



Counseling Services

Program Review

2016

**EL CAMINO COLLEGE
2016 Counseling Services
PROGRAM REVIEW**

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Program Description

1. Describe the program. How does the program link to the College’s mission statement, statement of values, or strategic initiatives?

The Counseling Division is diverse in the type of services provided across various campus locations to meet the needs of students. Counselor assignments are one way to demonstrate the expanse of the service area of this ‘program’. The division consists of 37 full-time counselors of whom 27.5 are assigned to various majors, specialized programs and areas, such as Articulation, Athletics, Extended Opportunity Programs and Services (EOP&S)/CalWORKs/Cooperative Agencies Resources for Education (CARE), Financial Aid, First Year Experience (FYE), Math Engineering Science Achievement Program (MESA), Puente Project, Project Success, Knowledgeable, Engaged, and Aspiring Students (KEAS) which is part of the Student Equity Program (SEP), the RISE Center, Student Success Program (SSP), the Career and Transfer Center, The Opportunity Project (TOP), the International Student Program, the Special Resource Center (SRC), and the Veteran’s Center. As illustrated in Table 1.1, 21 of the 37 Counselors were hired as General Full-Time Counselors; of the 21, a combined 11.5 counselors are assigned to specialized areas and programs with the remaining 9.5 counselors providing services to the general student population.

Table 1.1: Full-Time Faculty Assignments

Counseling Program and Area	Number Full-Time Counselors
General Counseling	21
Assigned to:	
Full assignment:	
Career	1
Transfer	1
Veterans	1
Partial assignment:	
Athletics	3
TOP	2
Career	1
Financial Aid	2
MESA/STEM Center	2
Project Success	1
Puente	2
Transfer/HTP	4
Veterans	1
EOPS/CalWORKs	3
First Year Experience	3
International Student Program	1
KEAS/Student Equity	1
RISE Center	3
Retention	2

Basic skills	1
Special Resource Center	3
Articulation Officer	1

Note: This table does not include an additional temporary full-time faculty assignment to KEAS for 2016-2017 and a developing program Asian American Pacific Islanders (AAPI), both of which are programs supported by Student Equity funding.

This program review includes information as it pertains to the respective counseling supports in all these areas. Although part of the Counseling Division and support services to students, this program review does not fully detail First Year Experience, Puente Project and Project Success programs in all sections as those learning communities submit separate program reviews. For the purposes of this program review references to the Counseling Division or Counseling services may be used interchangeably.

El Camino College Mission Statement:

El Camino College makes a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

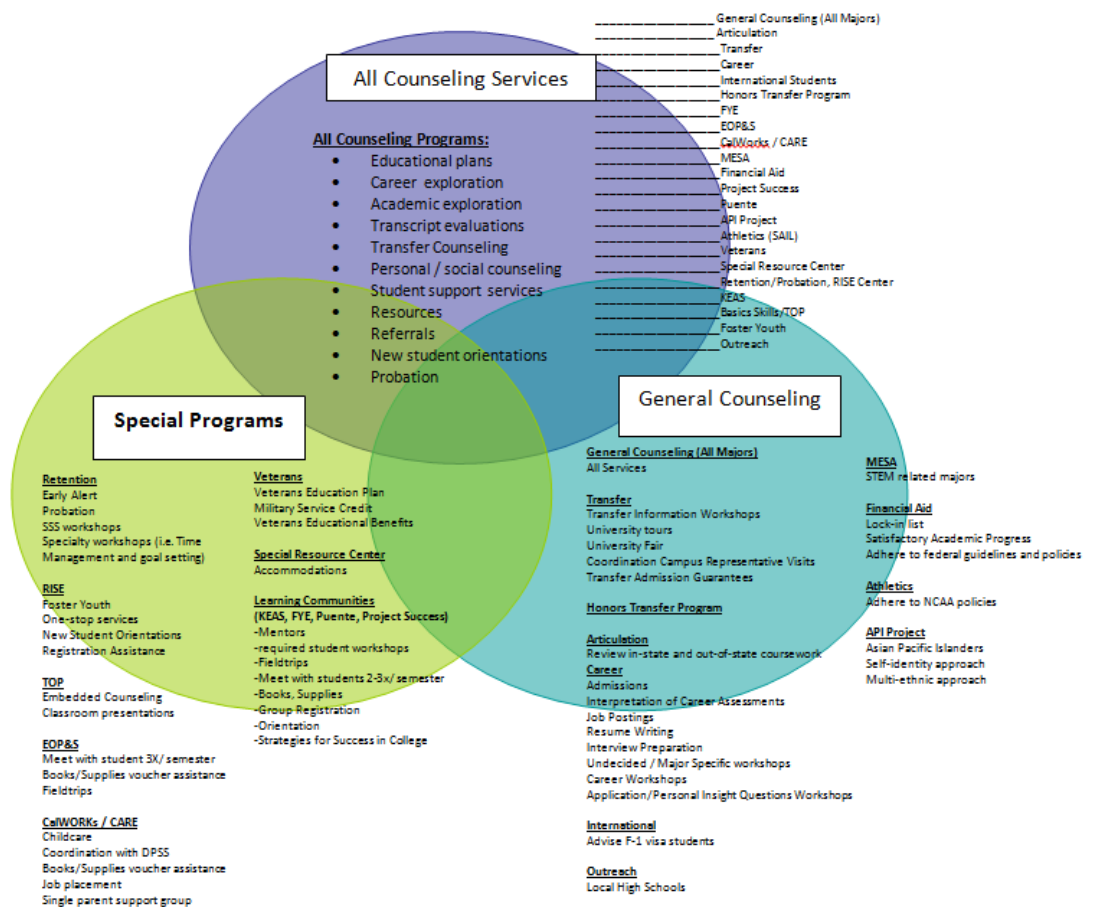
The Counseling Division supports the college mission by providing excellent comprehensive educational programs and services to promote students’ learning and success in collaboration with the diverse college campus and the local community. Students make informed decisions through the academic, career, and personal counseling services provided by the counseling faculty and staff. During a counseling session as well as workshops hosted by the division, the students learn about the College’s programs, academic policies, support services, associate degrees, certificates, career services, and transfer admission requirements to four-year colleges and universities. Counseling faculty and staff provide vital resources for students’ academic success through counseling appointments (inclusive of educational plans), express counseling, workshops, seminars, classroom presentations, orientations, career, major, transfer, and personal, guidance. In addition, counselors provide referrals as needed to other on-campus or community support services. These services enhance student success for students by providing counseling, follow-up, technology and intervention.

Counseling services embody the college’s core values of People, Respect, Integrity, Diversity and Excellence (PRIDE). The Counseling Division provides ongoing training and professional development to managers, faculty, staff and student employees that are student centered and encompass the core values. The division respects the input of everyone and provides safe space for open dialogue to work towards division excellence. It is also diverse in its own representation and is sensitive to the needs of the diverse student population. Learning communities (FYE, KEAS, Puente Project, and Project Success) are an example of programs designed to meet specific needs of our diverse population. To ensure the counseling services provided are delivered with quality and excellence the division utilizes a process of continued evaluation through, division and program annual retreats, evaluations of program offerings, participation in college wide surveys, Service Area Outcomes (SAOs), and through the regularly scheduled faculty and staff evaluations.

Counseling services support the college’s Strategic Initiatives (SI.A-E) at varying levels. Counseling faculty and staff actively engage in campus-wide and division committees to

implement policies to support Student Learning (SI.A). Counseling’s strongest and most apparent connection is with Student Success and Support (SI. B). This is evidenced through the myriad of services offered as illustrated in Figure 1.1, which also support Student Learning (SI.A). Furthermore, counseling services demonstrates and embodies Collaboration (SI.C). Personnel actively participate in collegial consultation and advisory committees to foster collaboration. Collaboration is also supported via communication within the division. Through the Vice President of Student Success and Community Advancement, our Dean of Counseling, and Associate Dean, and faculty representatives on college and statewide collegial consultation committees, the Counseling Division is informed of and adheres to the federal policies, state-wide initiatives, and local campus policies that are relevant to the counseling division. To support comprehensive services, counseling division continues to increase its efforts to align with other student and academic support programs to address Institutional Effectiveness (SI.E).

Figure 1.1: Counseling services and offerings



Note: All Counseling Services indicates similar job responsibilities completed by all counselors whether they are general counselors and/or in specialized programs.

2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

Counseling services are available to all students, ages 17 and up who represent a diverse population, including African American, American Indian, Asian, Latino, Pacific Islander, White, and multi-ethnic.

(http://www.elcamino.edu/administration/ir/docs/eccprofile/MiniprofileFA15census_ECC.pdf).

As of fall 2015 the office of Institutional Research and planning student demographic data reveal a total of 24,000 students enrolled. Of these students, 6.1% indicated their intended educational goal was to earn a certificate or degree, 55.8% planned to transfer, and 22.1% stated to be undecided about their academic goal. Furthermore, 66.9% of our student population is considered part-time compared to 33.1% who are enrolled full-time.

In collaboration with Outreach and School Relations, counseling services are also provided to high school dual enrolled or special admit students. Unfortunately data distinguishing those who avail of counseling services is not widely available. Therefore it is practice to review overall student metrics rather than specific groups. Hence institutional data is often the baseline for student population for this program. One metric of students served is through the collection of Student Success and Support Program data. Data reveal first time contacts for orientation, educational planning and counseling or advisement as noted in Table 1.2.

Table 1.2: Three-year Spring term trend of Counseling Contacts and Services

Service Contact	Spring 2014	Spring 2015	Spring 2016
Orientation	427	5,040	4,312
Educational Plan	4,240	8,466	8,663
Counseling/Advisement	2,613	9,559	9,764

Note: Data for Orientation, Educational Plan and Counseling/Advisement are from DataMart for the respective years. Spring 2016 and 2015 is from SSSP reporting, whereas Spring 2014 were reported with Matriculation Services, which may be lower than actual services as a transition with data recording and reporting practices occurred during this timeframe. It is worthy to note SSSP data is not replicated. For example a student who received an educational plan in a prior year is not again counted if a plan is drafted to support transfer or financial aid in this measure. Last, the spike in orientation services are supported with the implementation of online orientation, however, both in person and online offerings are provided.

The following tables (1.3 and 1.4) reveal the number of students who have utilized services available from the Transfer Center.

Table 1.3: Transfer Center Student Usage 4-year review

	2012-2013	2013-2014	2014-2015	2015-2016
Contacts inside the Transfer Center (any services provided to the student at the college)	14,012	17,053	14,646	16,967
Contacts outside of the Transfer Center (any services provided to the student outside of the college)	1,000	366	897	1,194

Additionally, the Transfer Center provides services to the following cohort programs: Honors Transfer Program (HTP), First Year Experience (FYE) Program, Mathematics, Engineering, Science Achievement (MESA) Program, Extended Opportunity Program & Services (EOPS), Puente Program, and Project Success Program:

Table 1.4: Transfer Services to Cohort Programs

	Orientations	Workshops	Class Presentation
HTP	3 per year = 600 students	7 a year = 300 students	N/A
FYE	12 a year = 360 students	2 a year = 50 students	N/A
EOPS	N/A	2 a year = 50 students	N/A
MESA	N/A	2 a year = 50 students	N/A
Puente	N/A	N/A	1 a year = 35
Project Success	N/A	N/A	1 a year = 35
Student Clubs	N/A	N/A	2 a year = 100
Total Student Number per year	960	450	170

In addition, the HTP program has increased from serving 350 students to 600 students in the last five years, a 58% increase in students, which results in commensurate increase of students served by the Transfer Center.

Recommendation: Data represented indicates students served. Having better metrics or a dashboard might support counseling services to be more strategic in interventions and follow-up with students.

3. Describe how interaction with the program helps students succeed or meet their educational goals.

With the implementation of the Student Success Act, a recent study, the Student Support (Re)defined research process, by Rogear Prunell, Diane Rodriguez-Kiino and Eva Schiorring evaluated student support services inside and outside of the classrooms for California community college students and identified “effective support must address the “whole student”” (Prunell, R., Rodriguez-Kiino, D., Schiorring, E., 2014). Six success factors were identified as:

- **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- **Focused:** fostering students’ motivation and helping them develop the skills needed to achieve their goals
- **Nurtured:** conveying a sense of caring where students’ success is important and expected
- **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom

- **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- **Valued:** providing students with opportunities to contribute to and enrich the college culture and community

The study is a collaborative review of students' needs in college, engagement of practitioners, and increased interaction and dialogue campus wide, with additional emphasis on underrepresented populations. The study referenced and included student development theories and research done from several of the well know theorists on student; engagement, success, support, identity development, learning, persistence, equity, social-psychological.

Through Senate Bill 1456 and the Student Success Act of 2012 (formerly matriculation) the Student Success and Support Program Plan (SSSP), colleges are responsible for providing orientation, assessment, and educational planning services that students need to make informed decision about their educational goal and program of study. By having an educational goal and clear pathway through educational planning, counseling, and support services, it is likely that students will progress toward a degree, certificate, transfer, or strengthening employable skill sets. Counseling program services thread throughout the student's educational journey. Please refer to the Service Area Outcomes (SAO) section for data.

4. How does the program interact with other on-campus programs or with off-campus entities?

The Counseling Division has faculty and staff representation in many areas outside of counseling. Currently, there are counseling faculty participating in campus-wide committees, such as the Academic Senate, the College Curriculum Committee, Curriculum development, academic department meetings, the Planning and Budget Committee, the Student Success Advisory Committee, Enrollment Management, and the Distance Education Advisory Committee. In addition, the Counseling works with the Math and English Departments through TOP, Outreach and School Relations to provide information, orientations, educational planning, assessment and resources to the high school community. More recently, the division has collaborated with other programs to host New Student Welcome Day, summer One-Stops and last spring's Counselor Collaborative. Counseling services engages with many of the campus initiatives, e.g. the implementation of an early alert, degree planner and degree audit tool, and piloting of multiple measures in math. Moreover, staff and faculty have participated in various work groups such as Process Improvement Steering Committee, Educational Master Planning, Seeds of Change Initiative, and South Bay Promise Taskforce. Last, counseling collaborates with faculty and staff across the college to integrate SSSP, SEP and BSI efforts and align these with the college's various plans.

