

El Camino College Community and Personal Development Institutional Learning Outcome Report



Executive Summary

- This report represents the first time the Community and Personal Development Institutional Learning Outcome has been assessed. In the past, Community was assessed independent of Personal Development.
- Three instruments were used to complete this assessment. Program usage logs, a survey of program usage, and the nationally validated Community College Survey of Student Engagement provided the data for this analysis.
- 98% of students surveyed used at least one service on campus.
- 80% indicated El Camino helped in their development as a student.
- African American and Hispanic students indicate higher levels of engagement than the national average. They also indicate higher levels of engagement than other groups of students at El Camino College.

Introduction

In May 2014, the Academic Senate at El Camino College consolidated two Core Competencies: *Professional and Personal Growth* and *Community and Collaboration* into one Institutional Learning Outcome (ILO).

ILO #3: Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Engage in on-campus programs and services that utilize campus resources and opportunities to foster community, civic, political, environmental, health and social awareness.

Demonstrate personal responsibility by identifying, maintaining, and improving physical and mental health and by implementing and evaluating personal, academic, financial, and career goals.

Seek feedback, analyze and evaluate one's own progress toward goals and be able to find applicable solutions to challenges impeding one's success.

The El Camino College Assessment of Learning Committee (ALC) further parsed this into seven categories in order to synthesize information from the survey instruments. These seven categories were:

- Use a variety of campus programs and services
- Maintain physical and mental health
- Set goals for themselves
- Evaluate progress towards goals
- Seek solutions to problems
- Engage with others and the community
- Be responsible.

Methodology

Community and Personal Development is being assessed through a three-pronged comprehensive approach to develop a full picture of how students are taking advantage of available resources and how they take responsibility for themselves at El Camino College. In the past, these individual Core Competencies were assessed through a homegrown survey that asked affective questions regarding the College's impact on various personal attitudes.

This year, the ILO will consider data from three sources: usage data provided by several student support programs, a survey of students in selected sections, and the results of a nationally validated survey developed by the University of Texas. The Community College Survey of Student Engagement (CCSSE) is administered to a sample taken from all students. The CCSSE asks students about various activities and resources linked to increased student success.

Thirty sections, totaling 741 students, were surveyed about service usage, with 291 responses giving a 39% response rate with a confidence interval of 5.7%. The sections surveyed were self-selected by instructors who were willing to participate during the Spring 2017 semester.

The CCSSE was administered Spring 2014 to sections randomly selected by the University of Texas. Forty sections were surveyed during the semester, producing 840 responses. Some of the questions were grouped into thematic categories that relate to this ILO. These categories include Active and Collaborative Learning, Student Effort, Academic Challenge, Student/Faculty Interactions, and Support for Learners. The CCSSE allows El Camino to compare responses to the national average.

Results

Usage Survey

The results of the student support services usage survey showed that services are generally underused, even though those who use services are generally satisfied with the experience. This does not just apply to specialty or targeted programs such as EOPS, CARE, and CalWORKS, where 70%, or the Veteran's Resource Center, where 85% of those who responded indicate never having used the resource. It also applies to services available for all students. Seventy percent of those who responded indicate never using the Transfer Center while 61% never used the Career Center. Seventy-nine percent have not used the Reading Success Center, while 65% said they never used the Math Study Center, and 40% never used the Writing Center. On the other hand, only thirteen percent indicated never using Counseling services. Another widely used service, used by 92% of those who responded, was the Library. Seventy-nine percent of the respondents rated their satisfaction with the library positively. Survey results are shown in Appendix A.

Despite the overall lack of usage of some of these programs, 98% of the respondents indicated usage of at least one program. Furthermore, 80% of respondents positively indicated that El Camino helped in their development as a student.

Program Usage Logs

The logs maintained by the services for the Fall 2015 term demonstrate the level of some usage of campus services. There were 24,000 students enrolled during the Fall 2015 term. Several of the programs shown in Table 1 are geared towards specific populations and the actual percentage of the population targeted by them may be small to begin with. Therefore, this should not be viewed in terms of effectiveness or value of the program. Instead, it should be viewed in terms of the diversity of resources offered and utilized by students on campus. There are other services offered by El Camino not included here because they did not submit usage information or else they collect information based on contacts, rather than students served.

