

Student Support Services Program Review
El Camino College Compton Community Education Center
June 15, 2007

I. Overview

A. Program Profile

The Student Support Services (SSSP) Program is a federally funded program that provides eligible students with support services, designed to assist and motivate students towards the successful completion of their postsecondary education. The mission of SSSP is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

As a federally funded program, the Student Support Services Program is designed to: 1) increase college retention and graduation rates for eligible students; 2) increase the transfer rates of eligible students to four-year colleges/universities; and 3) foster an institutional climate supportive of the success of low income, first generation and college students with disabilities.

The services provided include: Priority Registration; Counseling; Computer Lab; Tutorial Assistance; Study Groups; Transfer Assistance; Study Skills Instruction; Informational Workshops; Cultural Awareness / Appreciation; and Assistance in applying for Financial Aid; Applying for Financial Aid Online; Scholarship Information; Grant Aid is provided to eligible SSS participants who are receiving Federal Pell Grants.

To be eligible for the program, students must be: A U.S. citizen or permanent resident; Enrolled full-time (12 units); Have an educational goal to graduate with an Associate Degree and/or Transfer to a four-year College or University; Have an Academic Need, and Meet the Federal Low Income criteria.

We also accept students that are First generation college students (parents do not have Bachelor's Degree), and students with disabilities. Documentation is required if the student has a diagnosed physical or mental impairment/health condition.

Income documentation is required for an application to be complete. This documentation is in accordance with federal financial aid regulations.

B. Status of Previous Recommendations

There are no previous recommendations.

C. Continuing Recommendations

Evaluation:

1) The Applicant's methods for Evaluation -

Are appropriate to the project and include both quantitative and qualitative evaluation measures; and examine in specific and measurable ways, using appropriate baseline data, the success of the project in improving academic achievement, retention and graduation / transfer of project participants.

The objective of the Project Evaluation Plan is to provide a process for measuring the effectiveness of the project in fulfilling its purpose of increasing retention and graduation and / or transfer rates of participants to four-year institutions; and fostering an institutional climate supportive of the success of participants. In this way, the evaluation plan is appropriate in that it measures the effectiveness of the project in relationship to the purpose of the Student Support Services Program as well as measures the access and impact on learning and other important outcomes for project participants.

The evaluation plan will accurately assess both:

1. Progress towards **quantitative** goals for all objectives and activities. This measure involves counting physical events and student achievements and comparing them to a predicted number.
2. The **qualitative** outcome of the work product or event, as compared to a described standard of quality. The standard of quality is usually expressed as an effect on the participants, their attitudes, awareness and abilities. Additionally, this method of evaluation produces information that has two aspects. These aspects provide a formative and summative evaluation of project activities and outcomes.

Informative addresses both:

1. Formative results; feedback as to the relative strengths and weaknesses of the project in realizing each project process objective; and
2. Summative results; an overall outcome level in enabling a cumulative assessment of the effectiveness of the project in meeting its purpose, as well as an evaluation of each project outcome objective.

Consequently, the Evaluation Plan consists of:

1. An assessment of the effectiveness of each process in realizing its specific objective; and
2. An assessment of the effectiveness of the project as a whole, in generating in each project participant the skills and motivation necessary to persist in completing postsecondary education.

2) The applicant intends to use the results of an evaluation to make programmatic changes

based upon the results of project evaluation.

After the quantitative and qualitative aspects of each outcome are measured, the evaluation results are utilized to decide whether the activities and methods are working effectively to accomplish the Project's objectives. This is where the value of formative evaluations is greatest when the results are reintroduced back into the process and used at the planning stage to either confirm the effectiveness of services or to change the way they are delivered in order to get better results.

The value of summative evaluations lies in the achievement of predetermined objectives, as indicated by the Project's effects on participants. The summative results provide an evaluation of the overall effectiveness of the Project in achieving its objectives.