Based on the Master Education Plan focus areas and themes that pertain specifically to counseling include:

- Access, Progress and Completion
 - To support student access and equitable and timely progress and completion

- Institutional Process Improvement
 - To ensure efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks

5. *List notable achievements that have occurred since the last Program Review.*

Below is a list of notable achievements or accomplishments since the last Program Review:

- Counseling hosted a two week Educational Planning Fair (spring 2016) to provide educational plans for students who may not have had an opportunity to see a counselor. Students with certain majors (e.g., STEM) also had the opportunity to meet with counselors who specialize in these areas.
- The creation and opening of the RISE Center (fall 2015) has enabled counseling to assist at-risk students and students on probation via innovative workshops, counseling, individual guided support, and other resources.
- Counseling has increased regular training opportunities for counseling faculty, including adjunct faculty, to communicate ongoing changes to processes, procedures, and requirements related to student success.
- In partnership with Student Equity Plan and academic affairs, support the creation of the KEAS program (fall 2015) to close the gap to our underrepresented minority populations with the lowest access, course completion, ESL and Basic Skills completion, degree and transfer rates in higher education.
- Through grant funding from the California Community College Chancellor's Office (CCCCO), counseling has also been instrumental in developing statewide transfer admission guarantees (TAG) (fall 2015) with the Historically Black Colleges and Universities (HBCU).
- Counseling implemented and expanded TOP to assist basic skills students in selecting math and English classes with a counselor who can provide intrusive support in the classroom during and throughout the semester.
- Through SSSP funds the division has hired an Associate Dean, User Support Technician, Career Advisor, Retention Advisor, RISE Program Coordinator, and full-time counselors.
- Educational Planning Initiative pilot college (spring 2014) through Chancellor's office.
- Pilot institution for Online Educational Initiative (OEI) online counseling (fall 2015).
- Updated Online Orientation (spring 2014).
- Virtual reality probation intervention game pilot (2015-16).
- Expanded Puente Project to a second cohort to start at fall 2016 (spring 2016).
- In past years the following programs were offered with great success: Pre-Health Professions Conference, especially designed to educate, motivate and encourage underrepresented students to pursue health profession careers and Latino, African American Conference. For the 2016-2017 school year Mr. Frank Romero, renowned Latino Los Angeles artist, will present for our students and community.
- Through SEP, the creation of an Asian American Pacific Islander (AAPI) Program, developing a learning community to promote: identity development, leadership and persistence in higher education has commenced (fall 2016).

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Recommendations from the 2012 Program Review were made prior to the implementation of SSSP and other Student Success Act of 2012 initiatives and also emphasized requirements for the new student services center building. As a result, this section is reflective of more current recommendations. Table 1.4 lists recommendations from the 2015-16 Program Plan.

Table 1.5: 2015-16 Program Plan Recommendations

Recommendation	Reason not implemented
The hiring of full-time permanent support staff for the Articulation Office, Career and Transfer Center	Insufficient funding
Full-time counselor positions (HTP, Virtual Counselor, Math Engineering Science Achievement Program (MESA))	Not prioritized through faculty hiring process
Equitable online counseling services to distance education student population	In progress
Implementation of the online educational plan	In progress, currently participating on pilot for statewide committee for educational development

Program Environment

- 1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?***

Counseling Services is located on the first floor of the Student Services Center. This is the primary location of general counseling, career and transfer services, and the Puente and Project Success programs; however, counseling services are also offered in various other locations as part of specific student support programs. Other locations include: the RISE Center located in SSVC 213 which houses, Student Success Program (SSP), The Opportunity Project (TOP) and the Guardian Scholars Program (GSP), and the First Year Experience (FYE) program located in SSVC 204. Within other divisions, counseling services are provided via the Special Resource Center (SRC), Extended Opportunities Programs & Services/CalWORKs/CARE (EOPS/CalWORKs/CARE), Knowledgeable Engaged Aspiring Students (KEAS), the International Student Program (ISP), Outreach and School Relations (OASR) and Veterans Services.

The funding from Student Success and Support Programs (SSSP), has allowed many of the programs within the Division have adequate fiscal resources to serve students. However, operational and programmatic needs of career and transfer services that are not eligible for SSSP funding continue to face staffing and other deficiencies. In particular, transfer services are impacted by insufficient support staff. Additionally, the building capacity is limited by the physical space available to support existing and additional services, managers, faculty and staff, student space and technology.

Recent initiatives and mandates driving changes in counseling services have impacted workload at all levels. Many of our managers, faculty and staff participate on college, regional and statewide efforts. Despite hiring positions, personnel have been stretched thin to maintain existing and new program and operational functions.

- 2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.***

Since the last program review in 2012 many new positions have been created and hired to support and meet Student Success Act mandates. Table 2.1 includes these SSSP dedicated positions which include User Support Technician, Operations Officer (.42), a Student Services Specialist for Transfer, Associate Dean, and other part-time and full-time counselors. Student Services Specialist for TOP is funded by Basic Skills Outcomes Transformation Grant and will be assigned to the RISE Center and supervised by the Associate Dean. Currently, the Associate Dean position is filled on an interim basis and the Program Coordinator in RISE is vacant. Additionally, turnover has occurred within the last four years.

Table 2.1 includes staffing to support counseling and related services, irrespective of funding source and program. As an alternate means of examining potential staffing needs within the

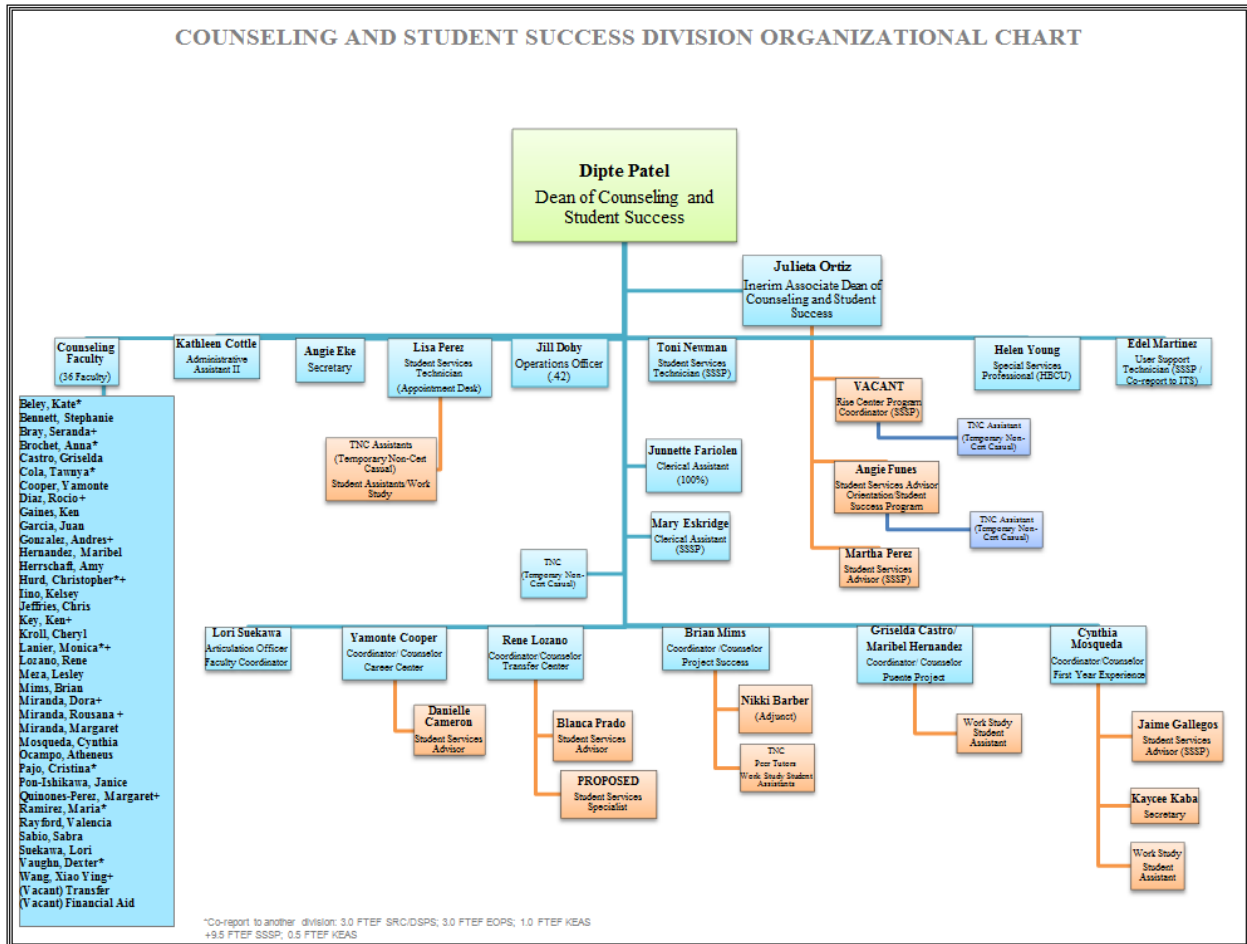
scope of this program review, a count of staff who have served 25 or more years has been included, although this length of service is not necessarily indicative of potential retirements. In fact, those with fewer years of service may consider retiring within the same timeframe. The attached organizational chart demonstrates the reporting structure of the counseling program. General Counseling includes Career, Transfer, Puente, Project Success, International, Veterans and Financial Aid counselors.

Table 2.1 Counseling Personnel

Personnel Type	Current Level		25+ years of service	
	# of Personnel	FTE	# of Personnel	FTE
Full-Time Faculty (Tenure Track & Tenured)	36	35.31	3	2.31
General Counseling	21		3	2.31
First Year Experience	3			
RISE Center	3			
Articulation Officer	1			
Other Divisions				
EOPS/CalWORKs/CARE	3			
KEAS	1			
SRC	3			
Part-Time Adjunct Faculty (<67% load only)	38	14.31		
Full-Time Classified Staff	16	15.42	0	
General Counseling	7			
Career	1			
Transfer	2			
FYE	2			
RISE	3			
Temporary Non-Classified (<25 hrs/wk 170 days only)	16*			
Student Employees (<25 hrs/wk 170 day only)	11*			
Manager	2	2		
Temporary Project Administrator (SSP – HBCU)	1	1		

*these figures do not include student workers (n=12) and temporary non-classified (n=4) that currently work for FYE, Puente Project or Project Success.

Figure 2.1: Counseling and Student Success Division Organizational Chart



Since 2012 the division had two interim deans with a permanent dean assigned April 2015, and a new position of Associate Dean started June 2015, though resigned in August 2016. Despite an increase in staffing a commensurate if not larger increase in workload has occurred during this time period.

3. Describe the personnel needs for the next four years.

Several factors will contribute to meeting personnel needs in the next four years. Some of these include implementing the state initiatives, district outcomes and goals, and providing sufficient support for programs as well as adjusting for impending retirements. One restriction to consider is creating sufficient space to absorb the personnel needed to meet student demand.

There are currently two faculty vacancies in general counseling, previously assigned to transfer and financial aid. With the continued expansion of educational planning initiatives, additional counselors to support the development of educational plans, different modes of service delivery, such as virtual counseling, and service within other student support areas will be needed. General

counseling supports academic divisions, although the number of counselors serving highly subscribed majors within specific divisions will, in all likelihood, need to increase.

The positions that are needed prior to the next program review cycle are the MESA counselor to be a resource for math based majors and counselor effectiveness, a virtual counselor, Transfer counselor, Financial Aid counselor, Career counselor, and generalist counselors.

One staffing concern stems from the current faculty contract that was imposed beginning 2012-13 where counseling faculty were reduced from a 12-month working schedule to the current 10-month schedule. One obvious limitation to the 10-month contract is assuring that students have continuous access to critical counseling services year round. With the reintroduction of winter session in January 2017, in the months of January and July where full-time counselors are not contracted to work, students still require various counseling services. For example, especially in January, as Associates Degree for Transfer (AD-T) offerings and attainment increases, students will need to see counselors to petition for graduation. Intervention and support services will also be needed in January for students placed on probation and possibly resulting in disqualification from financial aid and loss of the BOG fee waiver. Without access to counselors, this vulnerable student population may find it difficult to persist at El Camino College.

New and continuing transfer-ready students in the process of applying to universities need guidance during January as they submit and update their college and university applications, UCLA HTP transfer admissions priority applications, and supplemental applications. With the reintroduction of the winter session in 2017, students enrolled in winter session may need to discuss progress in their courses. These are only some of the various reasons why consistent access to counseling services needs to be maintained in January. Similarly in July, students need to petition for graduation, meet with counselors for probation as well as dismissal services, prepare for transfer applications, discuss progress in summer coursework, and develop education plans for fall registration. There is a need to address this staffing concern to ensure students are served adequately all year long.

Another implication of the current 10-month contract for counselors is the reduction or complete loss of critical student services such as New Student Welcome Day, Transfer Conference, and summertime orientations. The planning and coordination of important student services, programs, and projects require counseling faculty in January and July. Counselors for programs such as FYE, Project Success, and Puente, have had to work with special assignment pay in order to accommodate the 10-month contract. After a hiatus, New Student Welcome Day was brought back in 2016 and the coordination was paid through special assignment pay. These programs and services support student retention, completion, and goal attainment which ultimately increases FTES for the district. Thus, continued support of full-time counseling staff to coordinate these activities will be needed in the future. To ensure adequate coverage of

counseling services throughout the calendar year, it is recommended the counselors' contract be renegotiated.

In addition to faculty, as services diversify and expand for; early alert, basic skills intervention, and career and transfer, the hiring of additional personnel will be necessary. Administrative support for articulation functions is also needed due to the expansion of articulation, AD-T, C-IDs, and the Starfish degree planner tool that will include transcript evaluation. The hiring of permanent Appointment Center staff to cover all hours of operation is also essential to the utility of the counseling division to provide consistency, efficiency and solid customer service.

Currently, the Appointment Center is staffed by temporary hourly employees.

Ideally the Student Success Program should hire a second full-time student services advisor to assist with the many student services and function of the program so that there is continuity in customer service and reinstatement procedures. Additionally, there has been an increase demand for probation and dismissal services due to the academic standards that student have to meet to keep the BOGFW. As a result of these requirements, the need for at least one full-time clerical staff to meet the operational need of the program is vital.

Although there were nine full-time counselors hired, only two are generalist. Which in turn leaves, general counseling short staffed due to the fact that seven counselors are assigned to special programs. Moreover, seven counselors are currently coordinating special programs which cut our FTEF to 0.5. As a result, general counseling continues to be drastically under staffed to serve the needs and demands of the general student population. Thus, in reality we would need to hire 3.5 FTEF to replace the deficit. Additionally, we have not filled the vacant positions due to three recent retirees, which further adds to the deficit not included in the previous program review. Please refer to table 2.1 and figure 1.1.

Lastly, a position with direct oversight of counselor scheduling, support evaluations, planning and targeting student interventions is necessary to be more responsive to ongoing initiatives from the state and college. This position may be classified as an administrator – such as a second Associate Dean or Director of Counseling, or faculty coordinator or chair position. This position is also necessary in consideration of the number of direct reports for the current administrators to improve access and response to personnel and students.

Through potential new or amended federal and State initiatives staff may be needed to support new functions. For example, the possible expansion of promise programs, transition to work and a focus on employment outcomes may impact staffing and facilities' needs.

4. Describe facilities needs for the next four years.

The current Student Services building has several limitations and concerns. The division is currently working with insufficient space for faculty and staff. Deteriorating facilities prevent proper use of current technology and restrict access to common internet services.

General maintenance and building issues persist. For example, the majority of the offices in the southeast portion of the building have been impacted since the building is eroding and sinking. One office in particular cannot be used due to the potential health and safety risks. Additional areas within the building have ongoing HVAC leaks which impacts offices, the conference room and hall space. In addition, furniture has to be modified in order to effectively be used by the counselors since the floor is slanted and not straight. This is causing posture problems with some counselors even though some of the furniture can be fixed or modified, the chair, where the counselor sits for a long period of time when they are meeting with students, cannot be modified.