Table 1: Fall 2015 Service Usage

	Students	Percent of Enrollment
Career Center	902	3.8%
CalWORKs	2,730	11.4%
CARE	81	0.3%
EOPS	967	4.0%
Financial Aid*	18,668	58.2%
First Year Experience	890	3.7%
Foster Youth	40	0.2%
Health Center	4,039	16.8%
Honors Transfer	592	2.5%
International Student Program	296	1.2%
I-TECH	979	4.1%
KEAS	117	0.5%
Learning Resource Center	3,188	13.3%
Math Study Center	7,465	31.1%
MESA	547	2.3%
Outreach Information Desk Assistance	6,900	28.8%
Project Success	84	0.4%
Puente Project	118	0.5%
Reading Success Center	1,650	6.9%
RISE Center Registration Assistance	237	1.0%
Scholarship Office	840	3.5%
Student Development Office	521	2.2%
Supplemental Instruction	2,240	9.3%
The Opportunity Project	1,295	5.4%
Transfer Center	5,092	21.2%
Veteran Resource Center	137	0.6%
Writing Center	5,076	21.2%

*Financial Aid data is for the 2015-2016 school year. The percentage is based off the 32,069 students enrolled during the school year.

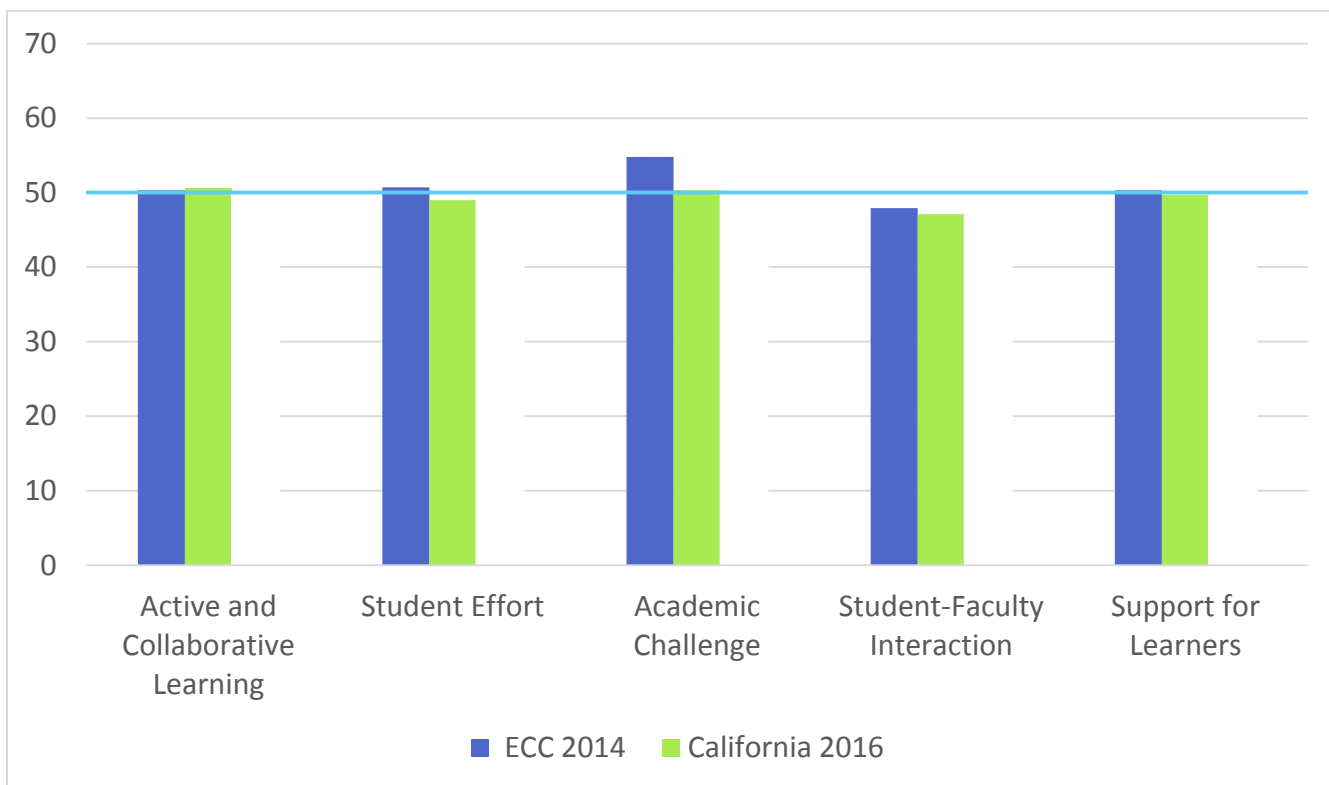
CCSSE

The [results of the CCSSE](#) survey indicate El Camino is doing a fair job of helping students. There were five benchmark categories defined by the CCSSE administrators. These categories are aggregate scores for selected questions, normalized so the national average score is 50/100. Active and Collaborative learning refers to instructors utilizing a variety of teaching techniques and activities enhancing learning. Student Effort refers to student self-efficacy related to course work and finding resources, like tutoring, to complete their studies. Academic Challenge refers to the amount of work and difficulty of course content. Student-Faculty Interaction refers to contacts with instructors, in or out of class. Support for Learners is the network of school entities and personal relationships used to navigate college.

El Camino College in 2014 and California in 2016 both have scores within a few percentage points of the national average for Active and Collaborative Learning, Student Effort, and Support for learners.

Both ECC and the state have the same rate of agreement as the national average for Active and Collaborative Learning, Student Effort, and Support for Learners. For these three categories, El Camino performs as well as an average college community college in California, as well as the United States. El Camino is viewed as more challenging than the average college in California or the country. This speaks to the level of rigor perceived by El Camino students. In terms of Student-Faculty Interactions, El Camino is on par with the state ratings, but falls short of the national average by 2%.

Figure 1: CCSSE Benchmark Comparisons