The Student Support Services Program cohort at the El Camino College Compton Center will be compared with that of the overall institution. The completion time frame is outlined in the tables that follow. The tables illustrate the methods of evaluating in specific and measurable ways the outcome of each objective:

PERSISTENCE:

METHOD OF EVALUATION	CRITERIA	MEASUREMENT	PERSON RESPONSIBLE	COMPLETION TIME FRAME
Enrollment each Academic Year	Enrollment at the El Camino College Compton Center	Actual enrollment of participants at El Camino College Compton Center against overall enrollment at El Camino College Compton Center	SSSP Administrative Assistant	September
Review enrollment at each mid-semester	Enrollment at El Camino College Compton Center	Actual enrollment	SSSP Administrative Assistant	November and March
Review Enrollment for Spring semester	Enrollment at El Camino College Compton Center	Actual enrollment	SSSP Administrative Assistant	January
Review project roster at the end of the academic year	Number of Project participants who remained in the program throughout the academic year is 5% higher	Number of project participants who remain in program as compared against non-SSSP eligible students at the institution	SSSP Administrative Assistant	June

	than the institution			
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GOOD STANDING:

METHOD OF EVALUATION	CRITERIA	MEASUREMENT	PERSON RESPONSIBLE	COMPLETION TIME FRAME
Transcripts are reviewed at baseline prior to semester for new Student Support Services Program participants; mid-term and at the end of the semester for all participants	Project participants grade point average by academic course at least 2.0	100% of project participants transcripts reviewed at baseline and the end of each semester	SSSP Counselor & Director	August, October, December, January, March, and June

SUPPORTIVE CLIMATE:

METHOD OF EVALUATION	CRITERIA	MEASUREMENT	PERSON RESPONSIBLE	COMPLETION TIME FRAME
Assess the need of participants that relates to the purpose of the Student Support Services Program	Need section of the grant application	100% of services provided by the project will address the individual needs of the participants	SSSP Counselor & Director	August & January
Develop a printed schedule listing services and related activities of project	Services schedule	100% of project activities and services listed and scheduled for each semester	SSSP Director	August & January
Project participants attendance recorded at project activities and events	Attendance record at project activities and events	Project participants participate in project activities	SSSP Program Assistant	Each Semester

GRADUATION AND/OR TRANSFER:

METHOD OF EVALUATION	CRITERIA	MEASUREMENT	PERSON RESPONSIBLE	COMPLETION TIME FRAME
Review all transcripts at baseline each semester	A listing of participants that have completed at least 30 transferable or graduation applicable units	Evaluation of transcripts for 100% of project participants	SSSP Counselor	October & February
Participants whose educational goal is to graduate will meet with Counselor to participate in the graduation process	Completion of the graduation petition	100% of participants whose educational goal is to graduate will participate	SSSP Counselor	November
Participants whose educational goal is to transfer will participate in college/university admissions and Financial Aid workshops	Attendance at college/university admissions and Financial Aid Workshops	100% of participants whose educational goal is to transfer will participate in college/university admissions and Financial Aid workshops	SSSP Counselor	October & January
Participants whose educational goal is to transfer will complete college/university admissions application & Financial Aid application	Completed admissions and Financial Aid applications	100% will complete college/university and Financial Aid applications	SSSP Counselor & Director	November & February
Participants whose educational goal is to transfer will have a copy of transfer agreement & admissions letter placed in their program file	A copy of transfer agreement for admissions acceptance letter will be placed in participant program file	100% of project participants that will transfer will have a file containing copies of transfer agreement and/or admissions acceptance letter	Administrative Assistant	December & May

II. Program Data

A. Student/Client Satisfaction

There is not a student satisfaction survey instrument being used to analyze the Student Support Services Program at this time; however, there is a Student Services Comment Form that is being distributed to Students for feedback on the Program.

B. Student/Client Outcome Data

The student outcome data is based on statistical data compiled by the Student Support Services Program.

C. Campus/Community Collaboration

There is no Campus / Community Collaboration with Student Support Services Program.

D. The Program Data Recommendations

III. Program Requirements

A. Program Support

The Student Support Services Program works collaboratively with all campus departments and services to meet the needs of our participants. We especially work closely with the Financial Aid Office, Transfer Center, Extended Opportunity Programs and Services - Cooperative Agencies Resources for Education program, Disabled Students Programs and Services, English as a Second Language Programs. We work with Financial Aid in the priority processing of our students as well as with the processing of the SSSP Grant, and conducting workshops. With the cooperation of the Transfer Center, we coordinate the process of assisting our students with transferring to four-year institutions. The Transfer Center's first priority is to raise the transfer rate of underrepresented, historically disadvantaged students.