A proposed new Student Services Center is scheduled to open spring 2019. Regrettably, the new building will not include sufficient space for activities and services funded through and required by SSSP, SEP and BSI initiatives. The new building plans do not identify a designated space for SSSP development, including the Puente Program, Project Success, TOP Program, KEAS, AAPI Program, and the RISE Center. With a growing concern with safety and potential threats, the new Student Services Center should take into consideration spaces to shelter in place, doors with interior locks, panic buttons, and other technological needs to ensure the safety of faculty, staff and students. Another consideration is that all counselors have enclosed offices to ensure a confidential space for counseling services.

To support student success the Student Services Center should also create a community space for students to study and engage in appropriate student activities. The space should be vast in consideration of the variety of counseling programs and activities related to services. Additionally, it should be inviting, allow for technological connection, and small group interaction.

Due to an increased attendance of Counselor led workshops and programs, a multipurpose conference room in the Student Services Center that can hold 150-200 students and have technology options to support a mobile lab is highly suggested. Furthermore, storage space for necessary equipment, supplies, materials, and resources is also needed in the proposed buildings.

Aside from direct facilities within the Student Services Center, additional space is requested in academic buildings in order to provide direct counseling services at campus division offices. This additional service would allow access to counselors by students at the convenience of their class schedule.

With the expansion of forthcoming changes, facilities to support new services would be necessary. Two examples are a job placement center to assist with employability skills, internships and job search activities; and a safe space for disenfranchised populations such as LGBTQ+, AB540, etc.

5. Describe the equipment (including technology) needs for the next four years.

It is vital to the Counseling Division to have current, up-to-date technology and equipment to efficiently, comprehensively and effectively support and counsel our students. With the implementation of online (virtual) counseling, online educational planning, and the expansion of

technology, students' access to scheduling as well as improved technology within counselors' offices to support improved service delivery. Access to reliable Wi-Fi in all locations of the proposed new building is imperative. For student traffic management, a queuing or check in system would assist, especially because the new building does not provide ready access to the counselors' offices or a common waiting area.

An internal barrier is scheduling student appointments. Although some issues may be addressed by examining and adjusting service practices and operations, a more sophisticated and thorough scheduling system and better training on current scheduling system would help identify reasons for counseling peaks and demands, and would provide students with a better process for scheduling appointments with a counselor. In addition, technology to organize and analyze data to help anticipate student needs and appointment allocation is needed.

Counseling services needs to be more technologically advanced to keep up with this generation of students. A majority of new high school students entering college are already accustomed to online learning environments and are more comfortable with conducting business in different modes. Thus, an ECC phone app for smartphones to apply, schedule appointments, or receive text alerts for information, appointment reminders, or early alert contacts would significantly improve communication with students. The forthcoming statewide student services portal that will track student progress with regard to applying for financial aid and completing core services may help resolve some of the technical barriers students face. However, modernizing practices and procedures will still be necessary. One example is reverse transfer students who fax in their transcripts for evaluation. An online tool to apply and check the status of their request would serve students better. A communication and content management system for internal use among personnel for updates and information, master calendaring across programs, and electronic display boards are other tools or technology to improve operations and services.

With the intent to increase support services more resources will be needed such as, a permanent space for workshops, computer equipment and software, survival kits for students with basic needs, and incentives for students that are showing improvement.

Recommendations:

Queuing systems

With SSSP mandates a solid technologically savvy infrastructure is key.

Panic buttons and other emergency precaution devices should be placed in the offices and in the front staff area in counseling.

Ergonomic desks, chairs, and other equipment used are suggested.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Hours for Counseling Services are as follows:

- Hours of operation for general counseling are 8:00 a.m. to 7:00 p.m. on Monday through Thursday and 9:00 a.m. to 1:00 p.m. on Friday. These hours were expanded to include summer term as of summer 2016.
- The Career and Transfer Center, located within general counseling, closes at 5:30 p.m.
- The RISE Center, which opened in fall 2015, has continued to expand service hours as operational support expands.

Based on a review of appointment and express counseling attendance, operational hours currently exceed student demand. However, these hours have been maintained to support plans for marketing to adult re-entry students and working adults. This expansion of hours has impacted hourly budgets. Although hours meet the needs of students and staff in general, scheduling practices and limitations of the current eSARS system may be the greater barrier for meeting students' needs.

Document procedures required for accountability, student tracking, and reporting are taking up more and more time out of student counseling appointments. Currently, 30-minute appointments do not seem to be sufficient to ensure quality of counseling service to students when there are ever-increasing number of forms to complete, steps to take, and data to enter to ensure proper documentation of each student contact. It is recommended that we reevaluate appropriate appointment lengths and increase appointment times, especially for student concerns such as: developing comprehensive educational plans; students with multiple college transcripts, students with extensive needs; students with multiple concerns and needs; and intervention services for student on probation.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

Counseling services addresses external factors through in-service training, ongoing planning efforts and participation in college wide workgroups and task forces charged with responding to changes. One external factor that has a great impact on counseling services is the Student Success Act of 2012 which has resulted in SSSP, Common Assessment, Education Planning Initiative, and Board of Governor's Fee Waiver eligibility to name a few.

The Student Success Act of 2012 has placed a greater emphasis on strategies supporting student success, retention and persistence. Student Success Task Force recommendations have resulted in mandates and initiatives that have led to greater accountability and demands on Counseling Services. Some of these changes include the requirement that new students complete the core services of orientation, assessment and educational planning for priority registration eligibility; the requirement of a comprehensive educational plan for students who have completed 15 units or two semesters of coursework; and, as of Fall 2016, the application of academic and progress

standards to the Board of Governors Fee Waiver. As a result, not only is there a greater demand for educational plans but also for advisement, academic guidance and support. Even though implementation of the SSSP is a college-wide effort, educational plans can only be created by counselors; thus, an increase in student contact is already underway.

In addressing these requirements, many services and programs are being developed to support the retention of the most disadvantaged or at-risk student populations, such as basic skills and probationary students as well as those who would benefit from student equity measures. However, counselors also collaborate with academic departments and develop specializations within disciplines to guide students toward transfer or employment. Furthermore, transfer counseling services are embedded within a subgroup of generalist counselors. In reality, the designation of generalist is a misnomer as these individuals are specialists in academic areas and educational planning functions. Often, counselors in other student support service areas refer students to meet with a major-specific counselor to ensure accurate information and guidance is provided.

Counseling continues to increase its collaboration with other areas by integrating counseling support in basic skills courses, CTE counseling, and human development courses. The purpose for doing so is twofold: to support student retention and persistence and to provide intervention services to the student rather than rely on student driven requests. As a result, partnerships with multiple areas are being generated or augmented.

Although a necessary resource, adjunct counselors are not able to fully address these issues, provide the leadership, and develop the long-term relationships necessary for Counseling Services to evaluate the efficacy of these measures. Due to the requirements of the Student Success Act many colleges are hiring full-time counselors which impact the retention and availability of currently employed adjunct counselors at El Camino College. This necessitates a constant hiring, training, and evaluation of new adjunct counselors which demands a great deal of work for administrators, faculty and staff in the counseling division. This coupled with the limitations of the current 10-month contract for full-time counseling faculty further exacerbates the issue of ensuring adequate staffing year round to address the greater demand for educational plans, advisement, academic guidance and support generated by the Student Success Act and other initiatives such as Student Equity and Assembly Bill 288. Unknown is the impact of other initiatives or mandates such as Strong Workforce, Online Education Initiative, and Education Planning Initiative.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. List the program's SAOs.

Table 3.1: Service Area Outcomes 2012-2016

COUNSELING AND STUDENT SUCCESS SERVICE AREA OUTCOMES (SAOs)	
Career Center	<ul style="list-style-type: none"> • Students will be more knowledgeable about career resources and services at the end of the Career Center Orientation. • After attending the career seminar students will be more likely to declare a major.
Educational Planning	<ul style="list-style-type: none"> • Students who meet with a counselor will have a better understanding of what is required in order to achieve their academic goals, leading to a more successful academic semester. (Successful is defined as earning a cumulative GPA of 2.0 or higher, completing at least 50% of units attempted that semester, and persistence to the following semester.) (Active) • To increase the number of students who utilize student support services on campus. (Inactive as of spring 2015 assessment) • At the end of their individual counseling appointment, students will increase their knowledge about the steps, resources and/or choices they have to define, clarify or achieve their goals. (inactive as of Fall 2012)
New Student Orientation	<ul style="list-style-type: none"> • As a result of completing the in-person or online orientation, students will learn basic information regarding ECC's registration procedures and educational options offered through ECC.
Student Success Program (formerly Student Enhancement Program)	<ul style="list-style-type: none"> • As a result of completing the Student Enhancement Program (SEP) workshops at ECC, students will learn basic information on probation and dismissal policies. Moreover, students will be provided with resources and follow-up services. • As a result of completing the Student Enhancement Program (SEP) workshops, students will demonstrate an understanding of their academic status and of their responsibility to achieve their academic goals.
Transfer Center Services	<ul style="list-style-type: none"> • As a result of an increase in transfer center workshops, more students will attend and gain an increased knowledge of transfer options and strategies. (Updated 2013-2014) • Utilizing Transfer Center services and activities, students will become more aware of potential transfer institutions, understand university transfer admissions eligibility requirements, and increase their intent to transfer. (Inactive as of Fall 2012)

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The Counseling and Student Success Division has SAOs that reflect various areas of the division to include transfer, career, orientation, probation and educational planning. The areas coordinate the Division SAO efforts together with their respective SAO sub-committees that include faculty and classified staff. Prior to 2016, the committees looked at the previous year's SAO outcomes and determine whether there is a need to further assess the same SAO, make adjustments to it, or

develop a new SAO to measure. All faculty and staff within the Counseling Division participate in the creation of the SAO through reporting during counseling, classified, division council, career, and transfer meetings. During those meetings, all faculty and staff have the opportunity to engage in the development and creation of the SAO's to be assessed for that year.

3. *How often are the SAOs assessed and who is engaged in the discussion?*

The Division assesses at least two SAOs per year with some years having multiple SAOs assessed simultaneously. The SAO discussions begin in the SAO sub-committees and continue in Division Council, counseling, career, transfer and classified meetings. Depending on the particular assessment plan, SAOs may include pre and post student survey questions or, in collaboration with Institutional Research and Planning, pulling success data for students who participated in Counseling Division services. However, a structured schedule and SAO lead would ensure a continuous cycle of SAO assessment and reflection.

4. *What has been done if the SAO assessment results were not as anticipated?*

In cases where the SAO assessment results have not been as anticipated, an examination of the SAO statement, assessment processes and delivery of services takes place. Based on the examination, changes are made accordingly. For example, the general counseling SAO was to increase the number of students who utilize student support services on campus. This SAO was measured through student self-report surveys. Although the results were positive for two consecutive years, indicating that as a result of the counseling appointment, 96% to 98% of students surveyed were planning to use at least one student support service on campus, there was no realistic way to validate whether or not the student actually utilized more services. As a result, the Division changed the SAO and assessment method for more measurable and accurate outcomes. The SAO was then changed to measure student success and persistence as a result of services offered through the Counseling Division.

SAOs have also been used to analyze changes or predict needs of the Division. In 2012-2013, student surveys demonstrated a lower percentage of students who felt they had a clear understanding of the resources needed to define and clarify their goals. As a result, the Counseling Division provided extensive career counseling certificate training to all counselors. In the Counseling Division, SAOs have been used to help improve services and provide accurate and informative data regarding our students and their needs.

5. *Where are the SAOs assessment results shared with staff, students, and the public?*

SAO assessment results are shared with Counseling Division personnel during various Division meetings. The SAO statements are posted in the Counseling Division Office in an open space where students and faculty can read them and they are also posted online via the Counseling Division webpage. It is recognized that the Division needs to be more consistent in updating the SAOs to ensure that the most up to date SAO statements and results are available.

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

It is through the SAO process that the Counseling Division is able to gather vital information that assists with establishing best practices and affecting changes to the Division for continuous improvement of services to students. SAO assessment results have guided the Division in addressing needs and improving services. For example, counselors received career assessment training, and new students had the opportunity to avail themselves of a registration assistance lab.

There have been more recent changes that were made as a result of our division SAOs. The SAOs were instrumental in assessing a new approach to career counseling. Career counseling shifted its method of assessment from a focus on majors to a focus on student skills. After assessing the Career Center SAO, a decrease in the number of students who were likely to declare a major occurred in comparison to previous years. As a result, insight was gained on how to better approach undecided students in future workshops. Thus, the Career Center increased the number of career workshops offered and moved toward the major selection approach rather than the new skills related approach.

Institutional research analyzed the data results of students who attended SSP workshops over a three year period. Students who attended the SSP workshop and received counseling had higher persistence rates and higher GPAs than students on probation who did not attend the workshop. These results led to an increase in the number of workshops offered.

Additionally, Student Success Program (Probation) Workshop SAOs looked at the number of students who were dismissed from the college who were able to return to good standing. Results indicated that only 30% were able to do so. Analysis of these results indicated that it is extremely difficult for students to return to good standing and additional follow-up services are needed to support students and monitor their progress more closely. Since then, the Counseling Division focus has been on increasing services to students on probation/dismissal. As a result of these findings, along with support from SSSP mandates, two retention counselors have been hired and will take more of a case management approach to counseling students on probation level I, level II, and dismissal.

Follow up services will be expanded to increase support and early intervention through offering the following: more academic success workshops, support groups, counseling walk-in hours, and follow-up appointments. Longer (60 min.) counseling appointments and classroom presentations are potential considerations that will require examination and consultation. Moreover, Instructional faculty will use the Starfish Early Alert system to identify and refer at risk students for Student Success program, Counselors, and Advisors to provide further intervention and follow up services.

Program Improvement

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

Counseling services is continually looking at improving services to students. In light of the mandates of the SSSP and Student Equity, it has become essential for counseling to utilize resources in the most efficient and effective manner. Revisiting current practices and foundational functions to see where improvements can be made is the program's first priority. From there, additional resources can be developed using SSSP and SEP funding to further assist students in achieving their academic and career goals. Weekly planning meetings, focus groups and an annual retreat with Counseling Division faculty and staff lead the efforts for improvement. In addition, on-going training for all counseling faculty are being conducted. The different trainings include topics such as: transfer strategies, career, financial aid, academic, progress probation and dismissal, process of removing holds, evaluating transcripts, STEM, nursing, and Datatel training.

In addition to these collective meetings, improving the evaluation of all the program's activities by developing meaningful assessment tools like the SAO surveys and other forms of evaluation are also underway. Just as the services offered need improvements, the ways they are evaluated also needs to be reevaluated and revised. Creating a new program without the evaluation piece is something that the Division has practiced in the past, but it is not the most effective way to make meaningful improvements. Debrief meetings along with evaluations are now included during the program planning process.

Finally, collaborative efforts with other campus partners and local high schools have increased to improve services to students. These are further detailed in subsequent sections.

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

Metrics are used to inform best practices and service delivery to students. In spring 2016 Counseling held an "Educational Planning Fair" and offered educational planning within academic divisions across campus to increase the number of students with an updated comprehensive educational plan. In addition drop in educational planning to the existing career and transfer fairs was an added service counselors provided. At each of these events, data was collected on number of students served and the total number of educational plans completed. Personnel and counseling hours required to staff each of these events was also taken into consideration. In the debriefing meetings, metrics to evaluate the effectiveness of each of these activities were utilized. Overall, the feedback from students comments were positive, however the overall use of counselors time spent on these two events was less productive in completing educational plans for students. However, there are many other factors to consider aside from this one efficiency metric, such as the quality of service and the population we are attracting through these alternative events. These events fulfill a need that wasn't being met before. Fewer educational plans are being created however counselors are serving a population who typically do not make a counseling appointment and complete an educational plan. These are all factors to be considered while also improving the event itself to meet the changing needs of students.

