. This program empowers women for economic success.

Current Program Statistics:

- WIT was first introduced at El Camino College in the Winter of 2004.
- By the end of Spring 2005 (1st semester of the program) we had 32 members.
- By the end of Fall 2005, we had acquired 86 students in the program.
- By Winter 2005, we had 120 students.
- By the end of Spring 2006, we had 152 students in the program.
- Currently we have 219 WIT students in our program.

B. Status of Previous Recommendations

The program did not exist until Winter of 2004.

C. Continuing Recommendations

N/A

II. Program Data

A. Student/Client Satisfaction

N/A

B. Student/Client Outcome Data

N/A

C. Campus/Community Collaboration:

The Women in Industry & Technology Program has participated in the following on-campus programs:

- Welcome Week
- Rush Week
- CPS Mini-Job Fair
- SSTARS Open House
- Watts Times/ CPS – Diversity Job Fair
- Career Expo
- High School Senior Day

D. Program Data Recommendations

The new recommendations for the WIT Program and measurable goals for 2007-2010 are:

- The WIT program would like to continue its growth of 5 to 10% each semester. The

strategies for achieving this goal would be to increase recruitment efforts in the feeder high schools, increase classroom presentations to Human Development 8 classes, conduct New Student Orientations, and add the needed counseling component for our population. Currently there isn't a designated WIT counselor providing services to our students due to lack of funding; hopefully, this would change in the future.

- We would like to increase our partnerships in the community for internships and job placement.

III. Program requirements

A. Program Support

N/A

B. Facilities and Equipment:

To be fully functional and accessible to WIT students, the program would need an office for the WIT counselor, so students won't have to go to another location for counseling. Additional equipment needs includes: desk, phone, printer, file cabinet, bookshelf, and computer with Colleague and Laserfiche access.

C. Staffing

N/A

D. Planning

N/A

E. Program Requirement Recommendations

N/A

IV. Recommendations

Goals and Objectives:

<u>Recruitment</u>

- Provide awareness of WIT majors and recruit students into WIT classes:
  - Administration of Justice
  - Air Conditioning & Refrigeration
  - Architecture
  - Auto Collision and Repair/Painting
  - Automotive Technology
  - Computer Aided Design/Drafting
  - Construction Technology
  - Electronics and Computer Hardware Technology
  - Fire & Emergency Technology
  - Machine Tool Technology
  - Manufacturing Technology
  - Welding

<u>Retention</u>

- Provide support services/events for retention and graduation in non-traditional majors

Job Placement

- Develop relationships with employers to enhance internships and job placement in nontraditional career fields.

Program & Services

- We provide a peer support group, professional female guest speakers, and career/technical tours.
- We also provide enrollment services, such as book vouchers, counseling, tutoring, and child care for our members.
- We assist with employment, internships, and apprenticeships.

APPENDIX A

Student Opinion Survey
El Camino College
Spring 2006

SURVEY RESULTS

Irene Graff
Institutional Research
August 15, 2006

Table of Contents

Introduction 2

Sections I and VI – Background Information 3

Sections II & III – Opinion Items 9

Overview 9

Section II – El Camino College Services 9

Section III – El Camino College Environment 13

Section IV – College Impressions 19

Section V – Student Experiences at El Camino College 20

Section VI – Additional Questions 21

How Opinions Have Changed 22

Appendix A – Facsimile of Student Opinion Survey 23

Introduction

An opinion survey was administered to a sample of El Camino College (ECC) students in spring 2006. The purpose of the survey was threefold: 1) to gauge students' opinions to inform future policy decisions, 2) to establish baseline opinions of students about college services, programs and the campus environment with which to compare changes over time, and 3) to comply with accreditation standards. A similar survey was conducted 5 years ago. A student survey will be repeated each spring to promote longitudinal tracking.

The instrument selected was ACT's Survey of Student Opinions, which consists of 6 general topic areas: background information, college services, college environment, college impressions, student experiences at the college and additional questions (12 locally-developed questions were added). National norms are available for the first 5 of these categories. The norms are average responses from other 2-year colleges participating in the survey (n=3625). A facsimile of the survey and supplemental questions can be found in Appendix A. Verbatim comments from the survey are found in a previously released document and are not discussed in this report.

The survey was distributed to about 1900 students in randomly selected course sections plus a polling of 1520 students enrolled in all telecourse and online course sections (who received mailed paper and online surveys, respectively). A total of 1666 responses were received: 1571 paper forms from in-class administrations and 95 online/telecourse surveys. The total response rate was 46.5%, with response rates for the two groups at 82.1% for in-class and 6.3% for on-line/telecourse surveys. The margin of error on item responses is ±2.3% (with 95% certainty).

The following report details the results from the 2006 survey along with comparisons with national results (norms) made available by ACT. The report begins with a demographic profile of students surveyed followed by a summary of student opinion results. Item response tallies are found in Appendix B. Appendix C consists of a glossary of statistical and survey terms. Verbatim comments from the survey are available in a separate report.

Acknowledgements

The author would like to thank four groups of people who provided valuable contributions to this survey project:

- The faculty whose sections were selected for the student sample who gave generously of their class time and personal time to administer and promote the survey.
- Professor Susan Bickford and the students of spring 2006 Math 150 (Elementary Probability and Statistics) who participated in the survey process and assisted with the analysis of preliminary results.
- Karen Lam and Araceli Palacios-Broadhead who provided support during the manual survey-mailing process and Mike Wilson who created and administered the online version of the survey and provided additional survey support.
- The students who gave us their thoughtful responses on a lengthy survey.

Sections I and VI – Background Information

This portion of the report summarizes the responses of demographic and other descriptive questions from sections I and VI of the survey. Each table displays the number and percentage of total surveys for each category. Where available, the national comparison group percentage is provided in the last column (CC %).

The El Camino College population tends to be slightly younger, more male and of greater diversity than the national group (I-B, C, D). Over half of ECC students speak another language at home, either exclusively or in combination with English (VI-7). Nearly 25% of students speak Spanish at home. Employment hours during the academic year are similar to the national norm with a slightly larger share (46.2%) of ECC students working over 20 hours per week (I-E). Over 20% work 30 hours or more.

I-B. Age

	n	%	CC's (%)
18 or under	226	13.6	9.3
19	279	16.7	15.3
20	226	13.6	14.8
21	141	8.5	9.4
22	112	6.7	6.8
23 to 25	192	11.5	12.2
26 to 29	131	7.9	8.8
30 to 39	141	8.5	12.2
40 to 61	145	8.7	9.7
62 or over	22	1.3	0.3
Total	1615	96.9	98.8
Blank	51	3.1	1.2

I-D. Sex

	n	%	CC's (%)
Female	886	53.2	59.4
Male	730	43.8	39.6
Total	1616	97.0	39.6
Blank	50	3.0	1.0

I-E. Weekly Work Hours

	n	%	CC %
0 or only occasional	491	29.5	28.9
1 to 10	86	5.2	6.7
11 to 20	238	14.3	16.9
21 to 30	311	18.7	17.9
31 to 40	315	18.9	19.1
Over 40	140	8.4	9.2
Total	1581	94.9	98.7
Blank	85	5.1	1.4

I-C. Ethnicity

	n	%	CC %
African American	240	14.4	2.8
Amer. Indian/ Alask.	13	0.8	4.4
Asian Amer./ Pacific Isl.	309	18.5	1.2
Mexican Amer./ Mexican	281	16.9	11.2
Other Latino	174	10.4	7.2
White	324	19.4	67.1
Other	146	8.8	1.2
Decline to State	100	6.0	3.1
Total	1587	95.3	98.2
Blank	79	4.7	1.7

VI-7. Language Spoken at Home

	n	%
Chinese	35	2.8
English only	628	49.4
English and Spanish	165	13.0
English and another	121	9.5
Japanese	50	3.9
Korean	43	3.4
Spanish	150	11.8
Tagalog	20	1.6
Vietnamese	13	1.0
Other	47	3.7
Total	1272	100.0
Blank	394	

Overall, the parents or guardians of El Camino students had a higher level of educational attainment than the national norm (I-F). About 50% of ECC mothers and fathers had at least some college experience compared with 44.7% mothers and 41.5% of fathers nationally. Conversely, about 40% of ECC parents had no college experience.

El Camino College students were quite different from other community colleges participating in the survey in terms of educational purpose (I-H). While over 28% of other college students were seeking transfer or completion of a 4-year degree or higher, nearly 55% of ECC students had similar goals. Conversely, over 60% of college students were seeking community college-level degrees or certificates compared with 26% of ECC students. About 13% of ECC students indicated they were taking only a few courses or were undecided, compared with 9% of other college students.

Responses to the class level item (I-I., not shown) split into thirds, with one-third indicating they were in their first year of college, a third indicating the second year of college and the remainder selecting other options. The item was omitted since it may not reliably describe the community college population.

I-F. Highest Educational Attainment of Parents/Guardians

	n	%	CC %	ECC-2001	ECC - 2005
Some high school or less	399	23.9	19.7		
HS diploma or equiv.	274	16.4	31.3		
Some college/no degree or certif.	291	17.5	14.0		
Vocational/technical degree or certificate	96	5.8	8.5		
Associate degree	98	5.9	7.9		
Bachelor's degree	235	14.1	9.5		
Master's degree	91	5.5	4.1		
Doctorate or Prof. degree	20	1.2	0.7		
Total	1504	90.3	95.7		
Blank	162	9.7	4.4		

I-H. Purpose for Entering El Camino College

	n	%	CC %
To take a few job-related courses'	58	3.5	2.5
To take a few courses for self-improvement	93	5.6	3.0
To take courses necessary for transfer	759	45.6	20.6
To obtain/maintain certif.	67	4.0	6.0
To complete a voc/tech program	34	2.0	7.3
To obtain an AA/AS	336	20.2	47.1
To obtain a Bachelor's	114	6.8	6.0

To obtain a Master's degree	21	1.3	0.7
To obtain a doctorate or professional degree	21	1.3	0.8
No definite purpose in mind	61	3.7	3.5
Total	1564	93.9	97.5
Blank	102	6.1	2.4

Many fewer El Camino College students are attending college full time compared with the national average (I-I), with about 60% of full-time students compared with 73% nationally. ECC has a larger proportion of international students than other colleges participating in the survey with 6.6% of respondents coming from another country (I-K). Tuition type (I-J) reflects a similar picture.

Most students surveyed came directly from high school when first entering ECC (I-L); this percentage is much smaller for other colleges. Likewise, a much smaller share of students entered ECC after a period of work (20.5%) compared with other colleges (30.8%).

Due to the large number of omitted responses for item I-M (College Residence), percentages were calculated on the total responses vs. total surveys to be more comparable with the national percentages. El Camino College students are much more likely to be living with parents or relatives (58% vs. 41% nationally) and are much less likely to own their own home (about half the national average).

I-I. Enrollment Status

	n	%	CC %
Full-time	995	59.7	73.2
Part-time	641	38.5	25.5
Total	1636	98.2	98.7
Blank	30	1.8	1.3

I-J. Tuition Type

	n	%	CC %
In-state	1290	77.4	87.6
Out-of-state	111	6.7	2.8
Not applicable	145	8.7	6.6
Total	1546	92.8	97.0
Blank	120	7.2	3.1

I-K. Residency Status

	n	%	CC %
In-state	1463	87.8	93.5
Out-of-state	22	1.3	3.3
International	110	6.6	1.5
Total	1595	95.7	98.3
Blank	71	4.3	1.7

I-L. Status Upon Entry to ECC

	n	%	CC %
Direct from HS	833	50.0	40.6
Entered after period of work	342	20.5	30.8
Transfer from 2-year	45	2.7	3.0
Transfer from 4-year	66	4.0	5.9
Entered after grad or prof school	56	3.4	1.3
Entered after military service	17	1.0	1.5
Other	208	12.5	15.1
Total	1567	94.1	98.2
Blank	99	5.9	1.9

I-M. College Residence/Housing

	n	%	CC %
Res Hall	8	0.7	2.2
Frat/Sor House	5	0.5	0.2
College married student housing	11	1.0	0.4
Off-campus room or apartment	214	19.3	20.8
Home of parents or relatives	645	58.1	40.9
Own home	166	15.0	29.6
Other	61	5.5	4.4
Total	1110	100.0	98.5
Blank	556		1.5

Table I-N lists sources of funding by the portion of support for college they represent (major/minor sources, not a source). Comparable percentages from other community colleges are provided below the ECC figures.