There are some differences in outcomes by racial/ethnic groups. For every CCSSE benchmark, African American and Hispanic students rate their experiences higher than White, Asian, or other students. These two groups are also the only groups to rate their experiences higher than the national average for every benchmark (Appendix B). This was particularly true for the sense of Student Effort and Academic Challenge. Student Effort includes concepts related to class preparation like doing the readings and preparing drafts as well as lab and tutor usage. Academic Challenge includes concepts related to educational output, such as working to meet instructor standards, applying concepts, and utilizing information. All of the racial/ethnic groups rated higher than the national average in terms of Academic Challenge.

Conclusions

The information collected indicates El Camino is doing a fair job of fulfilling ILO 3 to develop a sense of Community and Personal Development in students. El Camino offers many services to help students become more personally responsible and global thinkers. There is room for greater outreach from many of these campus

programs to be able to reach more students, but overall, a high percentage of students, regardless of program usage, indicate their personal development benefits from involvement at ECC. The CCSSE was conducted three years ago and is expected to be repeated in the near future. There is a possibility that responses in the next iteration will be different now that orientation, counseling, and education plan development are mandatory activities. However, the usage survey and activities logs are from the current year, indicating that even with the matriculation mandate, students are utilizing services, but they could be utilizing more.

African American and Hispanic students indicate higher levels of engagement than other groups on campus. This could be due to the number of programs on campus that work to service these traditionally under-represented populations. These two groups are two of the targets for student equity efforts on campus. High levels of engagement should lead to increased goal achievement for these students. New initiatives, like Guided Pathways, could provide more efficient ways of helping students achieve goals.

Appendix A: Community and Personal Development Survey Results

Community and Personal Development Student Survey

N= 291

Spring 2017

Please indicate the area of your major:

Response	Frequency	Percent	
Behavioral & Social Science	50	17.18	
Business	58	19.93	
Fine Arts	14	4.81	
Health Science & Athletics	45	15.46	
Humanities	9	3.09	
Industry & Technology	24	8.25	
Math or Computer Science	33	11.34	
Natural Science	19	6.53	
Missing	39	13.40	

To what extent do you feel that El Camino College has helped in your development as a student?