Adjustments and recommendations to improve or change the events to make them more effective resulted from these discussions. Counseling also discussed whether or not these events were worth holding again for the following year. Counseling decided to continue with the events for at least one more year. By analyzing some of the earlier events, adjustments to some of the later events (e.g., bringing the students to our offices for drop-in educational planning instead of having the counselors available in a remote location). This modification was to help with confidentiality and also efficiency of the counselors by having them located in their own offices with all the resources needed for educational planning.

Counseling has used metrics from CON data entry and SARS as well as surveys from student appointments to look at a small portion of the services offered. Since SSSP was passed, it has become necessary to have accurate and timely data. An analysis of resources over the last few years have concluded that SARS has not been an accurate source of data for a number of reasons, including: inconsistent use; inconsistent reporting; and the system’s initial configuration. When the system was originally set up, SSSP did not exist and collecting metrics on counseling services was not paramount. Because of this, assumed deficiency in the data collecting abilities of SARS, our IT Division initiated and implemented the CON screen to capture the core services rendered as mandated by SSSP. A majority of the data collected by counseling services is entered manually from paper lists and/or forms. The CON screen and the systems that have put in place thus far have significantly increased the accuracy of metrics as evidenced by the data below. Even with these improvements, however, the entirety of the services that Counseling provides to students is not captured. In order to make the improvements necessary to capture all of the services, counseling is working with the Office of Institutional Research and planning to improve data collection methods. In March of 2016, a full-time institutional researcher was hired to help with this process.

Each of the areas within counseling has collected metrics on students served. The following are few examples of this data. This data is utilized when planning workshops or other services for future terms and collaborating with campus partners. Ultimately, metrics are used to improve program services and to design new counseling events and activities.

Table 4.1: Last Four-Year Student Participation Numbers

New Student Orientation									
In-Person workshop Attendees									
		Fall 2012	52	Fall 2013	687	Fall 2014	127	Fall 2015	18
Spring 2012	222	Spring 2013	93	Spring 2014	765	Spring 2015	141	Spring 2016	106
Summer 2012	719	Summer 2013	1,027	Summer 2014	764	Summer 2015	172	Summer 2016	312
<ul style="list-style-type: none"> • The above totals are only for in-person workshops at El Camino College. It does not include the participants in online orientation or orientations conducted through Outreach & School Relations. • Totals also include Educational planning workshops and registration groups. *Educational planning workshops and registration groups are abbreviated orientations. 									

Table 4.2: Numbers of Students on Academic or Progress Probation for the Last Four-Years

Probation Data						
Term	Year	Academic Probation level 1	Academic Probation level 2	Progress Probation level 1	Progress Probation level 2	Semester Total
Spring	2012	987	841	504	237	2,569
Fall	2012	934	1,129	660	337	3,060
Spring	2013	945	1,001	672	279	2,897
Fall	2013	1,105	1,237	797	468	3,607
Spring	2014	1,082	921	685	306	2,994
Fall	2014	1,037	1,244	834	452	3,567
Spring	2015	944	776	504	269	2,493
Fall	2015	962	1,252	819	481	3,514
Spring	2016	874	757	630	311	2,572

Table 4.3: 2012-2016 SSP Student Participation

Student Success Program (Probation) Workshop Attendees									
		Fall 2012	340	Fall 2013	347	Fall 2014	379	Fall 2015	345
Spring 2012	762	Spring 2013	598	Spring 2014	758	Spring 2015	732	Spring 2016	773
Summer 2012	421	Summer 2013	299	Summer 2014	358	Summer 2015	345	Summer 2016	466

Furthermore, metrics used to see the need for specific counseling areas such as a full-time 100% Career Counselor position. The following data shows how many students at El Camino College declare their major as undecided when they first apply to the college.

Table 4.4: Undecided Student Number at ECC

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undecided Students	5,122	4,672	4,234	4,017	3,839	4,083

Since, the Division of Counseling only had one General Counselor assigned for Career Counseling and had to split counseling hours for general counseling and career counseling not enough appointments could be made to meet the needs of the undecided population at ECC. Career adjunct counselors and then later in spring of 2016, a 50% General and 50% Career counselor was hired but it is still insufficient career counseling appointments to meet the needs of the students who declare undecided as their major when they first apply to ECC as it shows in the table below.

Table 4.5: Career Counseling Appointments Per Week

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Career Counseling Appointments Per Week	18	18	23	23	28	25	60

Beyond the prior examples, the dean has used the metrics for students served in express, counseling appointments and workshops to staff adjuncts and counselors effectively. Currently, the RISE Center tracks student traffic and services provided to determine student needs, staffing needs and the effectiveness of services via surveys.

3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

According to data extracted from the California Community College Chancellor’s Office website, which shows University of California and California State University transfer numbers, as shown in the graph below, it has been determined that counseling services largely contribute to student success, retention, persistence, graduation and transfer. In all areas, whether it is basic skills, learning communities, the Honors Transfer Program (HTP) or any of the other programs that counselors are involved in, the data shows that students who participate in counseling services do better than students who do not.

Table 4.6: Transfer Applications v. Admits Metrics 2012-2016

	2012-2013	2013-2014	2014-2015	2015-2016
UC Applicants	675	713	625	632
UC Admits	474	513	438	466
CSU Applicants	N/A	N/A	N/A	N/A
CSU Admits	1,032	1,223	1,145	Data not available

El Camino College consistently places in the list of top 5 community colleges that transfer students to University of Southern California, our local private institution. In addition, at this time there is no available data reflecting transfer numbers to other private California universities or out of state public or private institutions.

The Chancellor's Office's Scorecard data shows our trends for completion, success and retention. The Scorecard defines completion rate as: "Percentage of degree, certificate and/or transfer-seeking students starting first time at ECC, tracked for six years, who completed a degree, certificate or transfer-related outcomes."

Table 4.6: 2012-2015 Chancellor’s Office Scorecard 6-year Completion Rate and ECC Overall Success, Retention, Persistence, and Full-time Student Persistence Rates

Chancellor’s Office Scorecard data				
	2012-2013	2013-2014	2014-2015	Cohort
Completion Rate	48.5%	48.8%	48/9%	6-year completion rate
Cohort Size	3,452	3,815	3,538	
ECC Overall Metrics				
Success Rate	70%	69%	69%	Annual enrollment
Retention Rate	84%	83%	82%	Annual enrollment
Persistence Rate				Fall enrollment
2 nd semester	71%	71%	71%	
3 rd semester	52%	51%	51%	
4 th semester	44%	43%	43%	
Full-time Persistence Rate				First time, full-time fall enrollment
2 nd semester	89%	90%	90%	
3 rd semester	78%	76%	79%	
4 th semester	71%	68%	71%	

Moving forward with the Student Success Act of 2012 and its initiatives, through the collection and utilization metrics, data-driven decisions and effective practices will improve student success, persistence, retention and transfer.

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

For this section we will be reviewing data collected from: Spring-Fall 2014 Community College Survey of Student Engagement (CCSSE); fall 2014 Survey of Entering Student Engagement (SENSE); El Camino College Institutional Research and Planning (IRP), 2012-13 Counseling Division Satisfaction Survey and Fall 2014 and Spring 2016 Counseling Session Surveys. The CCSSE survey was a random sample of students in all sections of all courses offered in spring 2014 administered by IRP. The SENSE survey was a random sample of incoming students in English 80-82, English B-A and math 12-73/80 sections during fall 2014 administered by IRP. Last, the 2012-13 Counseling Division Satisfaction Survey and the fall 2014 and spring 2016 Counseling Session Surveys were random samples administered by counseling faculty post a counseling appointment.

2. What were the major findings of the customer service survey?

The Division of Counseling and Student Success has been able to collect data from four different surveys allowing for a diverse sample of students. From the responses, the major findings were in the area of access to services, services of counselors, and overall service by the division. The main points are bulleted below:

Access to services

- Of the students surveyed, 72% knew about academic advising and planning services (SENSE)
- 68% of students surveyed plan to return within 12 months (SENSE)
- The main source of referrals to counseling were: 18.9% instructors, 13.6% college staff, 57.5% friends, family, or other students, 0.3% computerized degree advisor system, 6% college website, 3.6% other college materials (SENSE)
- The majority of those surveyed (61.6%) are taking courses outlined on their educational plans from counseling, while 21.7% of the students surveyed didn't have an educational plan. 10.3% chose to take courses not on their educational plan and the remaining 17% said their courses on their educational plan were not offered (CCSSE)
- While attending college, the reported sources of academic counseling were that 41.5% received services from an academic counselor or advisor, 14.3% have not received any type of counseling, and 44.2% received counseling from instructors, family, friends, other students, and online college registration and/or computerized degree advising systems (CCSSE)

Counselors

- Overall helpfulness and knowledge of counselors excellent-good (96%) IRP 2012-13
- Overall timeliness of response to students requests excellent-good (90%) IRP 2012-13

- Overall quality of service excellent-good (97%) IRP 2012-13
- Based on the students' counseling appointment, they were 99.13% more aware of services and/or resources offered at ECC (SENSE)
- Based on the counseling appointment 96.52% of the students surveyed said they are planning to use one or more of the services in the future (SENSE)
- Of the students surveyed, 64.6% had responded that they had received academic advising and planning services
 - Of the 64.6% who had received academic advising and planning services, 7% felt the services were not at all helpful, 59% felt the services were somewhat helpful and 36% felt the services were very helpful (SENSE)

Table 5.1 lists the response for various questions of how students surveyed felt after the first semester in college.

Table 5.1: SENSE Student response regarding Counseling Services

Counselors:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Had convenient meeting times	12.1%	34.3%	30.7%	16.8%	6%
Helped select plan of study	16.5%	33.9%	21.7%	17.2%	10.7%
Helped set attainable goals	13.1%	27.5%	26%	24.5%	8.9%
Helped identify courses during first semester	19.7%	40.6%	17.5%	14.2%	8.1%

Although these results demonstrate half to two-thirds of students surveyed responded favorably, there is definitely room for improvement. In contrast, Spring 2016 student survey of 396 students 98% reported satisfaction with the counselor, 96% indicated the counselor was well-informed, 97% listened well, 97% would return, and truly telling 96% would recommend the counselor to another student. Noteworthy to mention is some of the responses from college engagement surveys may reflect responses of students who had not accessed services or only accessed express counseling services. In contrast, SENSE responses to division staff and facilities were relatively positive as noted below:

- Office facilities [appearance-comfort] excellent-good (93%) IRP 2012-13
- Procedures were clear and easy to follow excellent-good (94%) IRP 2012-13
- Overall knowledge and helpfulness of front desk staff excellent-good (89%) IRP 2012-13

As a result, there are inherent limitations to all of the surveys used to examine customer service.

3. Describe exemplary services that should be expanded or shared with other programs.

The limitation of these student survey sources are the sample sizes and groups. The CCSSE and SENSE also include students who have not availed or utilized counseling services; whereas, results from counselor evaluation surveys reveal satisfaction and usefulness of services. In consideration that access to services is an area to improve, some services that have expanded access to services that should be considered for expansion include:

- TOP program or other similarly efforts at embedded and intrusive counseling to provide ready access to students
- Registration Labs for student Athletes

- One-stop support for new students to navigate the onboarding process – application to registration

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

Per the survey results, it is evident that outreach efforts to promote the utilization of counseling services are an area that needs improvements. This is evident in the SENSE survey results, only 72% knew about academic advising and planning services. Thus, current outreach efforts need to be reassessed and exploration of additional outreach strategies may need to be implemented. Currently outreach efforts include posting information via the ECC website. However, only 6% found out about counseling through the college website (SENSE). Student focus groups can provide valuable information as to how user friendly the ECC website is to navigate and to explore the preferred method of information dissemination to students.

Other barriers as to why students are not aware of counseling services may be the timeliness of information dissemination on the part of the campus. It has been an ongoing issue that the Schedule of Classes is consistently released on or after the start of the registration cycle. If students had more time to review all of the important information contained in the Schedule of Classes, they might be better prepared in scheduling counseling appointments in advance. Also advertising of big campus events in advance, such as New Student Welcome Day can facilitate getting larger numbers of student participation. Such students will have a greater chance of understanding the enrollment process and the key role that counselors can play in leading students in the right academic pathway.

In looking at the main source of referrals to counseling, the SENSE survey results indicated a low percentage of referrals by ECC personnel (18.9% instructors, 13.6% college staff). Perhaps more flex workshops about counseling services need to be offered every semester to remind faculty of the integral part that counselors play in student success. Also with so many new faculty and administrative leadership being hired in these past years, perhaps the Counseling Division can host an Open House event to showcase to the campus community.

According to the CCSSE results, 44.2% received counseling from instructors, family, friends, other students, and online college registration and/or computerized degree advising systems. Perhaps counseling can collaborate with ASO to facilitate forums about counseling services concerns and needs. Such forums can help to explore why students are seeking counseling services elsewhere. Hosting Educational Planning Fairs in the respective academic divisions on an ongoing basis can help to outreach to greater numbers of students. Also increasing counselor presentations in the classrooms at the start of each semester and/or registration cycle might have a greater impact than relying on the instructors to refer to the Counseling Division. It might be more effective to give students the opportunity to schedule an appointment with a counselor at the end of the counselor presentations. Also encouraging faculty to offer extra credit to see a counselor for an educational plan can facilitate students in seeking counseling services.

Although the IRP (overall quality of counselor service excellent-good: 97%), CCSSE (90% satisfaction with academic advising/planning), and student surveys from counselor evaluations (98% were satisfied with the counselor) results consistently demonstrated the high value of counselors to students, it is dismaying to see that only 36% of students felt the academic advising and planning services were very helpful (SENSE). Additionally, although the CCSSE results indicated that the majority of those surveyed (61.6%) are taking courses outlined on their educational plans from counseling, there are still a significant number of students that are not satisfied with their educational plan recommendations. Thus, the content discussed in counseling appointments between the student and the counselor may need to be explored further for consistency and accuracy. Consideration of questioning during a counseling appointment in order to develop an individualized educational plan should be taken into account. Per the SENSE, only 23% of students reported that a college staff member talked with them about their commitments outside of school to help figure out how many courses to take. It is valuable to evaluate the whole student (i.e. work status, family obligations, disability limitations, socioeconomic status, etc.) to determine an appropriate educational pathway that promotes student success. This concern can be addressed by providing role-play scenarios during new counselor trainings. Counselors have the opportunity to participate in semi-monthly training sessions to keep them up to date on current counseling practices. These training sessions also provide counseling staff with a refresher on information on academic and institutional areas that they may not work with on a daily basis. Shadowing opportunities can also be a way for new counselors to observe how other counselors probe questions to their students.