Funds to attend ECC came predominantly from parents and employment while at college; educational grants and personal savings were other important sources. At other community colleges, support from parents and jobs were also important but educational grants are the top choice; student loans, scholarships and summer employment were also significant sources at other colleges.

Student-reported GPA was slightly lower than at other colleges; however, this could be due to the larger rate of nonresponse to this item locally.

I-N. Sources of Funding for Education

	Major Source		Minor Source		Not a Source		Total		Blank
El Camino College	n	%	n	%	n	%	n	%	n
Parents/relatives	566	34.0	254	15.2	404	24.2	1224	73.5	442
Educational grants	251	15.1	119	7.1	708	42.5	1078	64.7	588
Scholarships	97	5.8	123	7.4	808	48.5	1028	61.7	638
Student Loans	60	3.6	56	3.4	903	54.2	1019	61.2	647
Other loans	23	1.4	50	3.0	918	55.1	991	59.5	675
Employed while at college	513	30.8	291	17.5	352	21.1	1156	69.4	510
Summer employment	131	7.9	181	10.9	672	40.3	984	59.1	682
Personal savings	308	18.5	333	20.0	477	28.6	1118	67.1	548
Other Community Colleges									
Parents/relatives		21.3		20.1		39.2		19.5	
Educational grants		39.8		11.2		31.3		18.2	
Scholarships		13.6		13.3		47.6		25.5	
Student Loans		19.8		10.7		46.7		22.8	
Other loans		2.5		4.8		64.7		28.0	
Employed while at college		24.6		24.2		29.0		22.2	
Summer employment		13.9		16.2		41.1		28.7	
Personal savings		15.6		20.2		40.2		24.0	

V-B. Cumulative GPA

	n	%	CC's (%)
3.50-4.00	259	15.5	17.5
3.00-3.49	383	23.0	25.9
2.50-2.99	280	16.8	19.6
2.00-2.49	188	11.3	13.2
1.50-1.99	46	2.8	3.7
1.00-1.49	8	0.5	0.6
Below 1.00	2	0.1	0.2
Does not apply	97	5.8	3.6
Total	1263	75.8	84.3

Several background questions were added to the survey; no comparable information is available for other community colleges. Among students' favorite radio stations, the top 3 FM stations, by far, were KROQ, KIIS and KPWR (VI-1). The top 3 AM stations (VI-2) were KNX, KFI and KABC. Regarding communication with the college (VI-3), most students preferred a combination of website and email followed by face-to-face experiences.

Students were also asked about their class start times (VI-4) and instructional modes (VI-5). Nearly half of students were taking classes in the daytime only, with about 30% taking a combination of daytime, evening and online classes. Almost 20% were in evening courses only. The vast majority of students (84%) were taking classes through the traditional method only, but 11% combined different instructional modes. Results from question VI-5 are probably skewed towards traditional classroom students due to the lower response rate from online/telecourse students.

VI-1. Favorite FM Station
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VI-2. Favorite AM Station
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VI-3. Communication Preference
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VI-4. Class Start Times Error! Not a valid link.**Error! Not a valid link.**

VI-5. Course Instructional Mode
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The distribution of college majors and occupational choices are provided below. The top category for both major and occupational choice is Business & Management. The top category for other colleges was Health Sciences & Allied Health.

I-O/P. College Majors and Occupational Choices

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Background questions have two important uses on a survey. First, they provide a profile of the sample completing the survey and the population it represents along with the capability of comparing the local population with peers, as was done above.

In addition, analysis of survey opinion responses could be compared across any given category in the background questions section, provided that a large enough number of students are in each categorical subgroup. For example, opinions from traditional classroom students could be compared with online students. Or evaluation of items could be compared between daytime and evening students to determine if time of day has an impact on satisfaction rates. This further analysis is beyond the scope of this report but will be conducted on selected survey items for a future report.

The next sections explore aggregate opinion responses from El Camino College students.

Sections II & III – College Services & College Environment

Overview

The next two sections provide the mean (or average) results of the Importance and Satisfaction ratings on 21 college services or programs and 43 aspects of college environment, compared with the national means. The response count, mean or average rating and standard deviation are provided for both importance and satisfaction. For definitions of statistical and survey terms, please see the glossary in Appendix C. The scale for all of items is 5 = most important/most satisfied to 1 = least important/least satisfied. A rating of 3 is moderate importance/neutral satisfaction; therefore, ratings above 3 are, on average, important or favorable to ECC students. More detailed response tallies for each item can be found in Appendix B.

The difference between the satisfaction and importance mean scores for each is provided in the column labeled "Sat – Imp." Negative numbers indicate that, on average, students' satisfaction with a program or service was lower than their rating of its importance (only the larger negatives are highlighted in red italics). However, negative numbers do not necessarily indicate low satisfaction; they merely indicate the size of the gap between importance and satisfaction. Positive numbers indicate that the satisfaction level is higher than the level of importance. Finally, the national satisfaction mean is provided along with the difference between the ECC and national means to show how ECC compares with other colleges. Statistically significant differences from the national mean in satisfaction are indicated with one or more stars (*).

A graphical display comparing college ratings of importance and satisfaction follows the table of results. The section ends with a matrix plotting the average rating of both importance and satisfaction for each item follows the chart.

Section II – El Camino College Services

With respect to the 21 College Services (Table IIa below), El Camino College students felt that most programs and services listed were above moderate importance (3.00) with the exception of recreational programs, residence hall programs[1], college social activities, cultural programs, credit-by-examination program and day care services. All but one program or service had a satisfaction level above 3.25. The one exception was parking facilities and services with a mean of 2.89.

Only 5 programs or services showed a satisfaction level lower than the importance ranking (negative numbers in Sat-Imp column). The largest of these were academic counseling services (difference of 0.25) and parking facilities and services (difference of 1.26). It should be noted that although academic counseling services had a negative difference, its satisfaction level is relatively high. The negative difference is due to the very high importance rating this category achieved.

Finally, the last two columns of Table IIa involve a comparison with national means. As a reminder, the "Nat'l Satis." column represents the average satisfaction rating from students at

[1] Two services listed on the survey are not provided at El Camino College (residence hall programs and credit-by-examination). While these programs are not available to rate, the importance rating is useful in gauging interest in such programs; satisfaction ratings may relate to interest, as well. For these reasons and for completeness, they are mentioned in this report.

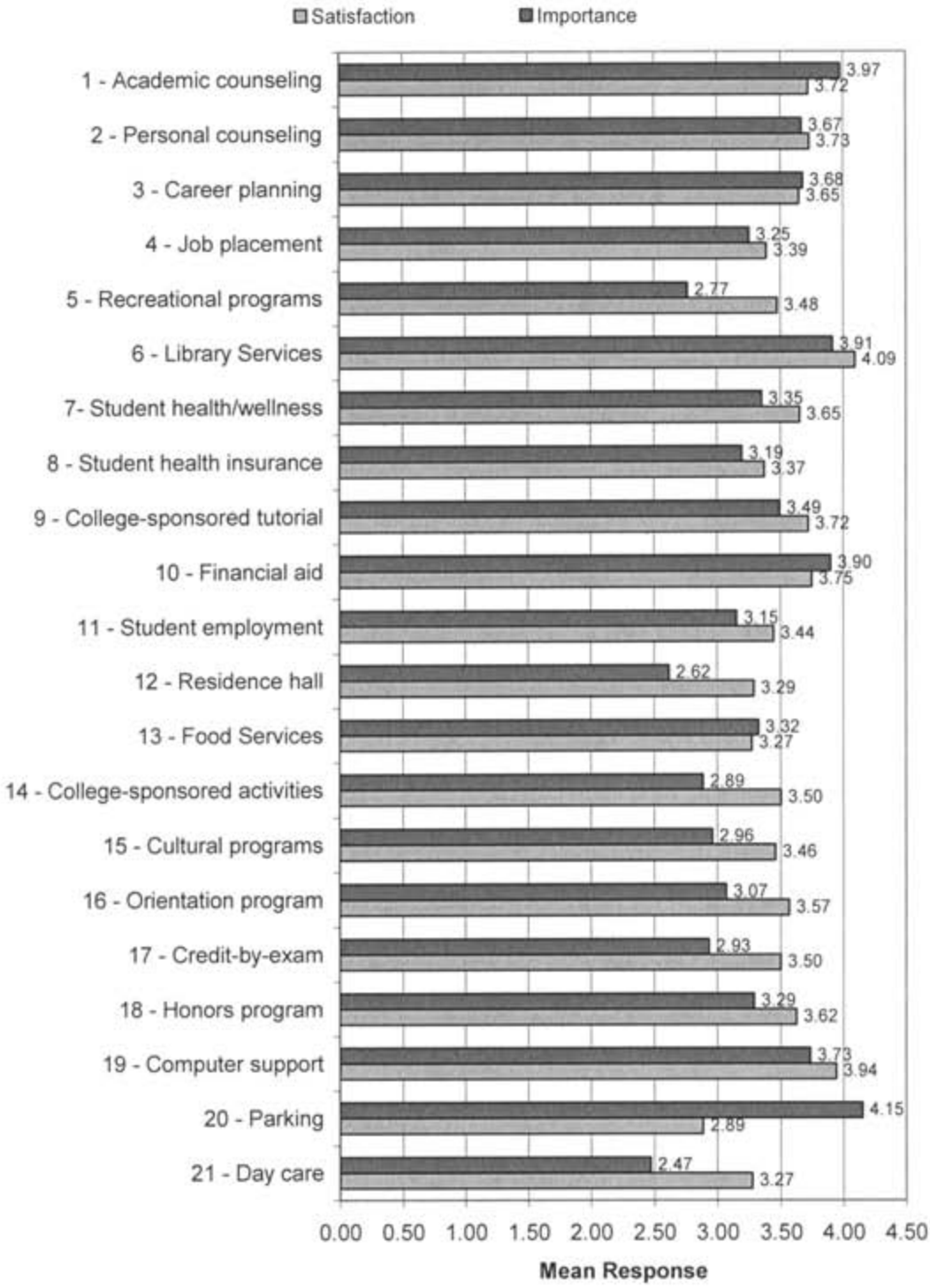
other 2-year colleges taking the Survey of Student Opinions (n=3625). The "ECC – Nat'l" column is the difference between the mean from ECC and the national norm. Differences that are starred as statistically significant are wide enough to conclude that satisfaction of ECC students is different from that of other college students participating in the survey. All non-starred differences indicate that there is no significant difference in satisfaction between El Camino College and other college students; these differences could be due to chance.

IIa. Mean Responses on Importance and Satisfaction – College Services

	College Service or Program	Importance			Satisfaction			Sat - Imp	Nat'l Satis.	ECC - Nat'l
		n	Mean	SD	n	Mean	SD			
1	Academic counseling services	1543	3.97	1.14	1171	3.72	1.00	*-0.25*	3.87	-0.15***
2	Personal counseling services	1486	3.67	1.31	893	3.73	1.05	0.06	3.74	-0.01
3	Career planning services	1452	3.68	1.26	740	3.65	1.01	-0.03	3.71	-0.06
4	Job placement services	1420	3.25	1.40	510	3.39	0.98	0.14	3.47	-0.08
5	Recreational programs/services	1383	2.77	1.29	496	3.48	0.93	0.71	3.53	-0.05
6	Library programs and services	1529	3.91	1.15	1206	4.09	0.87	0.18	4.10	-0.01
7	Student health/wellness services	1421	3.35	1.36	566	3.65	1.01	0.30	3.63	0.02
8	Student health insurance	1396	3.19	1.45	450	3.37	1.03	0.18	3.39	-0.02
9	College tutorial services	1431	3.49	1.34	634	3.72	1.05	0.23	3.81	-0.09*
10	Financial aid services	1450	3.90	1.41	818	3.75	1.17	-0.15	4.05	-0.30***
11	Student employment services	1392	3.15	1.44	454	3.44	1.03	0.29	3.64	-0.20***
12	Residence hall programs	1066	2.62	1.44	288	3.29	0.98	0.67	3.37	-0.08
13	Food services	1472	3.32	1.35	1022	3.27	1.16	-0.05	3.61	-0.34***
14	College social activities	1402	2.89	1.35	540	3.50	0.98	0.62	3.57	-0.07
15	Cultural programs	1397	2.96	1.37	508	3.46	1.01	0.50	3.56	-0.10*
16	College orientation program	1436	3.07	1.37	697	3.57	1.00	0.50	3.77	-0.20***
17	Credit-by-examination program	1341	2.93	1.42	441	3.50	1.00	0.57	3.57	-0.07
18	Honors program	1394	3.29	1.41	479	3.62	1.02	0.34	3.68	-0.06
19	Computer support/services	1473	3.73	1.29	970	3.94	0.97	0.21	3.99	-0.05
20	Parking facilities and services	1534	4.15	1.16	1275	2.89	1.25	*-1.26*	3.13	-0.24***
21	Day care services	1370	2.47	1.53	299	3.27	0.97	0.80	3.35	-0.08

* Difference is statistically significant at the .05 level ($p<.05$). See Appendix C.
** Difference is significant at the .01 level ($p<.01$).
*** Difference is significant at the .001 level ($p<.001$).