The Student Support Services Project also notifies project participants when representatives from four year institutions are on campus, when college day / transfer day takes place and campus visitation dates. We work with Extended Opportunity Programs and Services / Cooperative Agencies Resources for Education programs, a state funded program for low-income students providing unduplicated services such as Study Skills Instruction, Tutoring, Computer Access, and Career Information (Eureka) access. We provide Study Skills Instruction and Career Information (Eureka) access to Disabled Students Programs and Services, a state funded program for disabled

students. We also provide Tutoring, Computer Access, and Career Information (Eureka), access to the English as a Second Language Department to provide support services to limited English speaking students.

Compton Community College District has made the Learning Center personnel available to train our tutors; the Financial Aid Office to provide priority processing, assist with SSS Grant Aid, and informational workshops; Computer Technicians to provide computer support, and the Business Affairs Office to provide assistance with Budget Management. The following Compton Community College District personnel contribute significantly to enhance the project:

- Management Information Systems Department Program / Systems Analyst provides data management and information analysis;
- Office of Research and Evaluation provides data comparison;
- Director of Admissions and Records verifies enrollment;
- Financial Aid Office assist in the priority processing of SSS participants including SSS Grant Aid;
- Assessment center provides our participants with the assessment process;

The Project works cooperatively with the Upward Bound (regular), the Upward Bound Math & Science, and Educational Talent Search by accepting project participants (that have graduated high school) as referrals. The Project also maintains a network of opportunities with Educational Equity & Student Services Program contacts at various California State University and University of California campuses (Educational Opportunity Programs, Student Support Services Projects, Disabled Student Programs, McNair Programs, etc). These contacts enable project staff to assist participants with the transfer process, which includes admissions applications, Financial Aid, and providing the link for participants to continue to receive academic services and assistance from programs upon transfer.

The Director attends weekly Student Affairs Manager's Meetings, lead by the Dean of Student Services, where issues relevant to the Student Support Services Program as well as the general student population are discussed with the Directors and Coordinators from the Student Services Division - Admissions, Assessment, Enrollment Management Services, Transfer Center, CalWORKs, Special Programs and Services, Student Outreach and Recruitment, Financial Aid, EOP&S / CARE, TRiO Programs, DSPS, Student Athletics and Counseling Services. This meeting also provides an opportunity to inform Student Services Division Managers about issues specific to Student Support Services Program students.

The Dean of Student Services also holds a monthly Student Services Division Staff meeting to share information, answer questions and concerns of the Division Staff. Each month a Student Services Division Program or Office presents an overview and update on their services. In addition the El Camino College Vice President of Student Services holds a monthly meeting with the El Camino College Compton Center managers giving Student Services programs the opportunity to present updates and discuss concerns.

Each Student Support Services Program permanent staff member serves as a member of a campus committee – Educational Equity, Retention, Matriculation, and Transfer.

B. Facilities and Equipment

The Compton Community College District has firmly supported the Student Support Services Project. The District has been fully committed to supplementing the Student Support Services Project with resources that enhance the Project through each year of the grant. Office space, computer lab space, usage of classrooms, other campus facilities are provided by the District. The Student Support Services Program is strategically located on campus in the D-Building room 29. The D Bldg. is directly behind the Library and is located on the corridor where English classes are held. The Student Support Services Program shares 1,728 square feet of office space with the Transfer Center.

The SSSP Office is conveniently located for students and is handicap accessible as required by the Americans with Disabilities Act. Space for all tutorial assistance is provided by Compton Community College District in its Learning Resource Center. The Student Support Services Program also utilizes the Learning Resource Center. Informational / Social Cultural awareness Workshops are held in appropriate facilities provided by the institution. The Student Support Services Project has furniture, equipment and supplies. The Compton Community College District provides us with furniture (including desks, chairs, and file cabinets), telephones, utilities, paper, and free access to the Print Shop.