Another area that needs improvement is access to counseling services. Per the SENSE survey results (noted in Table 5.1), only 46.4% students reported that counselors had convenient meeting times. The SENSE results also indicated similar findings with 53% of students reporting that they were able to meet with an academic advisor at times convenient for the student. Thus, the number of counseling appointments, counseling appointment time offerings and counseling staffing needs will need to be evaluated for improvement. Also barriers to scheduling counseling appointments need to be reviewed. There are frequent anecdotal reports from students that they are having challenges scheduling appointments. Numbers such as how many students are logging in to schedule an appointment versus the number of students who successfully schedule an appointment need to be examined. Such an examination can help to determine if students are having technical issues scheduling and/or if there are long virtual lines. Access to counselors needs improvement. This particular problem stems from many variables that include but are not limited to the appointment scheduling process, front staff duties, responsibilities and expectations, counselor availability and access to virtual counseling services. As part of the Online Education Initiative pilot for online counseling, counseling will be implementing virtual counseling appointments starting in late fall 2016 at a beta test stage. Thereafter, the division will be planning efforts to increase the virtual counseling trainings for all counselors to increase the availability of counseling services to distance education student population.

The Counseling Division holds several meetings and retreats throughout the year to discuss these issues. Plans to implement improvements on a more consistent basis in order to meet the mandates of the Student Success Act are currently taken into consideration.

Although not the only means of data collection to assess student engagement, as a baseline, in 2014, El Camino College (ECC) conducted two surveys (Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE)) that provided the institution with useful information to improve student success, retention, and persistence. The survey asked about the use of student support services and academic counseling/advising. Students were most satisfied with skills labs, computer labs, and academic counseling/advising on the CCSSE survey. <http://www.elcamino.edu/administration/ir/docs/survey/CCSSESurveyResultsECC2014.pdf>

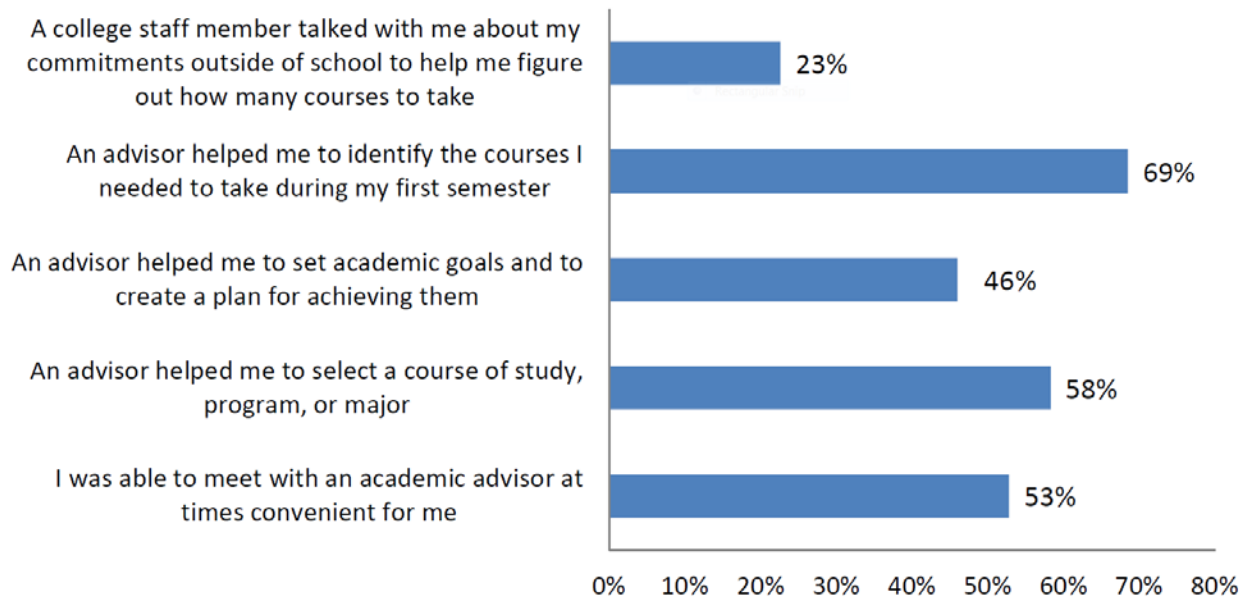
The SENSE survey results showed varying levels of satisfaction of students who used academic counseling/advising. Overall, however, they were satisfied with the service. <http://www.elcamino.edu/administration/ir/docs/survey/ECC%20SENSE%202014%20Report.pdf>

Table 5.2: Community College Survey of Student Engagement (CCSSE)

	Use (Often/Sometimes)	Satisfaction* (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	56%	90%	93%
Career counseling	40%	87%	89%
Job placement assistance	11%	82%	69%
Peer and other tutoring	31%	92%	79%
Skills labs (writing, math, etc.)	42%	92%	79%
Child care	4%	70%	42%
Financial aid advising	45%	84%	82%
Computer lab	59%	91%	85%
Student organizations	23%	89%	63%
Transfer credit assistance	28%	83%	79%
Services to student with disabilities	11%	80%	60%

Table 5.3: Survey of Entering Student Engagement (SENSE)

Academic Plan and Pathway



A third measure, also a sample of students, is the compilation of student surveys from counselor evaluations conducted during spring 2016. In contrast to the two previous surveys, this reflects students who met with a counselor. Of the 396 students surveyed, results demonstrate students were satisfied with the counselor (98%), obtained necessary information and felt better after the visit. Within the upper 90th percentile students felt the counselor listened and was well informed.

Conclusions and Recommendations

1. Summarize the program's strengths.

Personnel

During the timeframe of this program review, in particular the last two years, many personnel have been hired or assigned to new areas of needed services. For example, to provide improved services to specific populations the RISE Center and KEAS Program and Lounge were created. In addition, an increased number of counselors for the Industry and Technology Division and increase in TOP sections have occurred, largely through adjunct counselor support with full-time faculty leads and participation. Lastly, an associate dean was hired in spring 2016, as well as a classified staff member to assist with technology in fall 2016. With this growth, concerted efforts for training and ongoing professional development, and consistent cycles of evaluation have been implemented to ensure quality service from all levels of staff and faculty, including student workers. However, additional administrative support for the division as a whole especially in the areas of articulation, EPI, SSSP, transfer, career, Puente Program, and general counseling is needed.

Services

Outreach on campus has increased through an increase in TOP classes. In the spring 2016 the division hosted a Counselor Collaborative and had an opportunity to have open dialogue with 80 high school counselors and partners about ways to support our students. In October 2015 the RISE Center, a retention center on campus to assist students on academic or progress probation, at-risk students, and new students opened. Through work with the summer One-Stop Services and by providing space for the Guardian Scholars Program inside the RISE Center, counseling has increased program collaboration. Lastly, participation in the EPI statewide initiative and the OEI online counseling development process are also featured strengths which will benefit students.

In past years the following programs were offered with great success. Pre-Health Professions Conference, especially designed to educate, motivate and encourage under-represented students to pursue health profession careers, Latino, African American Conference. Latino activist, Bobby Verdugo was also a guest speaker at our forum to support social justice and student activism. For the 2016-2017 school year Mr. Frank Romero, renowned Latino Los Angeles artist, will present for our students and community.

Data Collection

Since the implementation of the SSSP, the Division of Counseling has improved the data collection process and tracking of counseling services. Data has also shown an increase in outreach on campus, developed TOP, and created a Counselor Collaborative.

2. Summarize the program's areas that need improvement.

In alignment with areas of program review, counseling services has recommendations as they relate to staffing, facilities, technology or equipment, and access to students. Furthermore,

improvement with our processes and procedures to promote efficiency is necessary. For example, having a structured timeline and cycle for tracking SAO assessment and reflection, and improved cycles of evaluating, planning and budgeting, as appropriate based on data measures and effective practices. The following are summaries of the various areas.

Personnel

Additional personnel are necessary to support existing and developing services and expanding student populations. Faculty positions include filling existing vacancies (Transfer and Financial Aid Counselors) and other positions such as MESA, Virtual, Transfer, Career and Generalist counselors. Additional administrative support is necessary for the Division, including articulation, EPI, SSP, transfer, career and general counseling. Last, augmenting students and casual worker budgets are necessary as the hourly wage increases.

Facilities

Our current space is not meeting capacity needs and the Division is quickly, if not already, outgrown the new Student Services building that has not been built. Being mindful of providing access to students, in particular those programs that support students who are disproportionately impacted or at risk of discontinuance, counseling needs to have ample space and technology to provide a welcoming and supportive academic environment. Furthermore, students need to have a community space. One recommendation of the college master plan is a one-stop welcome center to support and guide students. Although apparent are RISE Center and KEAS programs that were created after the design of the new Student Services Center, expanding or changing programs such as Career Center and Job Placement, FYE/South Bay Promise, Honors Transfer Program, KEAS, Project Success Program, Puente Program, and TOP will also be a necessity. Since the new building will not be ready until spring 2019, updated facilities with more space for faculty and staff is necessary in the current space to allow for appropriate delivery of services and health and safety of staff and faculty.

Technology

Counseling needs to reduce paper and increase efficiency utilizing technology support and solutions. This will also support improve our customer service to students. Outdated processes must be modernized and technology used to help increase communication and timely intervention with students. Some examples include having an electronic process for submitting prerequisite clearance requests, student access to educational plans, and improved scheduling system.

Access to counseling services

Outreach efforts to promote the utilization of counseling services are an area that needs improvements. Overall improved use of metrics and data would support identifying effective

efforts and demands for workshops, seminars, tours, etc. Also supporting other activities such as cultural relevant conferences, events and program to interface with our community, college students and secondary school students is recommended. Along the same lines, an online customer service survey that could be used on an ongoing basis would provide more timely feedback for the program, which in turn would help it be more responsive to student experiences and needs.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

Recommendations from the previous sections are organized by one-time funding requests, ongoing funding requests, facilities' needs, staffing and other areas. These items were distributed to all permanent faculty, staff and managers for prioritization.

One-time funding requests

1. Panic Buttons and other safety measures in the new building for front desk and counselor offices.
2. Purchase and install a more sophisticated scheduling system and/or dashboard to help identify peaks and demands and would provide students with a better process for scheduling appointments with a counselor.
3. For student traffic management, a queuing or check in system for students. (new building)
3. Ergonomic desks, chairs, and other equipment to address current space issues and limitations due to building degradation. (current building)
4. A communication and content management system for internal use among personnel for updates and information, master calendaring across programs, and electronic display boards are other tools or technology to improve operations and services.
5. An ECC phone app for smartphones and devices for students to apply, schedule appointments, or receive text alerts for information, appointment reminders, or early alert contacts to improve communication with students.
6. Online tool to submit and check status of transcript evaluation requests

Ongoing funds

1. Request ongoing funds of \$3000 annually to support culturally relevant offerings such as African American conference and Pre-health Professions Conference.
2. Request ongoing funds for \$20,000 annually to support the Northern California Transfer Tour
3. Increase transportation budget for transfer center to account for inflation.

Facilities

1. Ensure sufficient space in the current building to absorb personnel needed to meet student demand.
2. Create a large multi-purpose conference room in the new building to accommodate workshops and mobile labs.
3. Fix safety and health issues in the current building to add useable space.
4. Create student community space in the new Student Services Center.
5. Modernize outdated processes and help increase communication through technology. Reduce paper and increase efficiency utilizing IT support.
6. Ensure access to Wi-Fi in all locations of the proposed new building.
7. Ensure there is ample storage space in the new building for equipment, supplies, materials, and resources.

Staffing:

1. Fill current full-time faculty vacancies in transfer and financial aid.
2. Address the staffing concern due to the 10-month contract to ensure students are served adequately all year long and adequate support of activities e.g. NSW, One-stops, etc. Specific resolution to be determined through the negotiation process.
3. Hire Mesa Counselor, Virtual, HTP/Transfer, Financial Aid, Career and Generalist counselor.
4. Hire administrative support for articulation.
5. Hire permanent appointment center staff
6. Create and hire position such as second Associate dean, director, or faculty coordinator to oversee scheduling, evaluations, planning, and targeting student interventions.
7. Fill current full-time classified transfer center advisor vacancy (to help bring back events like the transfer conference and fine arts awareness month)
8. Hire a full-time clerical staff from the Student Success Program to meet operational needs.
9. Hire a second full-time student services advisor for the Student Success Program to assist with the many student services and function of the program so that there is continuity in customer service and reinstatement procedures.
10. Increase student worker budget for transfer center. (need for our services has increased but work study students have not increased)

Other:

1. Reevaluate appropriate appointment lengths and increase student appointment times.
2. Improve the customer service of the Division by eliminating old, inefficient processes that can be improved with technology.
3. With the implementation of virtual counseling appointments, increase virtual counseling trainings for all counselors to increase the availability of counseling services to distance education student population.
4. Ongoing online customer service survey

4. *Please indicate whether the program should continue or be discontinued.*

 X Continue Program

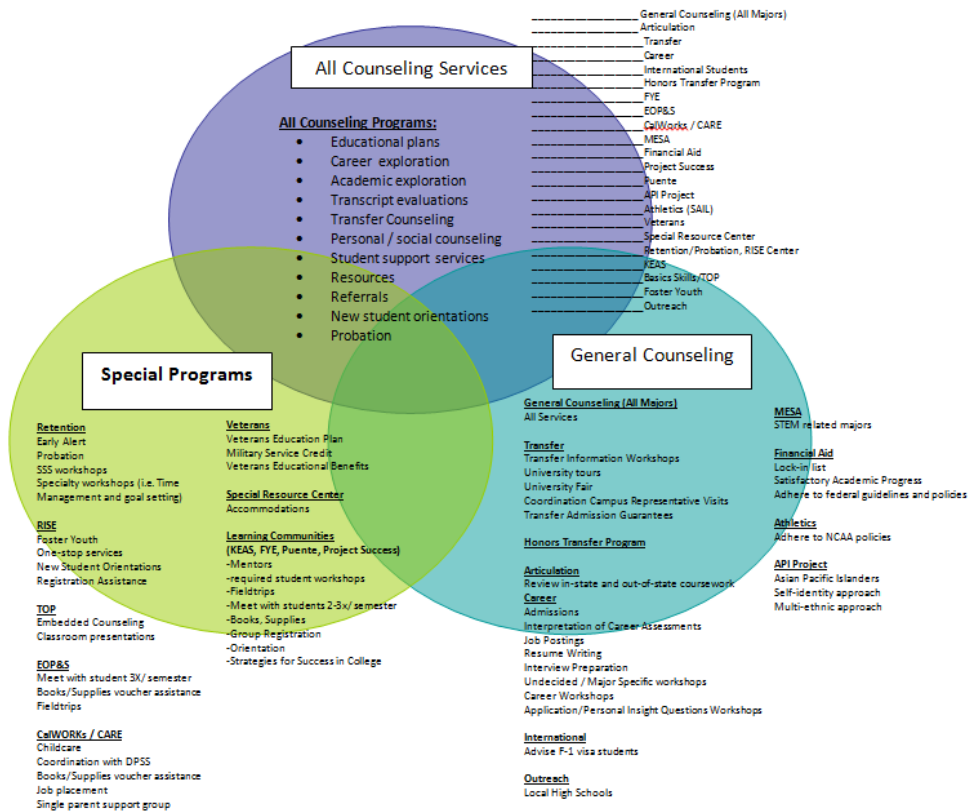
 Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student & Community Advancement Program Review Committee