IIb. Comparison of Importance and Satisfaction
El Camino College Services



The following table and chart highlight the highest and lowest ranked services by both importance and satisfaction. Item numbers with a higher level of importance but a lower level of satisfaction are in red italics (Parking); those with higher ratings in both importance and satisfaction are in bolded blue. ECC students both valued and were more satisfied with library programs and services, computer support and services, financial aid services and academic counseling.

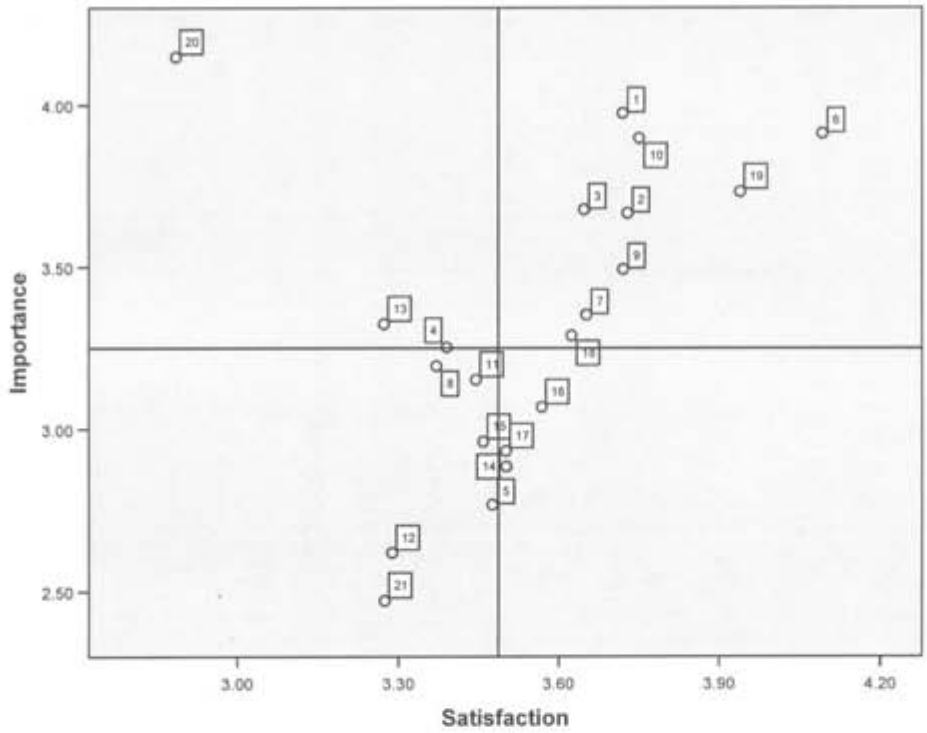
Other services with higher satisfaction include personal counseling services and college tutorial services. In addition to parking, other services with relatively low satisfaction are food services, day care services, student health insurance program and job placement services. With the exception of parking, the lowest ranked services were still all above an average rating of 3.25.

IIc. Highest and Lowest Ranked Services by Importance and Satisfaction

#	Top 5 Most Important	Mean	#	Top 6 Highest Satisfaction	Mean
20	Parking facilities and services	4.15	**6**	Library programs and services	4.09
1	Academic counseling services	3.97	**19**	Computer support and services	3.94
6	Library programs and services	3.91	**10**	Financial aid services	3.75
10	Financial aid services	3.90	2	Personal counseling services	3.73
19	Computer support and services	3.73	**1**	Academic counseling services	3.72
			9	College tutorial services	3.72
	Top 5 Least Important			**Top 5 Lowest Satisfaction**	
21	Day care services	2.47	*20*	Parking facilities and services	2.89
5	Recreational programs	2.77	13	Food services	3.27
14	College social activities	2.89	21	Day care services	3.27
15	Cultural programs	2.96	8	Student health insurance program	3.37
16	Orientation programs	3.07	4	Job placement services	3.39

In the Importance/Satisfaction matrix on the following page (IId), items are plotted by both ratings, with Importance on the y-axis (vertical) and Satisfaction on the x-axis (horizontal). Gridlines were set relative to all mean scores. The upper left quadrant contains services of higher importance and lower satisfaction, indicating areas to possibly direct additional attention or resources. The upper right represents services with both higher importance and higher satisfaction, allowing campus leaders to showcase particular aspects of the campus. Plotted points are accompanied by their associated survey item number.

IId. Importance/Satisfaction Matrix – College Services



Section III – El Camino College Environment

Table IIIa below provides similar information for Section III – College Environment. Seventeen out of the 43 aspects of environment had a considerably larger level of importance than satisfaction level. Again note that many of these still have healthy satisfaction scores. The largest of these gaps was for item #31 Availability of desired courses at desired times.

Compared to the national picture, satisfaction with environmental aspects at ECC was statistically different from other colleges for nearly half of the items. All but two of their mean ratings were lower than the national average. These two positive differences were #6 variety of courses offered and #23 athletic facilities; the latter was one-quarter point on the rating scale higher than at other colleges[2] (bolded blue in the table).

Survey items that were a quarter point or more *lower* than other colleges were #7 Class size relative to course type, #9 Availability of your counselor, #13 Availability of financial aid information before enrolling, #21 Classroom facilities, and #28 Condition of buildings and grounds.

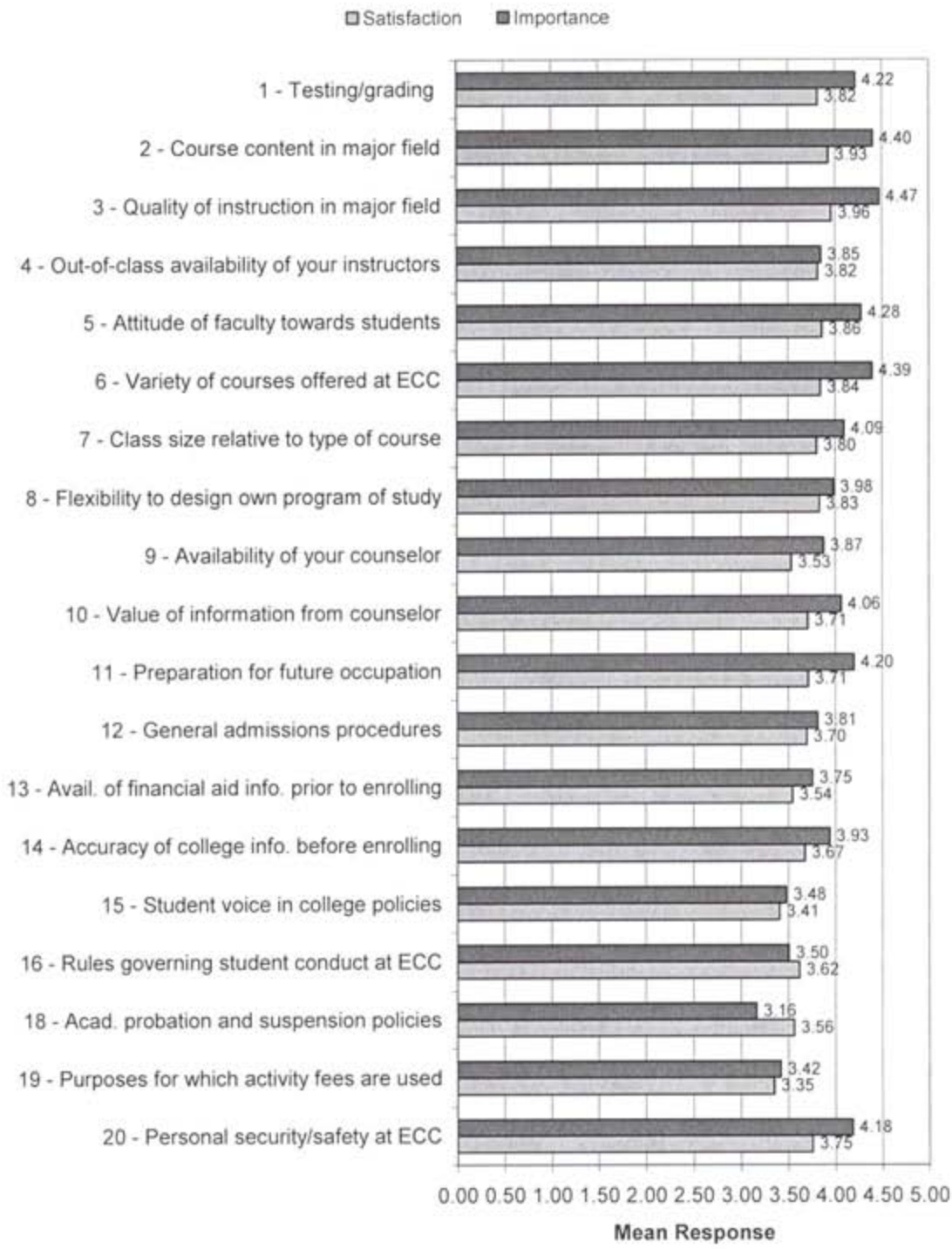
[2] When mean point differences are noted, keep in mind that these mean differences are a central *estimate*. The real opinion average, if the entire student body were surveyed, will lie somewhere in the vicinity of the estimate. Therefore, very small differences, although significant may actually be quite close to zero.