Response	Frequency	Percent	
Very Much	123	42.27	
Somewhat	98	33.68	
Neutral	37	12.71	
Not Very Much	13	4.47	
Not at all	4	1.37	
Missing	16	5.50	

Associated Students Organization [ASO]

Response	Frequency	Percent	
Very Satisfied	10	3.44	
Somewhat Satisfied	7	2.41	
Neutral	30	10.31	
Somewhat Unsatisfied	3	1.03	
Very Unsatisfied	1	0.34	
Never Used	197	67.70	
Missing	43	14.78	

CalWORKS/CARE/EOPS

Response	Frequency	Percent	
Very Satisfied	27	9.28	
Somewhat Satisfied	9	3.09	
Neutral	37	12.71	
Somewhat Unsatisfied	3	1.03	
Very Unsatisfied	3	1.03	
Never Used	184	63.23	
Missing	28	9.62	

Career Center

Response	Frequency	Percent	
Very Satisfied	22	7.56	
Somewhat Satisfied	21	7.22	
Neutral	40	13.75	
Somewhat Unsatisfied	3	1.03	
Very Unsatisfied	0	0.00	
Never Used	132	45.36	
Missing	73	25.09	

Club/ICC [Inter-Club Council]

Response	Frequency	Percent	
Very Satisfied	10	3.44	
Somewhat Satisfied	13	4.47	
Neutral	31	10.65	
Somewhat Unsatisfied	4	1.37	
Very Unsatisfied	2	0.69	
Never Used	190	65.29	
Missing	41	14.09	

Counseling

Response	Frequency	Percent	
Very Satisfied	90	30.93	
Somewhat Satisfied	67	23.02	
Neutral	42	14.43	
Somewhat Unsatisfied	13	4.47	
Very Unsatisfied	10	3.44	
Never Used	34	11.68	
Missing	35	12.03	

Financial Aid

Response	Frequency	Percent	
Very Satisfied	75	25.77	
Somewhat Satisfied	32	11.00	
Neutral	40	13.75	
Somewhat Unsatisfied	7	2.41	
Very Unsatisfied	3	1.03	
Never Used	104	35.74	
Missing	30	10.31	

First Year Experience

Response	Frequency	Percent	
Very Satisfied	35	12.03	
Somewhat Satisfied	15	5.15	
Neutral	32	11.00	
Somewhat Unsatisfied	4	1.37	
Very Unsatisfied	4	1.37	
Never Used	139	47.77	
Missing	62	21.31	

Foster Youth Program

Response	Frequency	Percent	
Very Satisfied	4	1.37	
Somewhat Satisfied	3	1.03	
Neutral	19	6.53	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	1	0.34	
Never Used	220	75.60	
Missing	44	15.12	

Health Center

Response	Frequency	Percent	
Very Satisfied	39	13.40	
Somewhat Satisfied	18	6.19	
Neutral	23	7.90	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	4	1.37	
Never Used	131	45.02	
Missing	75	25.77	

Honors Transfer Program

Response	Frequency	Percent	
Very Satisfied	12	4.12	
Somewhat Satisfied	5	1.72	
Neutral	23	7.90	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	0	0.00	
Never Used	217	74.57	
Missing	32	11.00	

International Student Program

Response	Frequency	Percent	
Very Satisfied	13	4.47	
Somewhat Satisfied	11	3.78	
Neutral	28	9.62	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	1	0.34	
Never Used	164	56.36	
Missing	72	24.74	

I-Tech START Center

Response	Frequency	Percent	
Very Satisfied	6	2.06	
Somewhat Satisfied	3	1.03	
Neutral	19	6.53	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	1	0.34	
Never Used	206	70.79	
Missing	55	18.90	

KEAS Program

Response	Frequency	Percent	
Very Satisfied	20	6.87	
Somewhat Satisfied	4	1.37	
Neutral	20	6.87	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	1	0.34	
Never Used	162	55.67	
Missing	84	28.87	

Learning Resources Center [LRC] /Basic Skills Study Center

Response	Frequency	Percent	
Very Satisfied	53	18.21	
Somewhat Satisfied	22	7.56	
Neutral	27	9.28	
Somewhat Unsatisfied	5	1.72	
Very Unsatisfied	1	0.34	
Never Used	137	47.08	
Missing	46	15.81	