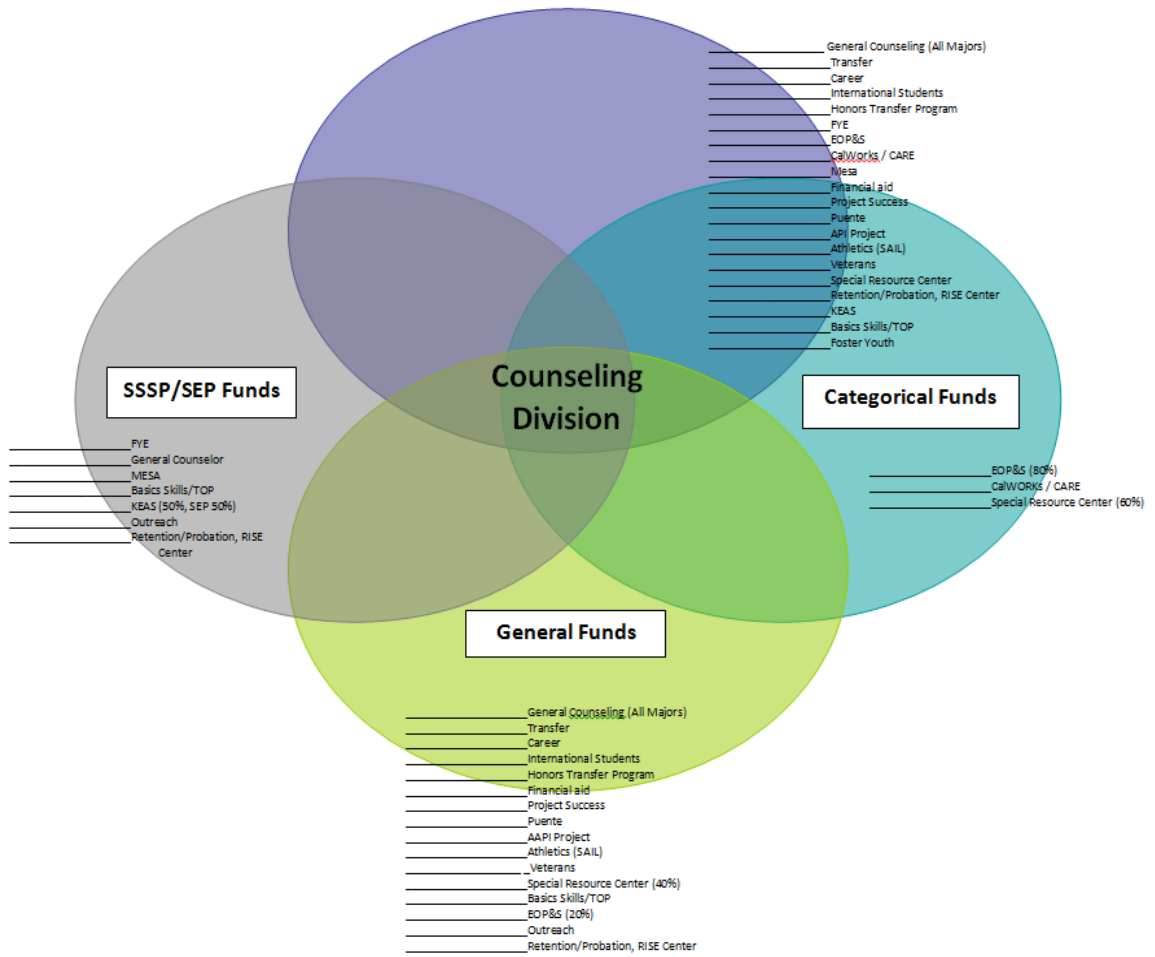
Ratings

- **Excellent**
The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.
- **Meets Expectations**
The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.
- **Needs Improvement**

Appendix A. Counseling Programs and Services



Note: All Counseling Services indicates similar job responsibilities completed by all counselors whether they are general counselors and/ or in specialized programs.



EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
2015-2016			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Counseling Division	Date	
SAO	Students who meet with a counselor will have a better understanding of what is required in order to achieve their academic goals, leading to a more successful academic semester. (Successful is defined as earning a cumulative GPA of 2.0 or higher and at least 50% completion of units attempted that semester).		
Participants	Mary Beth Barrios, Stephanie Bennett, Kelsey Iino, Monica Lanier, Atheneus Ocampo, Janice Pon-Ishikawa, Counseling Division Counselors		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>(The population for this study will be students who have completed 15 units or less)</p> <p>1. A list of ID numbers for students with 15 units or less, who met with a counselor during the Spring and Summer in preparation for fall 2015, will be forwarded to Institutional Research (IR). After the last day to add classes (approximately early September), IR will be asked to provide a list of those students who registered for classes, in addition to a list of students who registered but did not meet with a counselor.</p> <p>2. After grades are posted (January/February) a list of each student's semester GPA and units completed vs. attempted will be requested from IR.</p> <p><u>Criteria for Success:</u> SAO will have been met if at least 75% of students who met with a counselor were successful in that semester as defined above.</p>	<p><u>Results:</u></p> <p>After looking over the results from IR, we decided to also include persistence data in our results.</p> <p>We changed our SAO to:</p> <p>Students who meet with a counselor will have a better understanding of what is required in order to achieve their academic goals, leading to a more successful academic semester. (Successful is defined as earning a cumulative GPA of 2.0 or higher, completing and at least 50% of units attempted that semester, or persistence to the following semester).</p> <p>New students that came to see a counselor were significantly more "successful" than students that had not seen a counselor. See results on next pages.</p>		

El Camino College

Counseling SAO Evaluation

Methodology

First-time, full-time students in Fall 2014 were divided into two groups:

- Students who received counseling services or completed an education plan in Summer 2014 or Fall 2014¹
- Students who did not receive counseling services or completed an education plan in Summer 2014 or Fall 2014

Each group was measured by their satisfactory academic success (2.00 GPA or greater) and satisfactory academic progress (earning 50% of attempted units) for the Fall 2014 and Spring 2015 terms. Persistence from Fall 2014 to Spring 2015 was also measured for each group.

This same methodology was used for first-time, full-time students in Fall 2015. Spring 2016 outcomes for Fall 2015 students are not yet available.

Findings

Fall 2014 first-time, full-time students who received counseling services or completed an education plan in Summer 2014 or Fall 2014 had a satisfactory academic progress rate over 12 percentage points higher than their counterparts. The students who received counseling or completed an education plan also had a satisfactory academic success rate that was almost eight percentage points higher than the students who did not receive the same services. Almost 92% of Fall 2014 students who received counseling services or completed an education plan persisted to Spring 2015. Satisfactory academic progress and academic success rates were also higher in Spring 2015 for the students who received counseling services or completed an education plan.

In Fall 2015, there was a higher ratio of first-time, full-time students who received counseling services or completed an education plan in Summer 2015 or Fall 2015. The gaps in satisfactory academic progress and academic success rates for Fall 2015 first-time, full-time students who received counseling services or completed an education plan were not as large as the previous year's students.

¹ Services received in Spring 2014 were not included in this evaluation due to incomplete data in MIS.

El Camino College Counseling SAO – Fall 2014 Students

Satisfactory Academic Progress of Fall 2014 First-time, Full-time Students

	Total First-time, Full-time Fall 2014 Students		Students with at least 50% completion of Fall 2014 attempted units	
	#	%	#	%
Received Counseling Services or Ed Plan Summer or Fall 2014	1,717		1,453	84.6%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2014	778		564	72.3%
Total Students	2,495		2,017	80.8%

Satisfactory Academic Success of Fall 2014 First-time, Full-time Students

	Total First-time, Full-time Fall 2014 Students with a GPA*		Students with at least a 2.00 GPA at the end of their first semester (Fall 2014)	
	#	%	#	%
Received Counseling Services or Ed Plan Summer or Fall 2014	1,658		1,264	76.2%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2014	733		502	68.5%
Total Students	2,391		1,766	73.9%

*Students who withdrew all courses or took all Pass/No Pass courses did not have a GPA at the end of Fall 2014.

Satisfactory Academic Progress of Fall 2014 First-time, Full-time Students in Spring 2015

	Total First-time, Full-time Fall 2014 Students returned in Spring 2015 (persistence)		Students with at least 50% completion of Spring 2015 attempted units	
	#	%	#	%
Received Counseling Services or Ed Plan Summer or Fall 2014	1,572	91.6%	1,258	80.0%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2014	602	77.4%	430	71.4%
Total Students	2,174	87.1%	1,688	77.6%

Satisfactory Academic Success of Fall 2014 First-time, Full-time Students in Spring 2015

	Total First-time, Full-time Fall 2014 Students with a GPA* in Spring 2015		Students with at least a 2.00 GPA at the end of Spring 2015	
	#	%	#	%
Received Counseling Services or Ed Plan Summer or Fall 2014	1,494		1,156	77.4%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2014	552		386	69.9%
Total Students	2,046		1,542	75.4%

*Students who withdrew all courses or took all Pass/No Pass courses did not have a GPA at the end of Spring 2015

El Camino College Counseling SAO – Fall 2015 Students

Satisfactory Academic Progress of Fall 2015 First-time, Full-time Students

	Total First-time, Full-time Fall 2015 Students		Students with at least 50% completion of Fall 2015 attempted units	
	#		#	%
Received Counseling Services or Ed Plan Summer or Fall 2015	2,046		1,610	78.7%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2015	408		297	72.8%
Total Students	2,454		1,937	77.7%

Satisfactory Academic Success of Fall 2015 First-time, Full-time Students

	Total First-time, Full-time Fall 2015 Students with a GPA*		Students with at least a 2.00 GPA at the end of their first semester (Fall 2015)	
	#		#	%
Received Counseling Services or Ed Plan Summer or Fall 2015	1,965		1,449	73.7%
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2015	385		264	68.6%
Total Students	2,350		1,713	72.9%

*Students who withdrew all courses or took all Pass/No Pass courses did not have a GPA at the end of Fall 2015.

Satisfactory Academic Progress of Fall 2015 First-time, Full-time Students in Spring 2016

	Total First-time, Full-time Fall 2015 Students returned in Spring 2016 (persistence)		Students with at least 50% completion of Spring 2016 attempted units	
	#	%	#	%
Received Counseling Services or Ed Plan Summer or Fall 2015				
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2015				
Total Students				

Satisfactory Academic Success of Fall 2014 First-time, Full-time Students in Spring 2015

	Total First-time, Full-time Fall 2015 Students with a GPA* in Spring 2016		Students with at least a 2.00 GPA at the end of Spring 2016	
	#		#	%
Received Counseling Services or Ed Plan Summer or Fall 2015				
Did Not Receive Counseling Services or Ed Plan Summer or Fall 2015				
Total Students				

*Students who withdrew all courses or took all Pass/No Pass courses did not have a GPA at the end of Spring 2016

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Counseling Division	Date	2/24/2015
SAO	Increase the number of students who utilize student support services on campus		
Participants	Mary Beth Barrios, Stephanie Bennett, Janice Pon-Ishikawa, Sabra Sabio, Counseling Division Counselors		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>After academic Counseling appointments, counselors asked students to fill out a Counseling survey.</p> <p>Surveys were collected and results were reviewed focusing on the following:</p> <ul style="list-style-type: none"> • After a counseling appointment, were students more aware of the services or resources offered to them on campus • Whether or not the student had ever used campus services • Whether the student was more likely to utilize one of more of the services in the future 	<p>Results:</p> <p>99.1% of the students surveyed indicated that, based on their counseling appointment, they were more aware of the services and/or resources offered to them. This was an increase from last year which was at 95.5%</p> <p>16.52% of students surveyed indicated they had <i>not</i> previously used any campus services prior to the counseling appointment. This indicates that more students are obtaining services compared to last year at 35.25%</p> <p>In addition, 83.5% of students surveyed indicated that they had previously used campus services prior to the counseling appointment. Whereas it was at 64.75% during the 13-14 year</p> <p>96.52% of students surveyed indicated that based on their counseling appointment, they were planning on using one or more of the services in the future. This was slightly lower than the previous year, 98.37%</p> <p>Actions Taken:</p> <p>Analysis of the results indicate that more students are utilizing student support services on campus compared to last year, and that as a result of the counseling appointment, 96% of students will be using at least one student support service on campus.</p> <p>Limitations of this study:</p> <ul style="list-style-type: none"> • With only 115 student surveys collected, this is not substantial enough to generalize results to all students served in the Counseling Center • The data collected in the form of self-surveys may not be adequate to validate the findings of this study <p>Although the data gathered was informative, as a result of the limitations, the Counseling Division plans to change its SAO and assessment methods for more measureable and accurate outcomes.</p>		

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Counseling/Career Center	Date	April 28, 2015
SAO	After attending the career seminar/workshop I am likely to declare or confirm a major.		
Participants	Y. Cooper, V. Rayford, B. Somers, T. Newman, S. Vasquez-Gharibeh, N. RA, T. Cola, V. Nguyen, and A. Funes.		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>Surveys were collected at the beginning and end of the career workshops.</p> <p>During the fall and spring semesters, a total of 4 workshops were provided for students who were undecided about a major. Pre and post-surveys were distributed to the participants at the beginning and end of the workshops.</p>	<p><u>Results:</u></p> <p>Surveys indicated that 35% of students participated in the workshops to confirm a major, 25% to declare a major, and 25% indicated "other" as their reason for attending the workshop.</p> <p>Further, surveys indicated that 65.52% of the students are likely to declare or confirm a major after attending the career workshops while 10.34% indicated they were not likely to declare or confirm a major.</p> <p>Surveys validated the benefit and necessity for additional career workshops and seminars.</p> <p>Surveys taken from the 2013-2014 academic year indicated that 85.86% of the students are likely to declare a major after attending the career workshops. This is a significantly higher percentage compared to the 2014-2015 academic year. This can be explained in a new approach that was taken in the discussion about majors that focused on skills instead of majors as employers are indicating that skills are more important. This potentially could have confused students about the importance of selecting a major. Insight was gained on how to approach undecided students in future workshops.</p> <p>Nonetheless, the results reflect that the workshops are effective at providing career opportunities for students to make informed decisions about their educational and career path.</p> <p><u>Actions Taken:</u></p> <p>For the future SAO, we plan to survey more students by increasing career workshop offerings and focusing solely on the importance of selecting a major.</p>		

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Student Enhancement Program (SEP)	Date	
SAO	As a result of completing the Student Enhancement Program (SEP) workshops, students will demonstrate an understanding of their academic status and of their responsibility to achieve their academic goals.		
Participants	Matriculation team: Griselda Castro, Angie Funes, Myrna Mendoza, Xiao Wang.		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>The Student Enhancement Program (SEP) workshop is designed to help students identify obstacles to academic achievement and ways to overcome them. These workshops also provide students with information about the probationary policies, its implications, and how to return to good standing.</p> <ul style="list-style-type: none"> Fall and Spring 2013 2014: the 3SSP team asked Institutional Research to process data on students who were reinstates after being dismissed for fall 2012 to determine the percentage of students who returned and enrolled in 3 to 7 units for spring 2013. The 3SSP team also looked at how many students returned to good standing. 	<p>Results:</p> <p>Out of the 207 dismissal students for Fall 2012, 128 (67%) enrolled in Spring 2013. Of the 128 students who came back in Spring 2013, 57 (44%) students enrolled in 3-7 units.</p> <p>In addition, out of the 207 dismissed students for fall 2012, 63 (30%) students returned to good standing.</p> <p>Actions Taken:</p> <p>This analysis indicates that it is extremely difficult for students to return to good standing and more follow-up is clearly needed in order to support students and to help them monitor their progress more closely. In order to achieve this, more faculty is needed.</p>		

3/18/2013

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Counseling Division	Date	2/18/2014
SAO	Increase the number of students who utilize student support services on campus		
Participants	Mary Beth Barrios, Stephanie Bennett, Janice Pon-Ishikawa, Sabra Sabio, Counseling Division Counselors		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>After academic Counseling appointments, counselors asked students to fill out a Counseling survey.</p> <p>Surveys were collected and results were reviewed focusing on the following:</p> <ul style="list-style-type: none"> • After a counseling appointment, were students more aware of the services or resources offered to them on campus • Whether or not the student had ever used campus services • Whether the student was more likely to utilize one of more of the services in the future 	<p><u>Results:</u></p> <p>95.5% of the students surveyed indicated that, based on the counseling appointment, they were more aware of the services and/or resources offered to them</p> <p>35.25% of students surveyed indicated they had <i>not</i> previously used any campus services prior to the counseling appointment.</p> <p>64.75% of students surveyed indicated that they had previously used campus services prior to the counseling appointment</p> <p>98.37% of students surveyed indicated that based on the counseling appointment, they were planning on using one or more of the services in the future</p> <p><u>Actions Taken:</u></p> <p>Analysis of the results showed that there are some services that are used more than others. This may be due to the needs of the students at that particular time or appointment. As a result we plan on:</p> <ul style="list-style-type: none"> • Sharing the information with all Counselors to inform them of the results. • Possibility of providing an automated follow up email after students have attended a counseling appointment to include the services we offer to students. Additionally, the email will target some of the services that might not have been pertinent at the time of appointment but may be in the future. • There were only 123 student surveys collected for this SAO. We will work on including the SAO survey in the follow up email in order to reach more students. To increase student responses we will offer a chance to win a gift certificate as an incentive. 		