IIIa. Mean Responses on Importance and Satisfaction – College Environment

	Aspects of College Environment	Importance n	Importance Mean	Importance SD	Satisfaction n	Satisfaction Mean	Satisfaction SD	Sat - Imp	Nat'l Mean	ECC - Nat'l
1	Testing/grading system	1341	4.22	0.90	1370	3.82	0.81	*-0.40*	3.97	-0.15***
2	Course content in major field	1323	4.40	0.82	1317	3.93	0.88	*-0.47*	3.96	-0.03
3	Quality of instruction in major	1321	4.47	0.78	1313	3.96	0.89	*-0.51*	3.99	-0.03
4	Out-of-class avail. of instructors	1317	3.85	1.08	1188	3.82	0.90	-0.03	3.94	-0.12***
5	Faculty attitude towards students	1335	4.28	0.89	1389	3.86	0.95	*-0.42*	4.01	-0.15***
6	Variety of courses offered	1342	4.39	0.83	1408	3.84	0.99	*-0.55*	3.76	0.08**
7	Class size relative to course type	1345	4.09	0.99	1423	3.80	0.96	*-0.29*	4.13	-0.33***
8	Flexibility to design own prog.	1318	3.98	1.06	1187	3.83	0.94	-0.15	3.84	-0.01
9	Availability of your counselor	1310	3.87	1.10	1174	3.53	1.03	*-0.34*	3.84	-0.31***
10	Value of info. from counselor	1293	4.06	1.06	1186	3.71	1.02	*-0.35*	3.85	-0.14***
11	Preparation for future occupation	1311	4.20	1.02	1180	3.71	0.95	*-0.49*	3.86	-0.15***
12	General admissions procedures	1325	3.81	1.03	1334	3.70	0.95	-0.11	3.78	-0.08**
13	Avail. of fin'l. aid info. pre-enroll	1268	3.75	1.34	992	3.54	1.13	-0.21	3.79	-0.25***
14	Accuracy of college info. before enrolling	1312	3.93	1.05	1268	3.67	0.98	*-0.26*	3.82	-0.15***
15	Student voice in college policies	1228	3.48	1.29	748	3.41	1.01	-0.07	3.42	-0.01
16	Rules governing student conduct	1244	3.50	1.22	949	3.62	0.94	0.11	3.69	-0.07
17	Residence hall rules/regulations	871	2.81	1.42	431	3.57	0.92	0.76	3.57	0.00
18	Probation/suspension policies	1227	3.16	1.34	684	3.56	0.96	0.40	3.60	-0.04
19	Uses of student activity fees	1238	3.42	1.29	878	3.35	1.00	-0.07	3.46	-0.11**
20	Personal security/safety at ECC	1328	4.18	1.01	1278	3.75	0.99	*-0.43*	3.92	-0.17
21	Classroom facilities	1344	4.06	0.92	1411	3.65	0.93	*-0.41*	3.97	-0.32***
22	Laboratory facilities	1284	3.87	1.13	1088	3.69	0.95	-0.18	3.92	-0.23***
23	Athletic facilities	1223	3.26	1.36	799	3.70	0.93	0.44	3.45	0.25***
24	Study areas	1297	3.96	1.13	1211	3.80	0.99	-0.16	3.86	-0.06*
25	Student union/activities center	1203	3.14	1.34	741	3.53	1.00	0.39	3.73	-0.20*
26	Campus bookstore	1344	4.03	0.97	1391	3.57	1.12	*-0.46*	3.74	-0.17***
27	Availability of student housing	1139	2.64	1.50	424	3.22	1.15	0.58	3.31	-0.09
28	Condition of bldgs. and grounds	1323	3.78	1.05	1327	3.55	0.97	-0.24	3.97	-0.42***
29	Computer labs	1288	3.91	1.17	1185	3.89	0.95	-0.02	3.98	-0.09**
30	General registration procedures	1331	3.89	1.02	1368	3.71	0.97	-0.18	3.81	-0.10***
31	Desired courses at desired times	1344	4.42	0.81	1408	3.35	1.11	*-1.07*	3.44	-0.09
32	Academic calendar for ECC	1317	3.92	1.05	1310	3.83	0.93	-0.10	3.93	-0.10
33	Billing/fee payment procedures	1340	3.89	1.03	1359	3.71	1.01	-0.18	3.76	-0.05
34	Concern for you as an individual	1312	3.93	1.12	1258	3.52	0.96	*-0.41*	3.72	-0.20
35	Availability of computers	1281	3.93	1.18	1158	3.67	1.04	*-0.26*	3.87	-0.20
36	Attitude of staff towards students	1286	3.67	1.18	1175	3.54	1.02	-0.13	3.74	-0.20
37	Racial harmony at ECC	1298	3.88	1.16	1227	3.72	0.97	-0.16	3.97	-0.25
38	Opportunities for student jobs	1212	3.38	1.39	707	3.53	0.99	0.16	3.58	-0.05
39	Opp'ties for personal involv.	1211	3.17	1.35	721	3.60	0.92	0.43	3.64	-0.04
40	Student government	1191	2.91	1.38	589	3.44	0.94	0.54	3.51	-0.07
41	Religious activities and programs	1197	2.71	1.41	564	3.39	0.95	0.68	3.49	-0.10
42	Campus media (newspaper, etc)	1220	3.05	1.35	775	3.58	0.95	0.53	3.53	0.05
43	El Camino College in general	1346	4.16	0.92	1403	3.93	0.87	*-0.24*	4.01	-0.08

* Difference is statistically significant at the .05 level ($p<.05$). See Appendix C.
** Difference is significant at the .01 level ($p<.01$).
*** Difference is significant at the .001 level ($p<.001$).

IIIb-1. Comparison of Importance and Satisfaction Aspects of El Camino College Enviroment (1 of 2)



IIIb-2. Comparison of Importance and Satisfaction Aspects of El Camino College Enviroment (2 of 2)

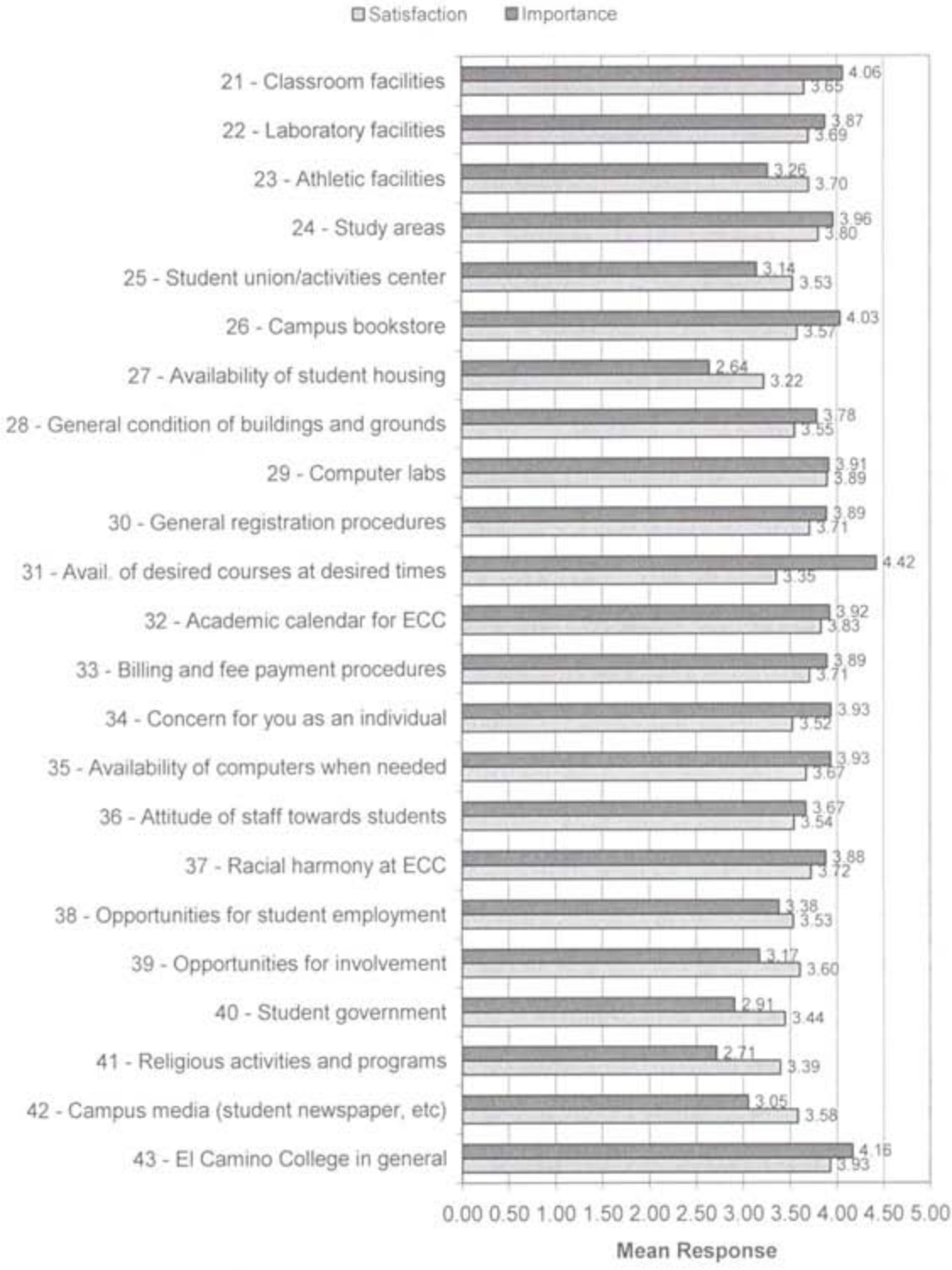


Table IIIc below ranks the highest and lowest aspects of college environment by importance and satisfaction. Again, item numbers with a higher level of importance but a lower level of satisfaction are in red italics; those with higher ratings in both importance and satisfaction are in bolded blue.

ECC students felt that the availability of the courses they want at the times they want to take them (#31) was of very high importance but satisfaction was relatively low. However, 6 items were ranged in the top 10 both in importance and satisfaction: #3 Quality of instruction in your major field, #2 Course content in your major, #6 Variety of courses offered, #5 Attitude of faculty towards students, #1 Testing/grading system, and #43 El Camino College in general.

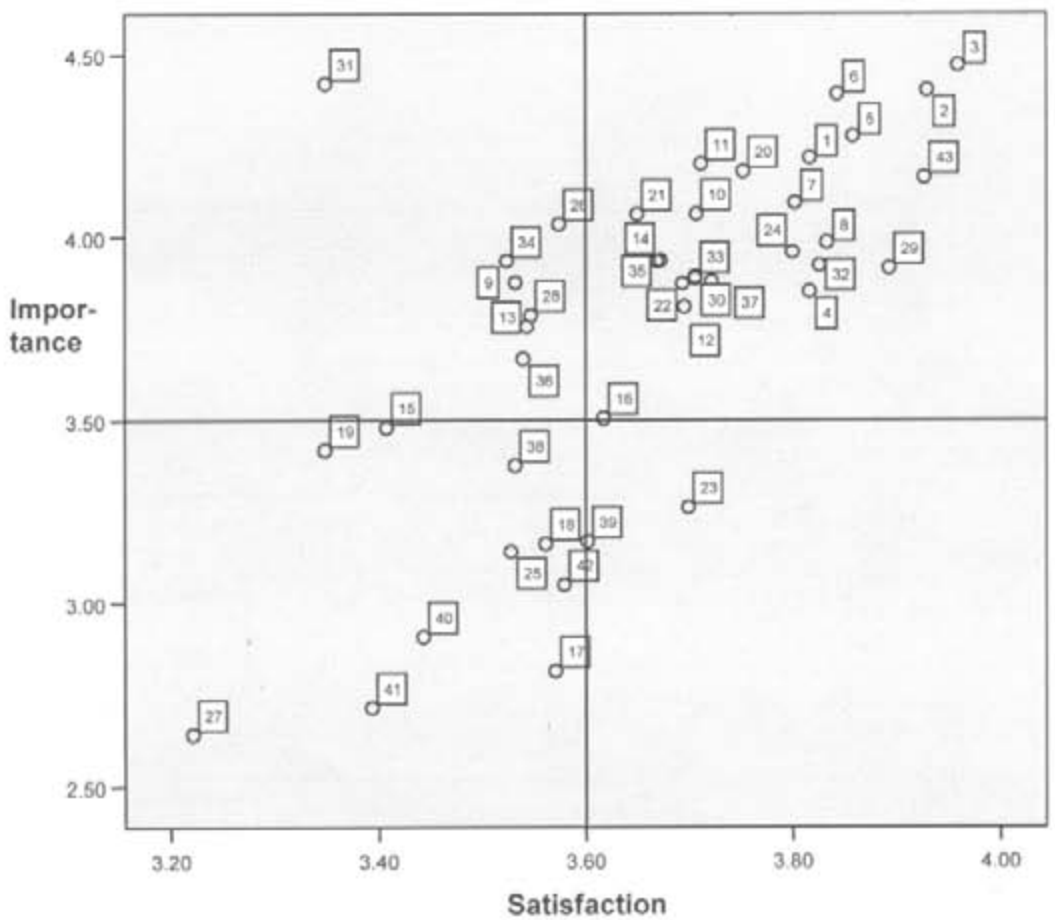
In addition to item #31, other aspects of environment with relatively low satisfaction are: #27 Availability of student housing, #19 Use of student activity fees, #41 religious activities and programs, #15 Student voice in college policies, #40 Student government, #34 Concern for you as an individual, #25 Student activities center, #38 Opportunities for student employment, and #9 Availability of your counselor. Please note that the last 4 items had satisfaction ratings of over 3.5 and the entire bottom 10 had mean ratings above 3.20.

An Importance/Satisfaction matrix was also created for college environment items (IIId, following page). See notes at chart IId for a description of the matrix.