Library

Response	Frequency	Percent	
Very Satisfied	130	44.67	
Somewhat Satisfied	66	22.68	
Neutral	32	11.00	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	0	0.00	
Never Used	19	6.53	
Missing	42	14.43	

Math Study Center

Response	Frequency	Percent	
Very Satisfied	36	12.37	
Somewhat Satisfied	26	8.93	
Neutral	26	8.93	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	2	0.69	
Never Used	167	57.39	
Missing	33	11.34	

MESA

Response	Frequency	Percent	
Very Satisfied	17	5.84	
Somewhat Satisfied	6	2.06	
Neutral	27	9.28	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
Never Used	151	51.89	
Missing	90	30.93	

Project Success

Response	Frequency	Percent	
Very Satisfied	3	1.03	
Somewhat Satisfied	3	1.03	
Neutral	20	6.87	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	1	0.34	
Never Used	204	70.10	
Missing	60	20.62	

Puente Project

Response	Frequency	Percent	
Very Satisfied	3	1.03	
Somewhat Satisfied	3	1.03	
Neutral	18	6.19	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	0	0.00	
Never Used	150	51.55	
Missing	116	39.86	

Reading Success Center

Response	Frequency	Percent	
Very Satisfied	15	5.15	
Somewhat Satisfied	12	4.12	
Neutral	24	8.25	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	0	0.00	
Never Used	196	67.35	
Missing	43	14.78	

RISE Center

Response	Frequency	Percent	
Very Satisfied	9	3.09	
Somewhat Satisfied	1	0.34	
Neutral	19	6.53	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	1	0.34	
Never Used	141	48.45	
Missing	118	40.55	

Scholarships

Response	Frequency	Percent	
Very Satisfied	17	5.84	
Somewhat Satisfied	13	4.47	
Neutral	27	9.28	
Somewhat Unsatisfied	3	1.03	
Very Unsatisfied	4	1.37	
Never Used	179	61.51	
Missing	48	16.49	

Special Resources Center

Response	Frequency	Percent	
Very Satisfied	12	4.12	
Somewhat Satisfied	5	1.72	
Neutral	17	5.84	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	0	0.00	
Never Used	137	47.08	
Missing	119	40.89	

Supplemental Instruction

Response	Frequency	Percent	
Very Satisfied	12	4.12	
Somewhat Satisfied	11	3.78	
Neutral	19	6.53	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	1	0.34	
Never Used	179	61.51	
Missing	67	23.02	

The Opportunity Project [TOP]

Response	Frequency	Percent	
Very Satisfied	7	2.41	
Somewhat Satisfied	3	1.03	
Neutral	15	5.15	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	1	0.34	
Never Used	134	46.05	
Missing	131	45.02	

Transfer Center

Response	Frequency	Percent	
Very Satisfied	20	6.87	
Somewhat Satisfied	20	6.87	
Neutral	26	8.93	
Somewhat Unsatisfied	4	1.37	
Very Unsatisfied	2	0.69	
Never Used	172	59.11	
Missing	47	16.15	





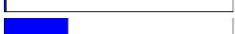

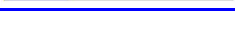
Veteran Resources Center

Response	Frequency	Percent	
Very Satisfied	5	1.72	
Somewhat Satisfied	2	0.69	
Neutral	18	6.19	
Somewhat Unsatisfied	2	0.69	
Very Unsatisfied	0	0.00	
Never Used	154	52.92	
Missing	110	37.80	

Women in Technology [WIT]

Response	Frequency	Percent	
Very Satisfied	3	1.03	
Somewhat Satisfied	1	0.34	
Neutral	15	5.15	
Somewhat Unsatisfied	1	0.34	
Very Unsatisfied	1	0.34	
Never Used	219	75.26	
Missing	51	17.53	

Writing Center

Response	Frequency	Percent	
Very Satisfied	54	18.56	
Somewhat Satisfied	32	11.00	
Neutral	24	8.25	
Somewhat Unsatisfied	11	3.78	
Very Unsatisfied	4	1.37	
Never Used	84	28.87	
Missing	82	28.18	