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Matriculation New Student Orientation	Date	
SAO	Students will learn basic information regarding El Camino College's registration procedures and educational options offered through El Camino College.		
Participants	Matriculation team: Griselda Castro, Angie Funes, Myrna Mendoza, Xiao Wang.		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>3SSP workshops provide students with information about registration procedures, campus policies, and programs and services which can contribute to academic success.</p> <ul style="list-style-type: none"> Analyzed the number of students who attended New Student Orientation in summer 2013 and looked at the number of units registered for fall 2013 and spring 2014 or for both terms. 	<p><u>Results:</u></p> <p>Summer 2013 116 students surveyed attended the New Student In-Person Orientation</p> <p><u>Breakdown of students who registered for summer or fall or both for 3 or more units:</u></p> <p><u>Orientation attendees</u> 20 or 17% of the students who attended the in-person orientation did not attend classes fall or spring 2013-2014.</p> <p>5 or 4% of the students who attended the in-person orientation did not attend classes fall 2013.</p> <p>10 or 9% of the students who attended the in-person orientation did not register for spring 2014.</p> <p><u>Orientation attendees</u> 20 or 17% of the students who attended the in-person orientation registered in at least 1 to 6 units for fall 2013.</p> <p>69 or 59% of the students who attended the in-person orientation registered for at 7 to 12 units for fall 2013.</p> <p><u>Orientation attendees</u> 8 or 7% of the students who attended the in-person orientation continued to spring 2014 semester and registered in at least 1 to 6 units.</p> <p>66 or 57% of the students who attended the in-person orientation continued to spring 2014 semester and registered in at 7 to 12 units.</p>		

<ul style="list-style-type: none">The 3SSP team also looked at how many are at risk of placing themselves on probation or placed themselves on probation after their fall 2013.	<p>Probation Students Academic Probation 3 students 3% Progress Probation 7 students 6% At risk (W,NP and D/F grades) 22 students 19%</p> <p><u>Actions Taken:</u> Data continues to indicate that students are encountering difficulty in completing the registration process on their own. For this reason, Matriculation needs computers and a large meeting room in order to accommodate students for orientation especially during peak periods. Computers are needed to assist new students during the registration process.</p> <p>Students can also look up their financial aid status and award letter as well as navigate the registration process while being assisted by student staff. Ideally, while students wait for a counselor to assist them in developing an educational plan, students can also navigate the El Camino web page and MyECC to become familiar in searching services and resources. They can also look up their financial aid status and award letter as well as navigate the registration process while being assisted by student staff.</p> <p>We will need to hire at least four student staff to assist new students during each orientation with online course search and registration.</p> <p>In addition, more follow-up needed in order to support students and to help them monitor their progress more closely. In order to achieve this, more faculty is needed.</p> <p>We have indicated a need in the Unit Plan and in Program Review for 15 computers to be designated for New Student Orientations.</p>
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EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Counseling/Career Center	Date	June 2, 2014
SAO	After attending the career seminar students are likely to declare a major.		
Participants	V. Nguyen, Y. Cooper, M. Barrios, V. Rayford, L. Raufman, A. Ocampo, K. Iino, J. Pon-Ishikawa, N. RA, J. Fariolen, T. Cola, T. Barragan-Echeverria, B. Prado, and A. Funes.		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>Surveys were collected at the end of the career workshops.</p> <p>During the fall and spring semesters, a total of 4 workshops were provided for students who were undecided about a major. Pre and post-surveys were distributed to the participants at the beginning and end of the workshops.</p>	<p><u>Results:</u></p> <p>Surveys indicated that 85.86% of the students are likely to declare a major after attending the career workshops.</p> <p>Surveys validated the benefit and necessity for additional career workshops and seminars.</p> <p>The results reflect that the workshops are effective at providing career opportunities for students to make informed decisions about their educational and career path.</p> <p><u>Actions Taken:</u></p> <p>For the future SAO, we plan to survey more students by increasing career workshop offerings.</p> <p>The following question will be a pre-survey question added to find out the baseline of students who are undecided. "I am attending this workshop to: A. Declare a major, B. Confirm a major, C. Other___."</p> <p>The following question will be a post-survey question. "After attending the workshop, I am likely to confirm or declare a major."</p>		

3/18/2013

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT STUDENT SERVICES AND COMMUNITY ADVANCEMENT

<i>A. Title of Student Learning Outcome (SLO)</i>	Transfer Center Services
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Section 1: SLO and Assessment Proposal

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

<i>1A. Date Section 1 Completed</i>	September 30, 2012		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Rene Lozano	6074	rlozano@elcamino.edu
<i>1C. Additional Personnel</i>	Lori Suekawa, Theresa Barragan- Echeverria, Sue Oda Omori, Blanca Prado, Atheneus Ocampo, Kelsey Iino		
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	
	Counseling	Transfer Center	
<i>1E. Proposed SLO Statement</i>	Participating in Transfer Center sponsored workshops, students will: become more aware of potential transfer institutions, understand university transfer admissions eligibility requirements, and increase their intent to transfer.		
<i>1F. Related Core Competency</i>	Critical and Analytical Thinking		
<i>1G. Proposed Assessment Process</i>	A student survey administered at the end of each Transfer Center Workshop will determine what students have gained from their participation in the workshops.		
<i>1H. Timeline for Assessment</i>	Fall 2012 and Spring 2013		
<i>1I. Rubric and Standards for Success</i>	100% of the students surveyed indicated an increased awareness of university transfer options and a better understanding of admissions requirement AND 98.4 % indicated increased motivation to transfer to a four-year institution.		
<i>1J. Resources Needed for Assessment</i>	A survey will be designed by the Transfer Center SLO team with the assistance of the Institutional Research Office.		
<i>1K. Additional</i>			



<i>Notes/Comments</i>

After filling out section 1, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.



Section 2: Report of Assessment Results

Directions: Complete this section to report results of the assessment described in Section 1.

<i>2A. Date Section 2 Completed</i>	June 20, 2013
<i>2B. Description of the Data</i>	<p>Check all that apply:</p> <p>1. <input type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative Evaluation</p> <p>2. <input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Multiple-Step</p> <p>3. <input type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence</p> <p>4. <input type="checkbox"/> Qualitative <input checked="" type="checkbox"/> Quantitative</p>
<i>2C. Narrative Report of Data</i>	<p>A total of 122 students participated in the SLO Student Survey during the 2012-13 academic year. At least 98% answered the three questions in the affirmative, strongly agree and agree, indicating an increased awareness of university transfer options; a better understanding of admissions requirements; and more motivation to transfer to a four-year institution. See attached summary of survey results provided by Institutional Research.</p>
<i>2D. Do Data Meet Standards for Success</i>	<p>1. <input type="checkbox"/> Does Not Meet Standards</p> <p>2. <input type="checkbox"/> Meets Some Standards</p> <p>3. <input type="checkbox"/> Good Enough</p> <p>4. <input type="checkbox"/> Meets Most Standards</p> <p>5. <input checked="" type="checkbox"/> Exceptional</p>
<i>2E. Projected Deadline for Submission of Data Analysis</i>	
<i>2F. Additional Notes/Comments</i>	<p>Transfer Center sponsored workshops are vital to expose students to all of their university options, varying admissions requirements, and an array of other university related transitional issues ensuring a smoother transfer process.</p>



After filling out section 2, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.



Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

3A. Date Section 3 Completed	June 20, 2013
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3B. What were the most important findings from the data?

Students are gaining much needed information and becoming more aware of the university transfer process from the services and activities provided by the Transfer Center, specifically by participating in workshops.

3C. What percentage of students met the standards for success? Is this satisfactory?

At least 98% of the students that were surveyed met the standards for success. Yes, this is above satisfactory.

3D. Are trends evident? Are there learning gaps?

The evident trend is the higher percentage of affirmative (strongly agree/agree) responses in comparison to last year's findings.

3E. Will you change assessment methods or standards for success?

Yes, we will transition to Service Area Outcomes (SAO)

3F. What changes can be made to address these implications to improve outcomes?

The Transfer Advisory Board is currently discussing the changes that the survey/tool will undergo for the first cycle of the new SAO implementation.

3G. What resources are needed to make these changes?

The Transfer Advisory Board will meet with the Research and Planning Office to determine what type of data (i.e., Transfer metrics) can be generated in order to measure the quantitative success of the newly developed SAO.

3H. What is the projected semester for this assessment to be performed again?

Fall 2013.

3I. Are there any additional comments?



Offering a wide array of workshops including CSU/UC/Private /Out of State admissions requirements, providing application/personal statement assistance and highlighting partnership programs such as Transfer Admission Guarantees (TAG's) and AA/AS- Transfer degrees serve a key role of educating students of the constantly evolving transfer trends and exposing students to all in and out of state transfer options.

After filling out section 3, please save this document and submit it to slo@elcamino.edu as well as to your division office. Congratulations! You've now completed an entire student learning outcomes assessment cycle.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT STUDENT SERVICES AND COMMUNITY ADVANCEMENT

<i>A. Student Learning Outcome (SLO)</i>	<p>By the end of the Student Enhancement Program Workshop, students will understand their academic status and level.</p> <p>As a result of the SEP workshop, students will increase their motivation to improve their academic performance</p>
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Section 1: SLO and Assessment Proposal

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

<i>1A. Date Section 1 Completed</i>	February 19, 2012		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Griselda Castro	X-3638	gcastro@elcamino.edu
	Angie Funes	X-6011	ffunes@elcamino.edu
	Xiao Wang	X-6033	xwang@elcamino.edu
	Myrna Mendoza	X-7042	mmendoza@elcamino.edu
<i>1C. Additional Personnel</i>	Dr. Regina Smith		
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	
	Counseling & Student Services	Student Enhancement Program (SEP)	
<i>1E. Proposed SLO Statement</i>	<p>By the end of the Student Enhancement Program Workshop, students will understand their academic status and level.</p> <p>As a result of the SEP workshop, students will increase their motivation to improve their academic performance</p>		
<i>1F. Related Core Competency</i>	<p>I . Content Knowledge</p> <p>IV. Professional and Personal Growth</p>		
<i>1G. Proposed Assessment Process</i>	Institutional Research will compare academic persistence rates for students who participate in SEP workshops with students who did not participate.		
<i>1H. Timeline for Assessment</i>	Fall 2010, Winter 2011, and Spring 2011 the Matriculation team will compile data from Spring 2008, Spring 2009 and Spring 2010 SEP workshops. June, 2011, will consult with Institutional Research to have data processed; Summer/Fall 2011 the Matriculation team plans to have data analyzed.		
<i>1I. Rubric and Standards for</i>	Students who complete the SEP workshop will show a one point higher GPA than those students who d not attend. Students who complete the		



<i>Success</i>	SEP workshop will have a higher persistence rate than those students who d not participate in the SEP workshop.
<i>1J. Resources Needed for Assessment</i>	Institutional Research and Information Technology Department.
<i>1K. Additional Notes/Comments</i>	n/a

After filling out section 1, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Section 2: Report of Assessment Results

Directions: Complete this section to report results of the assessment described in Section 1.

<i>2A. Date Section 2 Completed</i>	
<i>2B. Description of the Data</i>	<p>Check all that apply:</p> <p>1. <input type="checkbox"/> Formative Evaluation X Summative Evaluation</p> <p>2. X One-Time <input type="checkbox"/> Multiple-Step</p> <p>3. X Direct Evidence X Indirect Evidence</p> <p>4. <input type="checkbox"/> Qualitative X Quantitative</p>
<i>2C. Narrative Report of Data</i>	Data from Spring 2008, Spring 2009, Spring 2010 will be compiled during Fall 2010, Winter 2011, and in Spring 2011 by matriculation/SEP team. ID numbers of students who complete the SEP workshop were compiled and were submitted to Institutional Research to determine if there was a one point increase in GPA for students who attended compared to those who did not attend. The same groups of students will also be analyzed to see if they have a higher persistence rate than those students who did not participate.
<i>2D. Do Data Meet Standards for Success</i>	<p>1. <input type="checkbox"/> Does Not Meet Standards</p> <p>2. <input type="checkbox"/> Meets Some Standards</p> <p>3. <input type="checkbox"/> Good Enough</p> <p>4. <input type="checkbox"/> Meets Most Standards</p>



	5. X Exceptional
<i>2E. Projected Deadline for Submission of Data Analysis</i>	November 2012
<i>2F. Additional Notes/Comments</i>	

After filling out section 2, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.

Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

<i>3A. Date Section 3 Completed</i>	12-17-12
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3B. What were the most important findings from the data?

Institutional research tracked persistence rates of students who attended the SEP workshops over a three year period. Students who attended the SEP workshops in spring 2008 showed an average persistence of 58.7% compared with 35.2% of the general probation student population. In addition, students who attended the SEP workshops in spring 2009 showed an average persistence of 48.8% compared with 30.2% of the general probation student population. Finally, students who attended the matriculation orientation in spring 2010 showed an average persistence of 74% compared with 34% of the general probation student population.