IIIc. Highest and Lowest Ranked Aspects of Environment

	Top 10 Most Important	Mean		Top 10 Highest Satisfaction	Mean
3	Quality of instruction in major field	4.47	**3**	Quality of instruction in major field	3.96
31	Avail. of courses at desired times	4.42	**2**	Course content in major field	3.93
2	Course content in major field	4.40	**43**	El Camino College in general	3.93
6	Variety of courses offered at ECC	4.39	29	Computer labs	3.89
5	Attitude of faculty towards students	4.28	**5**	Attitude of faculty towards students	3.86
1	Testing/grading system	4.22	**6**	Variety of courses offered at ECC	3.84
11	Preparation for future occupation	4.20	8	Flexibility to design own program	3.83
20	Personal security/safety at ECC	4.18	32	Academic calendar for ECC	3.83
43	El Camino College in general	4.16	**1**	Testing/grading system	3.82
7	Class size relative to type of course	4.09	4	Out-of-class avail. of instructors	3.82
	Top 10 LEAST Important			**Top 10 Lowest Satisfaction**	
27	Availability of student housing	2.64	27	Availability of student housing	3.22
41	Religious activities and programs	2.71	19	Use of student activity fees	3.35
40	Student government	2.91	*31*	Avail. of courses at desired times	3.35
42	Campus media (newspaper, etc)	3.05	41	Religious activities and programs	3.39
25	Student union/activities center	3.14	15	Student voice in college policies	3.41
18	Acad. probation/suspension policies	3.16	40	Student government	3.44
39	Opportunities for personal involv.	3.17	34	Concern for you as an individual	3.52
23	Athletic facilities	3.26	25	Student union/activities center	3.53
38	Opp'ties for student employment	3.38	38	Opp'ties for student employment	3.53
19	Use of student activity fees	3.42	9	Availability of your counselor	3.53

IIId. Importance/Satisfaction Matrix – College Environment



Section Summary

With only a few exceptions, El Camino College services and environment rated above average or better in satisfaction and importance. Although mean satisfaction ratings ranged for the most part above 3.2, comparison with national means reveal a number of areas where satisfaction levels are not as high as at other community colleges.

The highest and lowest ratings in importance and satisfaction were listed separately for Sections II & III. If these ratings were combined into one table, the top 3 most important issues to ECC students were quality of instruction in the major, availability of desired courses at desired times and course content in the major. The three items of highest satisfaction were library services, quality of instruction in the major and computer support and services. These combined rankings of ratings will be compared with similar results from the 2000 survey (see *How Opinions Have Changed* later in this report).

Section IV - College Impressions

Section IV captures some general impressions of students about El Camino College. Item A asked students to indicate their level of agreement with 8 statements about ECC. A statistical summary is provided below (IV-A). Responses are tallied in Appendix B. The scale for the eight items is 5 = Strongly Agree to 1 = Strongly Disagree, with 3 being Neutral. Overall, ECC students are, on average, in moderate agreement with the 8 statements. The highest means were for #3 Recommend the college to others and #4 Equal support for women and men at ECC. The lowest means were for #2 ECC equipped me for career changes and #8 ECC welcomes feedback. Mean ratings for all of these items were significantly lower than the national average, with the largest difference found for #7 Proud of accomplishments.

IV-A. Extent of Agreement with Statements about El Camino College

	Extent of agreement with following statements	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
1	ECC helped me meet my goals.	1530	136	3.75	4.00	0.90	3.90	-0.15***
2	My experiences equipped me to deal with career changes.	1515	151	3.58	4.00	0.95	3.72	-0.14***
3	I would recommend ECC to others.	1522	144	4.00	4.00	0.93	4.07	-0.07**
4	ECC is equally supportive of women and men.	1516	150	4.03	4.00	0.89	4.18	-0.15***
5	My experiences at ECC have helped motivate me.	1510	156	3.86	4.00	0.99	3.96	-0.10***
6	ECC is equally supportive of all racial/ethnic groups.	1509	157	3.91	4.00	0.96	4.02	-0.11***
7	I am proud of my accomplishments.	1511	155	3.84	4.00	0.94	4.10	-0.26***
8	ECC welcomes and uses feedback from students.	1499	167	3.54	3.00	0.99	3.69	-0.15***

** Difference is statistically significant at the .01 level ($p<.01$). See Appendix C.
*** Difference is significant at the .001 level ($p<.001$).

Item B asked students to rate El Camino College in terms of choice of college at the time of admission. The scale for this item is 1 = First choice to 4 = Fourth choice or lower. Therefore, unlike other items, a lower mean indicates *more* favorability towards ECC at the time of application. The mean rating from ECC students was slightly above that from students at other colleges, indicating slightly less favorability. As shown in the frequency tables in Appendix B, over 59% of students said that ECC was their first choice, compared with over 63% at other colleges. Another 19% said it was their second choice; nearly 22% of students at other colleges selected this option. The most common response (mode) was 1 (First choice).

IV-B. Rating of ECC at Time of Application

Rating of ECC at time of application	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1523	143	1.57	1.00	0.92	1.48	0.09**

** Difference is statistically significant at the .01 level ($p<.01$). See Appendix C.

In items C and D of Section IV, students were asked whether they would choose ECC again and how they would rate their overall experience at El Camino College. The scale for IV-C is 5 = Definitely yes to 1 = Definitely no, with 3 = Uncertain. The scale for IV-D is 5 = Excellent to 1 = Very inadequate, with 3 being Average.

On average, students would "probably" choose El Camino College again (IV-C). However, the most common response was "definitely yes." These results were slightly lower than the national average.

In terms of Overall Impression (IV-D), ECC students had a good impression of their college, about the same as students at other colleges.

IV-C. If You Could Start College Over, Would You Choose ECC?

If you could start over, would you choose ECC again?	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1538	128	3.89	5.00	1.13	4.03	-0.14***

*** Difference is statistically significant at the .001 level ($p<.001$). See Appendix C.

IV-D. Overall Impression Of Quality Of Education at ECC?

Overall impression of education quality at ECC?	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1532	134	4.06	4.00	0.77	4.10	-0.04*

* Difference is statistically significant at the .05 level ($p<.05$). See Appendix C.

Section V – Experiences at El Camino College

This section asked students how large a contribution their educational experiences made in their growth and preparation in several areas: intellectual, personal and social growth, and preparation for further study and for a career (V-A).

The highest mean ratings were for Intellectual growth and Preparation for further study, while the lowest was for Social growth. These ratings reflect similar results at other colleges. However, contributions to Social growth and Preparation for a career were significantly below the national mean.

V-A. Contribution to Growth and Preparation

ECC contribution to growth and preparation (by type)	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
Intellectual growth	1505	161	3.80	4.00	0.85	3.82	-0.02
Personal growth	1504	162	3.66	4.00	0.96	3.70	-0.04
Social growth	1501	165	3.47	3.00	1.04	3.57	-0.10***
Preparation for further study	1491	175	3.78	4.00	0.92	3.80	-0.02
Preparation for a career	1486	180	3.66	4.00	1.02	3.81	-0.15***

*** Difference is statistically significant at the .001 level ($p<.001$). See Appendix C.

Section VI – Additional Questions Developed at El Camino College

Section VI contains questions developed locally by El Camino College representatives to gain insights into topics not directly covered by other questions on the survey. Some of these were background questions covered in the first portion of this report. The results described here cover opinion questions 6, and 8 through 12 (See Appendix A for a facsimile of the additional questions insert). Since this section has no national norms with which to compare, mean ratings have been tested against a central or neutral response to determine if students are generally more or less in favor of the given topic. The comparison value for item 6 is 2.5; the value for items 8-12 is 3.0. The difference between the mean rating and the neutral value is found in the last column of each table below. Statistically significant differences are starred.

The scale for question 6 (fee for recreational use) was 4 = Very Likely, 3 = Somewhat Likely, 2 = Somewhat Unlikely, 1 = Very Unlikely and 0 = Not applicable (for those who do not currently use recreational facilities). Zero responses were excluded from the statistical calculations below but response tallies are included in Appendix B.

For question 6 (VI-6), the mean likelihood of paying a recreational use fee was not significantly different from the neutral response. However, the most common response was Very Unlikely.

VI-6. Opinion on paying a fee for recreational facilities use each semester

		n	Blank	Mean	Mode	SD	Mean – Neutral
6	Likelihood of paying a $25 rec facilities use fee	969	376	2.43	1.00*	1.14	-0.07

* The calculation of mean, median and mode excludes the Not Applicable category. However, if this category were included, the mode would be 0 (Not applicable). See the frequency table in Appendix B for more detail.

For questions 8 through 12, students were asked to indicate their level of agreement with a series of statements about campus policies, services, conditions and offerings (VI-8-12). The scale for these items is: 5 = Strongly Agree to 1 = Strongly Disagree, with 3 = Neutral. Regarding smoking policies (8 and 9), students were more favorable towards restricting smoking than banning the practice, but both means were well above the neutral level. Satisfaction with police services and with restroom cleanliness also were significantly above neutral, but the rating of police services was considerably higher. Finally, students were clearly in favor of adding more online classes to the schedule at El Camino College.

VI-8.-12. Level of agreement with opinion statements

Level of agree with the following statements:		n	Blank	Mean	Mode	SD	Mean – Neutral
8	Smoking should be restricted	1263	403	3.94	5.00	1.37	0.94***
9	Smoking should be banned	1266	400	3.32	5.00	1.47	0.32***
10	Satisfaction with police services	1264	402	3.61	3.00	1.05	0.61***
11	Satisfaction with restrooms	1268	398	3.10	3.00	1.25	0.10**
12	Desire for more online courses	1237	429	3.67	3.00	1.07	0.67***

** Difference is significant at the .01 level ($p<.01$). See Appendix C.
*** Difference is significant at the .001 level ($p<.001$).

Changes Over Five Years

In 2000, the Noel-Levitz Student Satisfaction Inventory was administered to a similar set of El Camino College students. While the survey instrument and accompanying scale are considerably different from the instrument used in 2006, general comparisons are possible since both surveys asked some comparable questions of students.

The most important issues to ECC students in both 2000 and 2006 are provided below (descending order of importance). Note: some topics do not have corresponding items on the 2006 survey. Starred items were significantly below the national norm with the exception of those marked "positive difference." Similar items that were in the top 10 on both surveys are bolded blue. These are 1) desired classes at desired times, 2) quality of instruction, 3) campus safety and 4) variety of courses.

Most Important Issues in 2000

1. **Availability of desired classes at desired times** **
2. As a result of ECC English classes, students are able to write at the college level
3. **Quality of instruction in most classes** ***
4. **Campus safety and security** ***
5. **Variety of courses at ECC** ** *(positive difference)*
6. As a result of ECC math classes, students have developed college level math skills
7. Ability to register for classes needed with few conflicts ***
8. Experienced intellectual growth
9. Academic advisor is knowledgeable about transfer requirements of other schools **
10. Courses and programs offered meet students' needs

Most Important Issues in 2006

1. **Quality of instruction in major field**
2. **Availability of desired courses at desired times**
3. Course content in major field
4. **Variety of courses offered at ECC** ** *(positive difference)*
5. Attitude of faculty towards students ***
6. Testing/grading ***
7. Preparation for future occupation ***
8. **Personal security/safety at ECC**
9. El Camino College in general
10. Parking ***

As the two lists show, students still resonate with some of the core issues illuminated in 2000, even across different survey instruments. However, all of the items with satisfaction ratings below the national mean in 2000 do not show significant differences in 2006. Although it is difficult to draw strong conclusions about trends using different survey instruments, these results indicate the possibility of positive change in El Camino College student attitudes on these topics.

Appendix A – Survey of Student Opinions Facsimile

SURVEY OF STUDENT OPINIONS

ACT, P.O. Box 168, Iowa City, IA 52243

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then fill in the correct oval. Select only ONE response to each item.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, fill in the appropriate oval. Complete the remaining blocks by marking the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)

B AGE

- 19 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C RACIAL/ETHNIC GROUP

- African-American or Black
- Native American (Indian, Alaskan, Hawaiian)
- Caucasian or White
- Mexican-American, Mexican Origin
- Asian American, Oriental, Pacific Islander
- Puerto Rican, Cuban, Other Latino or Hispanic
- Other
- I prefer not to respond.

D SEX

- Male
- Female

E Indicate the number of hours per week you are currently employed.

- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

F What is the highest educational attainment of each of your parents or guardians?

Mother	Father	
○	○	Some high school or less
○	○	High school diploma or GED
○	○	Some college/no degree or certificate
○	○	Vocational/technical degree or certificate
○	○	Associate degree
○	○	Bachelor's degree
○	○	Master's degree
○	○	Doctorate/professional degree (PhD, MD, EDD, JD)

G Indicate your class level at this college.

- Freshman
- Sophomore
- Junior
- Senior
- Graduate or professional student
- Special student
- Other/unclassified
- Does not apply to this college

H For what purpose did you enter this college? (Select only one.)

- No definite purpose in mind
- To take a few job-related courses
- To take a few courses for self-improvement
- To take courses necessary for transferring to another college
- To obtain or maintain a certification
- To complete a vocational/technical program
- To obtain an Associate degree
- To obtain a Bachelor's degree
- To obtain a Master's degree
- To obtain a Doctorate or a professional degree

I What is your current enrollment status at this college?

- Full-time student
- Part-time student

J What type of tuition do you pay at this college?

- In-state tuition
- Out-of-state tuition
- Does not apply to this college

K What is your residence classification at this college?

- In-state student
- Out-of-state student
- International student (not U.S. citizen)

L Which of the following was true for you at the time you first entered this college?

- Entered directly from high school
- Entered after working for a period of time (excluding summer only work)
- Transferred from a 2-year college
- Transferred from a 4-year college
- Entered after graduate or professional school
- Entered after completing military service
- Other

M Indicate your current college residence.

- College residence hall
- Fraternity or sorority house
- College married student housing
- Off-campus room/apartment
- Home of parents or relatives
- Own home
- Other

N Indicate to what extent each of the following is a source of funding for your postsecondary education?

Major Source of Funds	Minor Source of Funds	Not a Source of Funds	
○	○	○	1. Parents/relatives
○	○	○	2. Educational grants (Pell grants, FSEOG, private grants, etc.)
○	○	○	3. Scholarships (private, federal, college, etc.)
○	○	○	4. Student loans (Perkins loan, federal direct loan, etc.)
○	○	○	5. Other loans (bank loans, etc.)
○	○	○	6. Employment while attending college (including work-study)
○	○	○	7. Summer employment
○	○	○	8. Personal savings

Using the *List of College Majors and Occupational Choices* included with this questionnaire, please select the three-digit codes for your college major and your occupational choice. Write these codes in the boxes at the top of blocks O and P and fill in the appropriate oval in the column below each box. (If you have more than one major, select the one code that best describes your educational program.)

O Indicate your college major.

P Indicate your occupational choice.

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SECTION II—COLLEGE SERVICES

For each service listed below, first indicate its level of importance to you (PART A). If the service is not available or if you have not used it, mark the oval in the first column of PART B and go to the next item. If you have used the service, mark the oval that indicates your satisfaction with it (PART B).

PART A: IMPORTANCE TO YOU						PART B: USE & SATISFACTION						
							I HAVE USED AND AM...					
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE	COLLEGE SERVICE OR PROGRAM	HAVE NOT USED/ NOT AVAILABLE	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
○	○	○	○	○	1. Academic advising services	○	○	○	○	○	○
○	○	○	○	○	2. Personal counseling services	○	○	○	○	○	○
○	○	○	○	○	3. Career planning services	○	○	○	○	○	○
○	○	○	○	○	4. Job placement services	○	○	○	○	○	○
○	○	○	○	○	5. Recreational and intramural programs and services	○	○	○	○	○	○
○	○	○	○	○	6. Library programs and services	○	○	○	○	○	○
○	○	○	○	○	7. Student health/wellness services	○	○	○	○	○	○
○	○	○	○	○	8. Student health insurance program	○	○	○	○	○	○
○	○	○	○	○	9. College-sponsored tutorial services	○	○	○	○	○	○
○	○	○	○	○	10. Financial aid services	○	○	○	○	○	○
○	○	○	○	○	11. Student employment services	○	○	○	○	○	○
○	○	○	○	○	12. Residence hall services and programs	○	○	○	○	○	○
○	○	○	○	○	13. Food services	○	○	○	○	○	○
○	○	○	○	○	14. College-sponsored social activities	○	○	○	○	○	○
○	○	○	○	○	15. Cultural programs	○	○	○	○	○	○
○	○	○	○	○	16. College orientation programs	○	○	○	○	○	○
○	○	○	○	○	17. Credit-by-examination programs (PEP, CLEP, etc.)	○	○	○	○	○	○
○	○	○	○	○	18. Honors programs	○	○	○	○	○	○
○	○	○	○	○	19. Computer support and services	○	○	○	○	○	○
○	○	○	○	○	20. Parking facilities and services	○	○	○	○	○	○
○	○	○	○	○	21. Day care services	○	○	○	○	○	○

SECTION III—COLLEGE ENVIRONMENT

For each aspect of the college environment listed below, first indicate the importance of it to you (PART A). If that aspect does not apply to you because you have no experience with it or because it is not available, mark the first oval in PART B and go to the next item. If you do have experience with or have used that aspect, mark the oval that indicates your satisfaction with it (PART B).

PART A: IMPORTANCE TO YOU						PART B: EXPERIENCE & SATISFACTION					
							I HAVE EXPERIENCE WITH OR HAVE USED AND AM...				
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE	ASPECTS OF COLLEGE ENVIRONMENT	NO EXPERIENCE/ NOT AVAILABLE	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
○	○	○	○	○	1. Testing/grading system	○	○	○	○	○	○
○	○	○	○	○	2. Course content in your major field	○	○	○	○	○	○
○	○	○	○	○	3. Quality of instruction in your major field	○	○	○	○	○	○
○	○	○	○	○	4. Out-of-class availability of your instructors	○	○	○	○	○	○
○	○	○	○	○	5. Attitude of the faculty toward students	○	○	○	○	○	○
○	○	○	○	○	6. Variety of courses offered at this college	○	○	○	○	○	○
○	○	○	○	○	7. Class size relative to the type of course	○	○	○	○	○	○

PAGE 2

SECTION III (Continued)

PART A: IMPORTANCE TO YOU							PART B: EXPERIENCE & SATISFACTION					
								I HAVE EXPERIENCE WITH OR HAVE USED AND AM					
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE	ASPECTS OF COLLEGE ENVIRONMENT	NO EXPERIENCE/ NOT AVAILABLE	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
○	○	○	○	○	8. Flexibility to design your own program of study	○	○	○	○	○	○
○	○	○	○	○	9. Availability of your advisor	○	○	○	○	○	○
○	○	○	○	○	10. Value of the information provided by your advisor	○	○	○	○	○	○
○	○	○	○	○	11. Preparation you are receiving for your future occupation	○	○	○	○	○	○
○	○	○	○	○	12. General admission procedures	○	○	○	○	○	○
○	○	○	○	○	13. Availability of financial aid information prior to enrolling	○	○	○	○	○	○
○	○	○	○	○	14. Accuracy of college information you received before enrolling	○	○	○	○	○	○
○	○	○	○	○	15. Student voice in college policies	○	○	○	○	○	○
○	○	○	○	○	16. Rules governing student conduct at this college	○	○	○	○	○	○
○	○	○	○	○	17. Residence hall rules and regulations	○	○	○	○	○	○
○	○	○	○	○	18. Academic probation and suspension policies	○	○	○	○	○	○
○	○	○	○	○	19. Purposes for which student activity fees are used	○	○	○	○	○	○
○	○	○	○	○	20. Personal security/safety at this campus	○	○	○	○	○	○
○	○	○	○	○	21. Classroom facilities	○	○	○	○	○	○
○	○	○	○	○	22. Laboratory facilities	○	○	○	○	○	○
○	○	○	○	○	23. Athletic facilities	○	○	○	○	○	○
○	○	○	○	○	24. Study areas	○	○	○	○	○	○
○	○	○	○	○	25. Student union/community center	○	○	○	○	○	○
○	○	○	○	○	26. Campus bookstore	○	○	○	○	○	○
○	○	○	○	○	27. Availability of student housing	○	○	○	○	○	○
○	○	○	○	○	28. General condition of buildings and grounds	○	○	○	○	○	○
○	○	○	○	○	29. Computer labs	○	○	○	○	○	○
○	○	○	○	○	30. General registration procedures	○	○	○	○	○	○
○	○	○	○	○	31. Availability of the courses you want at times you can take them	○	○	○	○	○	○
○	○	○	○	○	32. Academic calendar for this college (e.g., semester or quarter system)	○	○	○	○	○	○
○	○	○	○	○	33. Billing and fee payment procedures	○	○	○	○	○	○
○	○	○	○	○	34. Concern for you as an individual	○	○	○	○	○	○
○	○	○	○	○	35. Availability of computers when you need them	○	○	○	○	○	○
○	○	○	○	○	36. Attitude of the college nonteaching staff toward students	○	○	○	○	○	○
○	○	○	○	○	37. Racial harmony at this college	○	○	○	○	○	○
○	○	○	○	○	38. Opportunities for student employment	○	○	○	○	○	○
○	○	○	○	○	39. Opportunities for personal involvement in campus activities	○	○	○	○	○	○
○	○	○	○	○	40. Student government	○	○	○	○	○	○
○	○	○	○	○	41. Religious activities and programs	○	○	○	○	○	○
○	○	○	○	○	42. Campus media (student newspaper, campus radio, etc.)	○	○	○	○	○	○
○	○	○	○	○	43. This college in general	○	○	○	○	○	○

PAGE 3

SECTION IV—COLLEGE IMPRESSIONS

A Indicate the extent to which you agree with the following statements about this college.

Strongly Agree / Agree / Neutral (Neither Agree nor Disagree) / Disagree / Strongly Disagree

1. This college has helped me meet the goals I came here to achieve.
2. My experiences here have equipped me to deal with possible career changes.
3. I would recommend this college to others.
4. This college is equally supportive of women and men.
5. My experiences here have helped motivate me to make something of my life.
6. This college is equally supportive of all racial/ethnic groups.
7. I am proud of my accomplishments at this college.
8. This college welcomes and uses feedback from students to improve the college.

B Indicate your rating of this college at the time you applied for admission.

- It was my first choice.
- It was my second choice.
- It was my third choice.
- It was my fourth choice or lower.

C If you could start college over, would you choose to attend this college?

- Definitely yes
- Probably yes
- Uncertain
- Probably no
- Definitely no

D What is your overall impression of the quality of education at this college?

- Excellent
- Good
- Average
- Below average
- Very inadequate

SECTION V—YOUR EXPERIENCES AT THIS COLLEGE

A How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

Very Great	Great	Moderate	Little	None	
○	○	○	○	○	Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)
○	○	○	○	○	Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)
○	○	○	○	○	Social growth (understanding others and their views, adapting successfully to a variety of social situations)
○	○	○	○	○	Preparation for further study
○	○	○	○	○	Preparation for a career

B Indicate your cumulative college grade average.

- ○ A- to A (3.50-4.00)
- ○ B to A- (3.00-3.49)
- ○ B- to B (2.50-2.99)
- ○ C to B- (2.00-2.49)
- ○ C- to C (1.50-1.99)
- ○ D to C- (1.00-1.49)
- ○ Below D (0.00-0.99)
- ○ Does Not Apply

SECTION VI—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please record your responses in this section. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please write them on the lines below.

DO NOT WRITE BELOW THIS LINE.

Section VI—Additional Questions – Survey of Student Opinions

Enter your responses in the numbered columns in Section VI.