Appendix B: CCSSE Benchmarks by Ethnic/Racial Groups

Figure 2: Active and Collaborative Learning

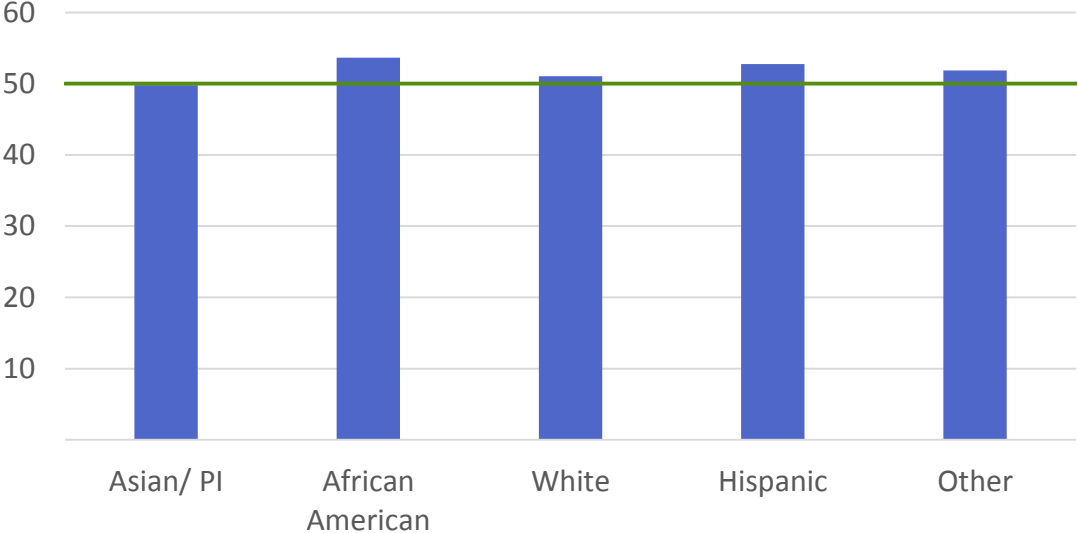


Figure 3: Student Effort

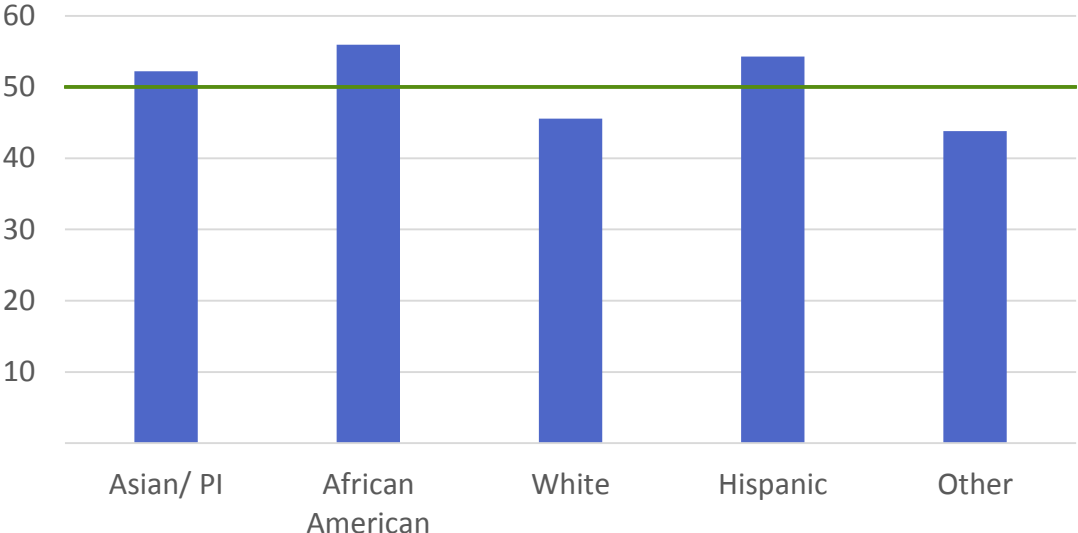