C. Staffing

The Project is under the direct management of the Director who reports to the Executive Dean of Student Affairs. The Project is positioned within the college structure provided with direct and timely access to an intricate part of the College. The services provided to the Project participants are enhanced by the administrative structure under which the Project is located. The Projects placement in the Student Affairs Division places it along with the Financial Aid office, Administrative and Records Office, Assessment Center, Transfer Center, CalWORKs, Extended Opportunities Program and Services / Cooperative Agencies and Resources for Education programs, Disabled Students Programs and Services, and the Office of Student Life.

Periodic meetings are held between the Director and the Dean of Student Services to provide specific information about the Project and to provide the opportunity to discuss educational issues, such as transfer, graduation, Financial Aid for low-income, first generation students. The Director meets periodically with the Transfer Center Coordinator and the Dean of Financial Aid to specifically discuss the status of current project participants. As a result of these meetings, personnel from the Transfer Center and Financial Aid offices work directly with Project staff and students. The Project and

its participants have been greatly enhanced by the close relationship it enjoys with Financial Aid and the Transfer Center. This is evidenced by the fact that the SSSP transfer rate is higher than that of the institution.

Time Commitment of key Project staff-

- One (1) Project Director (100%)
- One (1) Adjunct Counselor (80%)
- One (1) Administrative Assistant (100%)
- One (1) Program Assistants (50%)*
- Four (4) Tutors (50%)*

Financial Management-

The Project has a comprehensive plan to ensure effective and efficient administration. Included in this plan are Financial management, student records management and personnel management. The Project Director has full authorization to administer the project and is empowered by the college district to establish project goals and objectives, implement project activities, supervise and direct the training and evaluation of all project staff and expenditures of project funds.

Monthly computerized statements including all expenditures and encumbered funds are produced by the Administrative Assistant for the Director. A monthly computerized financial statement containing monthly expenditures is generated by the Compton Community College District Business Affairs Office. The Director keeps track of all financial activity for the project and monitors the usage of funds in accordance with the regulations set forth by the Department of Education. The Administrative Assistant performs general ledger reconciliations each month with Microsoft Excel. Excel assists in reconciliation with the general ledger and helps monitor expenses and appropriations and generates financial statements and other related reports as needed. The Director keeps an accurate account of the project's fiscal status in order to monitor the expenditures of all Project funds.

D. Planning

The ECC-Compton Community Educational Center is in the process of hiring an Institutional Research Associate. This individual will be requested to assist the program in gathering and analyzing persistence, academic progress and graduation / transfer internal data to better assess trends that will impact the program within the next five years. The SSSP staff is involved in planning and the decision-making process.

Currently the ECC-Compton Center Student Services Division has requested each Program / Office to develop one Student Learning Outcome (SLO). The SLO for SSSP is "By participating in the Student Support Services Program, students will be able to access support services (i.e. Counseling, Financial Aid, and Tutoring Services) that will assist and motivate them towards the successful completion of their postsecondary education.

1. Process used to develop outcomes

The SSSP staff met and agreed on the following process:

- a. The overall objective is to increase the graduation / transfer rate.
- b. A distinction will be made between the objectives and outcomes.
- c. Criteria have been established to assess the success of the services provided.

2. Type of activities being conducted in order to achieve the outcomes

The goals of the Student Support Services Program are to serve 1) increase college retention for Project participants; 2) increase the graduation and transfer rates of Project participants to four-year colleges/universities; and 3) foster an institutional climate supportive of the success of low income, first generation and college students with disabilities.

The overall mission of the Project is to facilitate the process of transition from one level of higher education to the next. The Project's objectives are designed to help Participants realize their educational goals by increasing their performance levels in academic courses essential for success; identifying realistic career, and postsecondary goals; overcoming any hardships and completing postsecondary education. Project participants receive extensive assistance throughout their tenure in the Project.

The plan to provide services that address the first objective is to identify, recruit and select participants from the population of low income, first generation, and disabled students on campus. Potential participants will be identified from making presentations in basic skills classes, securing list of low income, first generation, and disabled students from the Management Information Systems department, and referrals from campus programs, Administrators, Faculty, and Staff. Students will be encouraged to submit applications that will be reviewed and selected based on the criteria for the Project.