1. Which **FM** radio station do you listen to MOST OFTEN? (***Select Only 1 Station***)

   a. KTWV (94.7 FM) – "The Wave"
   b. KXOL (96.3 FM) – "Latino"
   c. KRTH (101.1 FM) – "K-Earth 101"
   d. KJLH (102.3 FM) – " KJLH"
   e. KIIS (102.7 FM) – "Kiss-FM"
   f. KOST (103.5 FM) – "The Coast"
   g. KBIG (104.3 FM) – "K-Big 104"
   h. KPWR (105.9 FM) – "Power 106"
   i. KROQ (106.7 FM) – "K-Rock"
   j. KLVE (107.5 FM) – "K-Love"

2. Which **AM** radio stations do you listen to MOST OFTEN? (***Select Only 1 Station***)

   a. KFI (640 AM)
   b. KABC (790 AM)
   c. KNX (1070 AM)
   d. KFWB (980 AM)
   e. KRLA (870 AM)

3. What is your **preferred** mode of communication with the college?

   a. Website and Email
   b. Website only
   c. Email only
   d. Telephone
   e. Face to face (visits to campus)
   f. Postal mail
   g. Any or No Preference

4. During which **hours of the day** are you taking classes this semester?

   a. Daytime only
   b. Evening only
   c. Weekends only
   d. Online courses only
   e. A mixture of daytime, evenings, weekends and/or online

5. By what **mode** are your classes taught this semester?

   a. Traditional classroom setting only
   b. Online course only
   c. Telecourse only
   d. A combination of online, telecourse and/or classroom courses

6. If a fee of $25 per semester were implemented that would permit use of recreational facilities on campus (e.g., gyms or fitness rooms), what is the likelihood that you would pay this fee? (Note: This fee would not be required to enroll in classes.)

   a. Very Likely
   b. Somewhat Likely
   c. Somewhat Unlikely
   d. Very Unlikely
   e. Not applicable; I don't use recreational facilities at El Camino College.

7. Which language is MOST COMMONLY spoken in your home? (***Select only 1 option***)

a. Chinese
b. English only
c. English and Spanish *about equally*
d. English and another language *about equally* (other than Spanish)
e. Japanese
f. Korean
g. Spanish
h. Tagalog
i. Vietnamese
j. Other

For questions 8 through 12, please indicate how much you Agree or Disagree with each statement.

8. Smoking should be restricted on campus to designated areas.

a. Strongly Agree
b. Somewhat Agree
c. Neutral
d. Somewhat Disagree
e. Strongly Disagree

9. Smoking should be completely banned on this campus.

a. Strongly Agree
b. Somewhat Agree
c. Neutral
d. Somewhat Disagree
e. Strongly Disagree

10. I am satisfied with the El Camino Police Department's services to this campus.

a. Strongly Agree
b. Somewhat Agree
c. Neutral
d. Somewhat Disagree
e. Strongly Disagree

11. I am satisfied with the condition and cleanliness of the public restrooms on campus.

a. Strongly Agree
b. Somewhat Agree
c. Neutral
d. Somewhat Disagree
e. Strongly Disagree

12. I would like to see more online (Internet-delivered) courses offered at El Camino College.

a. Strongly Agree
b. Somewhat Agree
c. Neutral
d. Somewhat Disagree
e. Strongly Disagree

Thank you for participating in the Survey of Student Opinions!

Student Enhancement Participant Comparisons: Student Persistence	Student Enhancement Participant Comparisons: Cumulative Units Earned, GPA, & Academic Standing	Student Enhancement Participant Comparisons: Overall Success & Retention
Comparison groups consist of those students who signed up for Student Enhancement and attended the complete program (one three hour session or two short sessions), part of the program (one session out of two), and those who signed up but never attended. It is believed that these groups of students are more similar than would be a sample drawn from the general population of ECC students. Students were grouped into five cohorts, based upon when they signed up for the program (between 1999 and 2001). The cohorts of students were tracked over time to examine the subsequent continuous enrollment (persistence) of those students each semester out to Fall 2001. For example, Cohort 1 (Summer-Spring 1999) students were tracked 5 semesters following their participation in Student Enhancement. If for some reason a student failed to enroll one of the semesters between participating in the program and Fall 2001, he or she dropped out of the analyses. Overall, students that participated Student Enhancement had a higher level of persistence than did students who signed up but never attended orientation. Furthermore, those students who participated in the full program (three hour session or two short sessions) had higher overall persistence than did those students who only came to one out of two sessions.	The same cohorts of students for which enrollment and persistence calculations were conducted were used to compare academic performance over time. First, the number of units that students accumulated over time was examined, beginning with the semester following orientation. On average, most students in the three comparison groups in each cohort were enrolled in 8 units each semester through Fall 2001. Students' cumulative GPA each semester and the change in GPA are also presented in the table. Overall, students who had participated in only part of the Student Enhancement workshop (1 out of 2 sessions) tended to have a slightly higher average GPAs. However, the differences between those who participated in the program and those who did not in terms of average cumulative GPA each term, or the amount of change in GPA, was small and did not consistently favor one of the groups. Finally, the percentage of each group of students in the three cohorts who were in good academic standing at the end of each term is presented. Like GPA, those cohorts of students who participated in part of the program had a slightly higher proportion in academic good standing. However, the difference between those who completed the entire program and those who attended none of it were not large.	In addition to the units earned, GPA and academic standing, overall success (a grade of A, B, C) and retention (not withdrawing) of the students is presented for each term following Student Enhancement. Again, if a student failed to enroll one of the terms between orientation and Fall 2001, he or she fell out of the analysis. In general, students who participated in the complete program tended to have the highest rates of success and retention, followed by those who participated in only part of the program. Those who did not come to any of the Student Enhancement workshops tended to have the lowest success and retention rates, overall.

APPENDIX B

APPENDIX C

El Camino College Distance Education Plan - 2006 – 2008

I. Current State Of Distance Education At El Camino

The El Camino College vision for its Distance Education Program is to provide alternative delivery modes of instruction to increase student access to post secondary educational programs.

The purposes of offering Distance Education courses in the El Camino College Curriculum include the extension of educational opportunities to populations who may have difficulty obtaining college courses by traditional methods. These populations include women with children, older adults who are less mobile, the disabled, students with different learning styles, students who live remotely from El Camino, and working adults with schedules which make it difficult to meet frequently on a college campus.

The Distance Education program is administered by the Director of Learning Resources and is staffed by one full-time Faculty Coordinator. Student and casual workers provide clerical help and support.

Distance Education at El Camino College began in the Fall Semester of 1970 when the college became a member of the Southern California Consortium for Community College Television. There were no online courses and the program was called Instructional Television. Psychology 5 and Health Education were the first two courses offered and fifty-eight (58) persons completed these courses. In fall 1974, nine telecourses were offered. At the height of the instructional television era enrollments averaged over one hundred students per course.

The Consortium changed its name to Intelligent Telecommunications (INTELECOM) in 1992 and continues to produce instructional materials and telecourses that meet broadcast standards and high educational standards. Faculty from the member colleges are used to assist in the development of content for the programs. Several members of the El Camino College Distance Education faculty have participated in the development process of courses produced by INTELECOM. El Camino uses its Cable Television channel to deliver the programs to students and the communities of Gardena, Hawthorne, El Segundo, Lawndale and Torrance. Membership fees for the consortium are based on the College FTES and number of students enrolled in the courses.

In March 1994 the Board of Governors passed new regulations and guidelines expanding Distance Education for community colleges. The El Camino College Instructional Television Program became the Distance Education Program and a new Advisory Committee consisting of faculty members, managers and key individuals from other areas of campus was established. Guidelines for reviewing and approving Distance Education courses were developed and submitted to the College Curriculum Committee in March 1995.

In the Fall 1995, the program offered its first course through online computer instruction. With the development of the online delivery method the program experienced rapid growth in course development and student enrollment. One fully interactive course using videoconferencing equipment was developed and offered by the Nursing department in 2002. To date, the program approvals include 81 online, 16 telecourses and one fully interactive course. El Camino's Distance Education Program has experienced steady growth and popularity since the development online courses. Enrollment averages in excess of three thousand students per year and the following table illustrates this growth (see Appendix A).

Year	Enrollment
1996/97	1238
1997/98	1646
2004/05	4,106

Despite the program growth staffing levels have not increased. In fact they have actually declined with the resignation of the one full time classified staff member assigned to the Distance Education Office.

The hiring of a trainer in the Staff Development Area has proved to be very beneficial. Training on how to teach online is now ongoing and a faculty Blackboard user's group has been established. The trainer has campus wide responsibility and cannot commit a large percentage of time to support distance education faculty. After training faculty require ongoing support for development and creation of their courses.

Agreements between the district and faculty on intellectual property rights have been reached and are a part of the faculty contract.

Initially the composition of the DE faculty was 99% full time instructors who also were teaching traditional on-campus sections of the same course they were teaching using a Distance Education delivery method. Instructors are limited to teaching a maximum of two sections or courses per semester. Additional sections may be taught with the approval of the division Dean and Vice President of Academic Affairs. With the recent demand for program growth and expansion, the number of part time faculty is also on the rise.

A Distance Education Task Force was created by the Vice President of Academic Affairs in 2006 to look at how the program could be expanded to offer 150 sections by Fall semester 2007. The program must expand to meet the student demand for this type of course delivery, to grow enrollment and to support the institutional mission.

This Task Force and the Distance Education Advisory committee have identified a number of issues related to expanding the program that must be addressed to effectively expand the program:

- Affordable Course Management System license to accommodate both Distance Education and traditional faculty.

- Course Management System integration with DATATEL to accommodate increased student enrollment and improve the registration and add process.
- Resources to provide incentives to encourage faculty to transition instructional material from old to new Course Management System.
- A way to attract new faculty to train and develop additional courses to insure a wide variety of diverse distance learning course options are available for students to achieve their educational goals at a distance..
- Faculty load. Max of two courses.
- Class size (online and telecourse).
- Evaluation of regular Distance Learning Program (Faculty & Student)
- A way to provide adequate staff support to assist faculty in the quality design of distance learning courses and instructional development.
- Ensure the availability of web based student services available online including financial aid, counseling, online registration enhancements, and student assessment.
- Student Training: Develop a structured orientation, assessment, or counseling to determine readiness for online instruction.
- Need for a 24/7 help desk for students and faculty.

II. Growing the Distance Education Program at El Camino

Distance Education is a growth area for colleges throughout the country. The Institutional Research report on enrollment and demographic characteristics reflects the fact that 42% of students enrolled in ECC intend to transfer and 10.7% are retraining or recertifying for specific skills. These are the students who would greatly benefit from the availability of online or telecourses. El Camino student satisfaction surveys in 2005 indicate that the most important reasons for taking distance education classes are convenience, followed by the need to fulfill requirements for an associate degree or transfer.

The Sloan Consortium Report "Growing by Degrees: Online Education in the United States" published in November 2005 indicates that 72% of the associate degree institutions surveyed indicated that online education has been identified as a long-term growth strategy. [See page 2]. On the state level, the California Community College (CCC) system reflected a 392% increase in the number of distance education sessions from 1995 to 2004. The CCC office's Distance Education System Report, published May 2005, indicates that the completion rates have stabilized at 57% over the past three years.

These are valuable indicators as this plan is presented for consideration and adoption.

➢ **Recommendations for El Camino College Distance Education Program Growth**:

- Change the name of the program from Distance Education to **Distance Learning.** The name change identifies the purpose of the program and reflects current trends in this area of course delivery.
- Hire appropriate staff to accommodate needs of program. Staffing suggestions are attached in Appendix C.
- Improve student retention and success rates in Distance Education classes.

- Implement a new Course Management System that will be available to all faculty.
- Increase the number of sections offered through Distance Learning by 250% by fall 2008. The current goal is 150 sections and approximately 6000 students enrolled in DL classes.
- Provide improved faculty support in the creation and uploading of online courses.
- ***Revisit the maximum online load limits of two per faculty member per semester. Limits should be established that encourage the offering of multiple sections of courses with high retention and high success.***
- ***Reduce the current 125 class size for all telecourses that include a required online component.***

To actualize the statements above, this plan includes a multitude of action items. Each is listed below with anticipated timelines and budget implications, as appropriate.

Proposal	Needed to Accomplish	Date Planned	Budget Implications
❖ Change name from Distance Education to Distance Learning or "E-Learning"	Approval of appropriate consultation groups	Summer 2007	None
❖ Develop Programs that can be completed totally online CIS has been selected as the first program. Other possible programs are Child Development and Philosophy. Transfer Course offerings enhanced	Development of online versions of approximately 8 courses for the AA degree and the Cisco Networking option with support of CIS faculty and Dean of Business. Work with appropriate Academic Dean and subject area faculty	Completion is anticipated by end of Spring 2007. Presented to curriculum committee in Fall 2007 and available to students in Summer 2008.	Use current LRU VTEA grant to hire appropriate faculty to facilitate preparation of these courses. See appendix A for lists of courses currently approved for DE
❖ Develop tools to help improve student success in DE classes	Self-assessment to forecast potential success in DE courses placed on website including technical skills needed and student motivational skills required. To be completed by DE staff with collaboration of DE Task Force.	Fall 2007	DE Coordinator and Staff Development Trainer. Student help may be used to input information, etc.