Figure 4: Academic Challenge

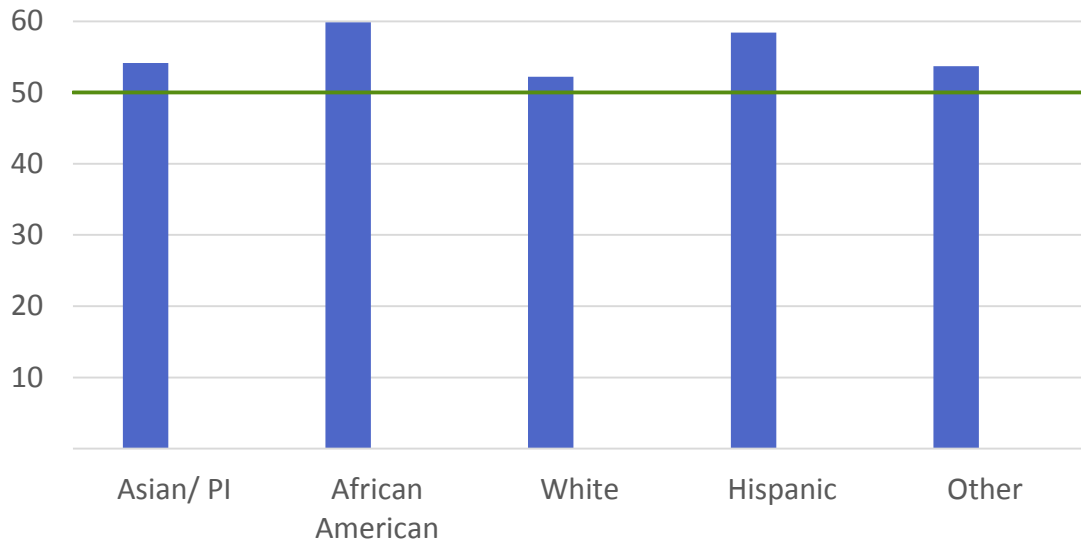


Figure 5: Student/Faculty Interactions

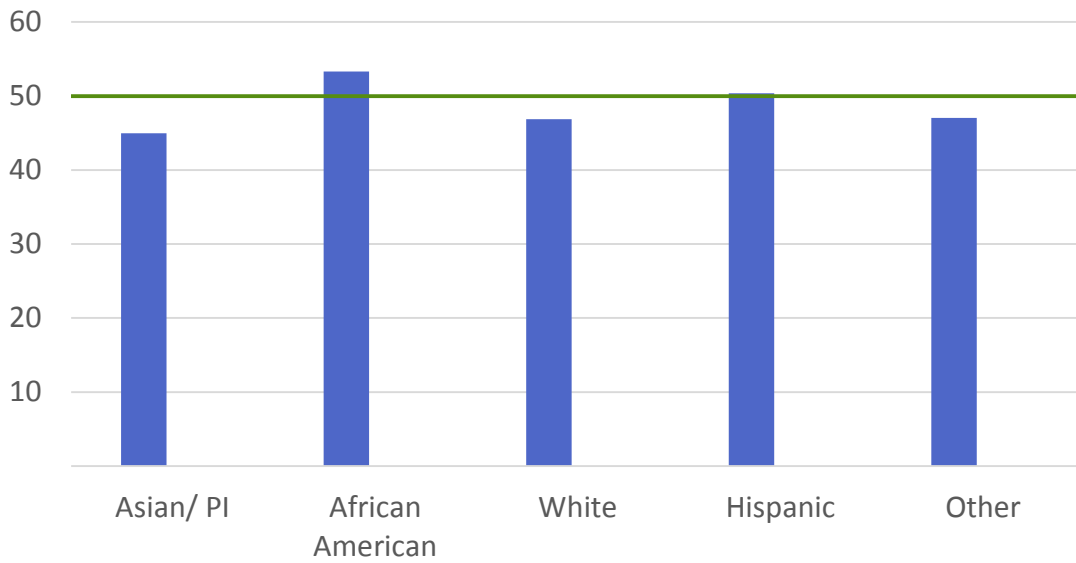


Figure 6: Support for Learners