The plan to attain the second, third, fourth, and fifth objectives involves a host of activities. First, Participants meet with the Counselor to develop a Needs Assessment; and an Educational Plan including course selection determined by math and English assessment tests. Career inventory assessment is another component provided participants. This is done by either utilizing the services available in the campuses Career Center or with the Project's computerized career program - Eureka with interpretation of either by the Project Counselor.

Tutoring is offered in most subjects required to graduate and/ or transfer. Participants can make tutorial appointments in advance as well as by walk-in. Individualized tutoring is provided and study groups are available. Bilingual tutoring is provided to assist those who have limited English proficiency. Tutoring is generally provided on a one on one basis; however there are occasions when small group tutoring is provided. Tutorial sessions last approximately one hour each depending on the complexity of the subject

matter and the rate in which the participant demonstrates an understanding of the material. Tutors are required to review the participant's file before the tutorial session in order to become familiar with the relative academic strengths and weaknesses of the participant. Counselor comments and Instructor mid-term evaluations are used as a basis for tutor preparation as well. After each tutorial session the tutor is required to complete a comment sheet. The tutor comment sheet summarizes topics covered, tutor recommendations, and assessment of participants comprehension of subject matter covered.

Computers are used to type class assignments and conduct internet research. Program Assistants are available to help participants with this. Priority Registration is provided to all Project participants to enable them to register first for classes.

Financial Aid is a necessity for Project participants. Financial aid paperwork must be completed yearly and timely. Informational Workshops are provided to participants to encourage and help them meet deadlines. They are provided assistance by the Project with completion of the Free Application for Federal Student Financial Aid and submitting it via the Internet, along with completing State financial aid grants, and scholarship applications.

Another crucial service of the Project is assisting participants with completing the petition to graduate, and with the Transfer process. The transfer process includes help with the selection of possible four-year institutions to transfer to, completion of admissions application(s), campus visitations, and writing letters of recommendation.

Informational Workshops are held to provide helpful information. These workshops feature representatives from the Financial Aid Office, representatives from various four-year colleges and universities who present information about their respective institutions. These presentations are essential in assisting participants in securing financial aid on time and in selecting an institution to transfer to. An additional important element of retention and motivating participants to accomplish their educational goals is self-esteem. The Project offers Social Cultural Awareness workshops to enhance knowledge, understanding, and appreciation in participants. These workshops provide a context for participants to discuss issues and promote a higher level of awareness. They feature speakers who are experts in their respective fields and include professionals, community organizers, educators and entertainers. They bring to the Project a wealth of knowledge vital to providing the participants with the information necessary for making informed life choices. There are four per academic year.

Fostering an institutional climate supportive of the success of participants: This goal is achieved by providing the support services listed above. These services foster an institutional climate supportive of the success of participants.

3. Assessing the achievement of the outcomes

An assessment of participant's persistence / retention (each semester), academic progress including mid-term academic progress reports and academic transcripts at the end of the semester by the Counselor and Director are used to measure outcome. In addition the graduation and transfer data is also assessed at the conclusion of the academic year.

E. Program Improvement Recommendations

Below are recommendations for program improvement in the areas of interaction with the Business Affairs Office and Staffing:

1. Business Affairs Office:

- The Program needs to resolve the budget problems with the Business Affairs Office. There is a major conflict over the institutions fiscal year ending in June and the federal fiscal year ending in August. Carryover money is missing from our budget and placed on hold by the Business Office. It has not been placed in our Budget.
- Our financial records have never been reconciled with the Business Affairs Office resulting in a conflict over expenditures. In this last academic year we attempted on countless occasions to meet with the Business Affairs office to resolve these problems to no avail.

2. Staffing:

- It is recommended that Student Support Services Program proceed with the hiring of staff listed below:
 - a) Program Director - The present Director has been in an interim position for the last four years. He was told by the initial state appointed Trustee that if the program was refunded that the Director would be placed in a permanent position – that was three in a half years ago. The present Director has been in the position for nine years.
 - b) Adjunct Counselor – There is a need for the assignment of a permanent Adjunct Counselor. The Human Resources Office and Counseling have held us up from completing this. It appears that the Dean of Student Services has been able to resolve this problem and we look forward to having this complete in Fall 2007