Proposal	Needed to Accomplish	Date Planned	Budget Implications
❖ Provide support to faculty developing course shells for CMS	Faculty Mentor(s) to work with faculty. Stipends could be given. or Faculty Technology Specialist could be hired to work with Staff Development Trainer to provide individualized help to prepare class for online teaching.	Ongoing Spring 2007	Up to 6 mentors at $2000 each. Or $50,000 for 50% reassigned time for a faculty member
❖ Develop procedure to approve all new courses with a DE addendum to shorten time frame for offering new courses online	Curriculum addendum procedure challenges worked out with Curriculum Advisor and Curriculum Committee chair.	ASAP	None
❖ Insure that all online courses meet 508 requirements of full inclusion for students with disabilities.	Collaborate with webmaster, faculty technology specialist and staff in the Special Resource Center.	Summer 2007	Using existing staff, some student help will be required from DE office.
❖ Replace current limited CMS license with an unlimited license.	Signing of the contract for ETUDES NG is in process	Fall 2006	CMS with appropriate licenses $36,000 See Appendix B for Implementation Plan
❖ Fast track the training and content changeovers for current DE faculty	Reassign current Trainer/ Instructional Designer to 100% DE tasks from December 1, 2006 – August 30, 2007.	Fall 2006	Reassigned time for current staff development staff member
❖ Provide ETUDES training for all faculty wishing to use the CMS	Set up training modules online and also offer 1 session at ECC during Winter 2007. Campus Training will become certified as an ETUDES trainer.	Fall and Winter 06-07	$600 for 20 faculty Per faculty = $30 $1400 for onsite training **$2000 for training**

Proposal	Needed to Accomplish	Date Planned	Budget Implications
❖ Provide stipends for all current DE faculty transitioning to ETUDES	Faculty will need technical support and training from Staff Development Trainer and support in moving data to new system.	Spring 2007 -Spring 2008 (sunsets)	$12,000. [Up to 30 faculty members at $400 each]
❖ Provide technical support to faculty and students in resolving online problems	Help Desk Capability for both. Faculty need while constructing class and in delivery. Student use during course delivery	Winter 2007	Currently a part of a pilot program at no charge. Anticipate a fee beginning Spring 2008
❖ Create a certification program for new online faculty	DE staff will work with Staff Development trainer to develop certificate program	Summer 2007	Reassigned time for Staff Development trainer
❖ Provide support to Distance Education Office	Faculty Coordinator Casual/Student Assistant Faculty Technology Specialist Instructional Trainer Web/Technical Assistance	Fall 2007	See Appendix C for Staffing Support Chart
❖ Insure Datatel integration with chosen CMS	ITS staff and Staff of ETUDES	Fall 2007	To be determined

III. STEPS IN IMPLEMENTATION OF ETUDES CMS

- GOAL

1. Full use begins summer 2007.
2. Limited use will be available spring 2007.
3. New DE faculty will be encouraged to develop their course in ETUDES.
4. DE classes will use the new course management system.

- To reach this goal the following must be accomplished:

1. Contract with ETUDES formalized.

A. Expected by end of October 2006

2. Officially notify ECC faculty of the CMS of choice

   A. Letter sent to all faculty in early October 2006
      - Decision needed on stipend amount – to be included in letter

   B. Face-to-face session planned in late October
      - Collaboration of Staff Development, ITS and Distance Education staff members to roll out ETUDES

3. Training model and schedule

   A. Invite interested faculty to enroll in the online ETUDES class at $30 per person. A new class is offered each month.

   B. Host an onsite training session in Winter 2007 provided by ETUDES faculty. They will be assisted by the ECC Staff Development trainer.

   C. Staff Development trainer began ETUDES courses October 3, 2006. She will move through the process to meet all qualifications for an ETUDES trainer. This process involves several courses and an internship.

IV. Effect changeover of current courses to new CMS

   A. Provision of a faculty technology specialist to aid faculty transitioning to ETUDES.

   B. Each faculty member is obligated to have completed an ECC online teaching course or accepted substitute and the ETUDES specific training before support is provided.

   C. A development shell will be provided for each faculty member completing the ETUDES training. This training is available to all interested faculty members.

TENTATIVE IMPLEMENTATION BUDGET
Distance Education Plan
2006 - 2008

	2006/2007	2007/2008
ETUDES CMS Licenses, Software	$36,000.00	$40,000
ETUDES TRAINING		
Online training (20 faculty @ $54 each)	$ 1,080.00	-------
Onsite Training (ETUDES Trainer)	$ 1,400.00	-------
Faculty Mentors	$12,000.00	-------
STIPENDS (Current DE faculty converting to Etudes. [40 faculty @ $400 each] (30 in 06/07; 10 in 07/08}	$12,000.00	$4,000
STAFFING		
Clerical Support	$35,000.00	$45,000
Faculty Technology Specialist [reassigned time]	$50,000.00	$50,000
Trainer/Instructor Designer [reassigned 8mos. 100%]	$39,000.00	----------
Web Assistants	$15,000.00	$15,000
Total Amount Budgeted	**$189, 480.00**	**$154,000**

UNFUNDED / TO BE DETERMINED

DATATEL/ETUDES uploading capability [est. programming cost] $
HELP DESK [TBD in Spring 2007] (est) $

Distance Education Plan Timelines

SEMESTER	ACTIVITY
Fall 2006	Sign ETUDES contract Reassign Trainer/Instructional Designer to work 100% on ETUDES issues Set up online training sessions for faculty moving to ETUDES
Winter 2007	Provide onsite training for ETUDES Continue availability of online training sessions. Provide faculty mentors for faculty beginning use of ETUDES in Spring 2007 Pilot Help Desk program inaugurated Provide stipends through Spring 2008 for faculty converting to ETUDES after completion of ETUDES training
Spring 2007	Provide staff support to faculty developing course shells for ETUDES Complete development of 8 CIS courses to online versions
Summer 2007	Change name of program to Distance Learning or E-Learning Verify meeting of 508 requirements in all online courses for full inclusion of students with disabilities Institute certificate program for new online instructors Return of Trainer/Instructional Designer to full time Staff Development assignment
Fall 2007	Present at least 8 CIS courses to Curriculum Committee as first program available completely online. Complete staff reconstitution of Distance Education program Datatel integration with ETUDES implemented Place on Distance Education website a student self-assessment instrument
Winter 2008 – Spring 2008	Exceed goal of 150 sections of DE
Spring 2008	Sunset of stipend for current DE instructors

IV. Implementation

To meet the needs of the changing methods of course delivery, this course of action has been proposed by the Director of Learning Resources and the Faculty Coordinator of Distance Education. Input has been provided by a number of persons including the Vice President of Academic Affairs, and members of the Distance Education Force.

Actualizing this plan will require multiple collaborations. Many of these collaborations are already in place. Some features will require consultation with a variety of groups. This team is prepared to meet with appropriate entities to discuss the merits and challenges of this proposed plan. It is one approach to charting the future of the department for the next two years.

Appendix A

This page will include charts showing the courses approved for Distance Education that satisfies the requirements for the following:

- Associate in Arts Degree
- Associate in Science Degree
- Associate in Science Degree – Computer Information Systems
- California State University (CSU)
- Intersegmental General Education Transfer Curriculum (IGETC)

Appendix B

Steps In Implementation of Etudes CMS

Goal

- Full use begins Summer 2007
- Limited use will be available Spring 2007
- New DE faculty will be encouraged to develop their course in ETUDES
- DE classes will use the new course management system

➢ **To reach this goal the following must be accomplished**:

1. Contract with ETUDES formalized.

    A. Expected by end of October 2006

2. Officially notify ECC faculty of the CMS of choice.

    A. Letter sent to all faculty in early October 2006
    - Decision needed on stipend amount – to be included in letter

    B. Face-to-face session planned in late October
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3. Training model and schedule

    A. Invite interested faculty to enroll in the online ETUDES class at $30 per person. A new class is offered each month.

    B. Host an onsite training session in Winter 2007 provided by ETUDES faculty. They will be assisted by the ECC Staff Development trainer.

    C. Staff Development trainer began ETUDES courses October 3, 2006. She will move through the process to meet all qualifications for an ETUDES trainer. This process involves several courses and an internship.

4. Effect changeover of current courses to new CMS

    A. Provision of a faculty technology specialist to aid faculty transitioning to ETUDES. Each faculty member is obligated to have completed an ECC online teaching course or accepted substitute and the ETUDES specific training before support is provided.

    B. A development shell will be provided for each faculty member completing the ETUDES training. Training is available for all interested faculty members.

Appendix C

Proposed Center for Distance Learning

STAFFING SUPPORT

Director of Learning Resources **20% of assignment** **Existing**

- Participates in campus wide strategic planning, budgeting, program development, in cooperation with academic deans for credit distance learning activities.
- Recommends and facilitates implementation of new Distance Education programs.
- Provides oversight of the DE schedule development for each session.
- Creates a direction for the Distance Education program in consultation with academic deans.
- Accesses and interprets statistical data for growth potential of program.
- Addresses policy issues related to Distance Education
- Coordinates the evaluation of distance education faculty as identified by academic deans

Faculty Coordinator **75% of assignment (approx)** **Existing**

- Day to day coordination of Distance Education program
- Validates all course sites and tracks utilization characteristics and provides information/suggestions to Director for program improvement
- Works with campus specialists regarding 508 compliance and copyright laws.
- Interacts with off campus service providers
- Synchronizes DE activities with all segments of campus including Bookstore, ITS, Admissions etc.
- First resource in dealing with faculty in the development of new courses
- Produces faculty and student distance and web-based learning guides
- Resolves problems related to the delivery of the courses
- Works with Director to develop schedule for each session
- Markets the program to both external and internal stakeholders
- Has knowledge of Title 5 regulations regarding Distance Education
- Works with Distance Education Advisory Committee (DEAC) to facilitate approval of new Distance Education addendum.
- Provides direction for staff in the department.
- Works with external entities to insure broadcast of telecourses

Student Assistant [Cal-Works] **10 - 15 hours a week** **$35,000**
Casual Worker **20 hours a week**

- Provide data input for the Course management system.
- Prepare updated materials for the handouts
- Answers basic questions about the program
- Other clerical duties, as assigned

Faculty Technology Specialist **50% of assignment** **Reassigned Time $50,000**

- Support faculty in the development of courseware
- Design and develop teaching materials for classes
- Assist in the incorporation of multimedia instructional course materials in DE classes
- Provide one on one support to DE faculty members
- Collaborate with faculty in the development of web-based materials, modules and other learning resources

Trainer/Instructional Technology Specialist **50% of assignment** **Reassigned Time $39,000**

- Recommended 100% reassignment December 2006 – August 2007 to accomplish changeover to ETUDES.
- Develop and provide varied training opportunities for new DE faculty.
- Train faculty regarding the principles of technology meditated learning.
- Assist faculty in developing strategies and materials in the delivery of the distance learning instructional program
- Research and evaluate new software products
- Research and improve instructional delivery methods and operations
- Train faculty in the development and migration of learning modules and Web based courses.

Web Assistants / Student Assistants **$15,000**

- Assist faculty in the production of instructional materials.
- Provide support to the efforts of both the trainer and the faculty technology Specialist
- Maintain the Distance Education webpage

Appendix D

Distance Education Statistics

Semester	Course Offerings	Enrollment
Fall 2003	24	1,349
Fall 2004	31	1,547
Fall 2005	33	1,428
Fall 2006	51	--
Winter 2003	0	0
Winter 2004	0	0
Winter 2005	2	96
Winter 2006	2	147
Spring 2003	31	1,325
Spring 2004	29	1,478
Spring 2005	32	1,555
Spring 2006	35	1,494
Spring 2007 (proposed)	64	n/a
Summer 2003	16	n/a
Summer 2004	18	962
Summer 2005	20	1004
Summer 2006	23	1,466