The same groups were analyzed and tracked for two additional semesters. In addition they were analyzed by ethnicity the results indicated the following Matriculation workshop attendees' term GPAs were higher than non-attendees and all new students. SEP attendees' term GPAs were higher than non-attendees and all probation students. SEP attendees had an average GPA of 1.83 while non-attendees and probation students had average GPAs of 1.70 and 1.25, respectively.



3C. What percentage of students met the standards for success? Is this satisfactory?

An average of 58.7% of the Spring 2008 students that were surveyed met the standards for persistence. An average of 48.8% of the Spring 2009 students that were surveyed met the standards for persistence. An average of 74% of the Spring 2010 students that were surveyed met the standards for persistence.

3D. Are trends evident? Are there learning gaps?

n/a

3E. Will you change assessment methods or standards for success?

no

3F. What changes can be made to address these implications to improve outcomes?

n/a

3G. What resources are needed to make these changes?

n/a

3H. What is the projected semester for this assessment to be performed again?

Fall 2012.

3I. Are there any additional comments?

Initially, we had planned to compare academic GPAs and persistence for SEP students who completed the workshop with SEP students who did not participate. However, it was suggested to focus on the persistence rate rather than GPAs because these are small samples of students and many are still on probation status. Furthermore, these students may be unable to repeat the courses immediately until later semester. This causes the GPA to stay the same. In addition, the number of students who did not attend SEP was small. For this reason, it was recommended that we compare the persistence rate of these students to the rest of the probation student population.



After filling out section 3, please save this document and submit it to slo@elcamino.edu as well as to your division office. Congratulations! You've now completed an entire student learning outcomes assessment cycle.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Title of Student Learning Outcome (SLO)	Students will increase their knowledge about the steps, resources, and/or choices they have to define, clarify, or achieve their goals at the end of their individual counseling appointment.		
Section 1: SLO and Assessment Proposal			
<i>Directions:</i> Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.			
1A. Date Section 1 Completed	November 7, 2012		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Mary Beth Barrios	3627	mbarrios@elcamino.edu
1C. Additional Personnel	Brenda Jackson and Margaret Miranda		
1D. Division and Department Information	Division:	Program or Department:	
	Counseling	Counseling	
1E. Proposed SLO Statement and	At the end of their individual counseling appointment, students will have learned more about the steps, resources, and/or choices they have to define, clarify or achieve their goals.		
How will you communicate this SLO to students?	SLO posters have been developed and posted in visible areas across the Counseling Center. In addition, it is displayed on the Counseling website and Division documents.		
1F. Related Core Competency	Content knowledge and critical, creative, and analytical thinking skills		
1G. Proposed Assessment Process	Anonymous written surveys will be handed out to students at the end of their individual counseling appointment. Students will drop surveys in trays located in various areas around the Counseling Center		
1H. Timeline for Assessment	Fall 2012		
1I. Rubric and Standards for Success	At least 70% of the students surveyed will report having increased their knowledge about the steps, resources, and/or choices they have to define, clarify, or achieve their goals.		
1J. Resources Needed for Assessment	A survey has been designed and updated by Counseling SLO Committee in conjunction with the Office of Institutional Research		
1K. Additional Notes/Comments	N/A		

After filling out section 1, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Section 2: Report of Assessment Results

Directions: Complete this section to report results of the assessment described in Section 1.

Updated 2/13/13



2A. Date Section 2 Completed	February 13, 2013			
2B. Description of the Data	Put an "x" next to all that apply:			
		Formative Evaluation	X	Summative Evaluation
	X	One-Time		Multiple-Step
		Direct Evidence	X	Indirect Evidence
	X	Qualitative	X	Quantitative
2C. Narrative Report of Data	Based on your counseling appointment today, did you learn about one or more of the following? 1. Steps to defining, clarifying, or achieving your goals- 82% 2. Resources for defining, clarifying, or achieving your goals- 60% 3. Not applicable- 4%			
2D. Report of Data: Does it Meet Standards for Success	Put an "x" next to the one that applies:			
		Does Not Meet Standards		
		Meets Some Standards		
		Good Enough		
	X	Meets Most Standards		
		Exceptional		
2E. Projected Deadline for Submission of Data Analysis	December 2013			
2F. Additional Notes/Comments	None			

After filling out section 2, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.



Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

3A. <i>Date Section 3 Completed</i>	February 13, 2013
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3B. What were the most important findings from the data?

The most important findings from the data collected are that the students continue to be satisfied with the counseling services they are receiving. There was a slight decrease in the number of students who indicated they learned about the resources for defining, clarifying, or achieving their goals, however they indicated that their knowledge of the steps needed to define, clarify or achieve their goals exceeded expectations.

3C. What percentage of students met the standards for success? Is this satisfactory?

We asked that 70% of students would report having increased their knowledge in the steps to define, clarify or achieve their goals in which we exceeded that goal. An emphasis to improve students' knowledge of resources they have to define, clarify or achieve their goals will be made.

3D. Are trends evident? Are there learning gaps?

Success rates are stable compared to last year, however a greater emphasis on highlighting student resources is being made.

3E. Will you change assessment methods or standards for success?

The SLO committee is considering revising the SLO assessment questions and possible new methods of online administration.

3F. What changes can be made to address these implications to improve outcomes?

The Counseling Division has already implemented changes by providing Counselors, Advisors and support staff the opportunity to undergo career assessment certification and trainings. Also, re-examining procedures of administration.

3G. What resources are needed to make these changes?

Assistance from the Office of Institutional Research and Information Technology.
Pending changes to the administration of the survey may require additional resources.

3H. What information from this SLO Assessment Report should be added to Plan Builder and/or Program Review for your program?

We may need to request personnel to assist with online administration of the survey.

3I. What is the projected semester for this assessment to be performed again?

Fall 2013

3J. Are there any additional comments?

Please see student's written comments (typed below verbatim)

Updated 2/13/13



After filling out section 3, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Congratulations! You've now completed an entire student learning outcomes assessment cycle.

Counseling Division SLO Instrument
Fall 2012
Student Written Comments

Responses to: "Any other comments or suggestions for us?"

- "Everyone is great. I did not see any way to be improved."
- "Stay awesome"
- "My Counselor is awesome that is all I have to say."
- "I was able to clarify a process to satisfy my teaching credential & transfer"
- "The system has evolved into a better one. This is the first time that I leave very optimistic about my career goals"
- "Fantastic Counselor! ☺ Very helpful & sweet."
- "Awesome Help"
- "Provide more counseling hours"
- "Janice Ishikawa is very helpful"
- "Ms. Jackson is one of my favorite counselors. She has been very helpful and encouraging. I am thankful for this program as well."
- "thanks"
- "EOPS is helpful for my education"
- "What classes is required to take per semester"
- "Love you guys! You are the best."
- "very helpful and patient"

Responses to: "If you checked none of the above, please tell us what you did learn (if anything) from your session today and what you would have liked to learn"

- "I learned to calculate my gpa"
- "Clarified a few things about the UC application and transferring."
- "What classes to take following the IGETC"
- "What classes to take"
- "Nothing really"
- "Returning to college under VRAP Program"
- "Always be prepared"
- "Just general help with stupid questions"
- "I am almost done with graduating"

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
STUDENT SERVICES AND COMMUNITY ADVANCEMENT**

<i>A. Title of Student Learning Outcome (SLO)</i>	<i>Career Center 2012-2013 Undeclared Major Workshop</i>
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Section 1: SLO and Assessment Proposal

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

<i>1A. Date Section 1 Completed</i>	June 30, 2012		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	V. Nguyen	6568	VNguyen@elcamino.edu
<i>1C. Additional Personnel</i>	Career Center Advisory Committee: L.Raufman, V.Rayford, Y.Cooper, and M.Barrios,		
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	
	Counseling	Career Center	
<i>1E. Proposed SLO Statement and How will you communicate this SLO to students?</i>	After attending the Undeclared Major Workshop students will be more likely to identify a major. SLO will be posted on Career Center flyers; website, and facebook		
<i>1F. Related Core Competency</i>	Critical, creative, and analytical thinking. Professional and personal development/growth		
<i>1G. Proposed Assessment Process</i>	<i>Written surveys; pre and post questionnaire</i>		
<i>1H. Timeline for Assessment</i>	December 2012		
<i>1I. Rubric and Standards for Success</i>	At least 70% of the students surveyed will more likely to identify major after attending the Undeclared Major Workshop.		
<i>1J. Resources Needed for Assessment</i>	Collaboration with ECC instructional faculty; Human Development, Basic Skills,		
<i>1K. Additional Notes/Comments</i>			

After filling out section 1, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Section 2: Report of Assessment Results

Updated 11/21/08



El Camino College
Student Learning Outcomes and Assessment

Directions: Complete this section to report results of the assessment described in Section 1.

<i>2A. Date Section 2 Completed</i>	June 2013		
<i>2B. Description of the Data</i>	Put an "x" next to all that apply:		
		Formative Evaluation	Summative Evaluation
	X	One-Time	Multiple-Step
		Direct Evidence	Indirect Evidence
	X	Qualitative	Quantitative
<i>2C. Narrative Report of Data</i>	83% of the students did identify a major after attending the Undeclared Major Workshop		
<i>2D. Report of Data: Does it Meet Standards for Success</i>	Put an "x" next to the one that applies:		
		Does Not Meet Standards	
		Meets Some Standards	
		Good Enough	
		Meets Most Standards	
	X	Exceptional	
<i>2E. Projected Deadline for Submission of Data Analysis</i>	June 2013		
<i>2F. Additional Notes/Comments</i>			

After filling out section 2, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.



Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

3A. Date Section 3 Completed	June 2013
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3B. What were the most important findings from the data?

After attending the Undeclared Major Workshop the following data was collected based on the surveys:

83% of the students identified a major.

92% of the students identified that career assessments was beneficial, helpful, and effective.

67% of the students identified the importance of career counseling.

3C. What percentage of students met the standards for success? Is this satisfactory?

83% of the students identified a major after attending the Undeclared Major Workshop

3D. Are trends evident? Are there learning gaps?

The workshop helped the students to identify a major.

3E. Will you change assessment methods or standards for success?

N/A

3F. What changes can be made to address these implications to improve outcomes?

Continue to offer the workshop & help the students to identify a major.

3G. What resources are needed to make these changes?

To be in compliance with the Student Success Task Force, a student must have a major therefore, additional career counseling appointments, staff and workshops need to be available to serve the students.

3H. What information from this SLO Assessment Report should be added to Plan Builder and/or Program Review for your program?

Additional computers and staffing is needed.

3I. What is the projected semester for this assessment to be performed again?

Fall 2013 and Spring 2014

3J. Are there any additional comments?

N/A

After filling out section 3, please save this document and submit it to your division, your SLO Coordinator and slo@elcamino.edu. Congratulations! You've now completed an entire student learning outcomes assessment cycle.

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Matriculation New Student Orientation	Date	
SAO	Students will learn basic information regarding El Camino College's registration procedures and educational options offered through El Camino College.		
Participants	Matriculation team: Griselda Castro, Angie Funes, Myrna Mendoza, Xiao Wang.		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>Matriculation workshops provide students with information about registration procedures, campus policies, and programs and services which can contribute to academic success.</p> <ul style="list-style-type: none"> Compare the number of students who attended New Student Orientation and registered in at least three units for summer or fall or for both terms. Compared the number of students who did not attend New Student Orientation and registered in at least three units for summer or fall or for both terms. Compare the number of students who attended New Student Orientation and registered in at least three units versus six units or more for fall term. 	<p>Results:</p> <p>Spring 2013 213 students registered for the New Student In-Person Orientation 141 or 66% of the students attended the orientation 72 or 34% of the students did not attend</p> <p><u>Breakdown of students who registered for summer or fall or both for 3 or more units:</u></p> <p><u>Orientation attendees</u> 97 or 69% of the students who attended the in-person orientation registered for at least 3 units for summer or fall or both terms.</p> <p>44 or 31% of the students who attended the in-person orientation did not register for summer or fall or both terms.</p> <p><u>Did not attend orientation</u> 34 or 47% of the students who did not attend the in-person orientation registered for at least 3 units for summer or fall or both terms.</p> <p>38 or 53% of the students who did not attend the in-person orientation did not register for summer or fall or both terms.</p> <p><u>Orientation attendees</u> 72 or 51% of the students who attended the in-person orientation registered for at 6 or more units for fall term.</p> <p>69 or 49% of the students who attended the in-person orientation registered in at least 3 units for fall term.</p>		

- Also compared the number of students who did not attend New Student Orientation and registered in at least **three units versus six units** or more for fall.

Did not attend orientation

21 or 29% of the students who did not attend the in-person orientation registered for 6 or more units for fall terms.

51 or 71% of the students who did not attend the in-person orientation registered in at least 3 units for fall.

Actions Taken:

Data indicates that students are encountering difficulty in completing the registration process on their own. For this reason, Matriculation needs computers and a large meeting room in order to accommodate students for orientation especially during peak periods. Computers are needed to assist new students during the registration process.

Students can also look up their financial aid status and award letter as well as navigate the registration process while being assisted by student staff. Ideally, while students wait for a counselor to assist them in developing an educational plan, students can also navigate the El Camino web page and MyECC to become familiar in searching services and resources. They can also look up their financial aid status and award letter as well as navigate the registration process while being assisted by student staff.

We will need to hire at least four student staff to assist new students during each orientation with online course search and registration.

We have indicated a need in the Unit Plan and in Program Review for 15 computers to be designated for New Student Orientations.

Student Evaluation of Counselor-All

N=396

Spring 2016

Semesters of College:

Response	Frequency	Percent	
1 - 2 semesters	71	17.93	<div style="width: 17.93%;"></div>
3 to 4 semesters	124	31.31	<div style="width: 31.31%;"></div>
5 or more semesters	111	28.03	<div style="width: 28.03%;"></div>
Missing	90	22.73	<div style="width: 22.73%;"></div>

Age

Response	Frequency	Percent	
17 or younger	43	10.86	<div style="width: 10.86%;"></div>
18-24	143	36.11	<div style="width: 36.11%;"></div>
25-34	42	10.61	<div style="width: 10.61%;"></div>
35-44	157	39.65	<div style="width: 39.65%;"></div>
45-54	4	1.01	<div style="width: 1.01%;"></div>
55+	2	0.51	<div style="width: 0.51%;"></div>
Missing	5	1.26	<div style="width: 1.26%;"></div>

2. What topics were discussed in your meeting? Please mark all that apply.

Response	Frequency	Percent	
Matriculation	22	4.19	<div style="width: 4.19%;"></div>
Planning next Semester's Program	145	27.62	<div style="width: 27.62%;"></div>
Choosing a Major	107	20.38	<div style="width: 20.38%;"></div>
Completing AA/AS Requirements	191	36.38	<div style="width: 36.38%;"></div>
University Transfer Requirements	213	40.57	<div style="width: 40.57%;"></div>
Job or Career Information	55	10.48	<div style="width: 10.48%;"></div>
Veteran's Certification	1	0.19	<div style="width: 0.19%;"></div>
Referred by Instructor	11	2.10	<div style="width: 2.10%;"></div>
Course Problems	37	7.05	<div style="width: 7.05%;"></div>
Personal Problems	19	3.62	<div style="width: 3.62%;"></div>
Study Skills	31	5.90	<div style="width: 5.90%;"></div>
Need for Support Service [On/Off Campus]	8	1.52	<div style="width: 1.52%;"></div>
Financial Aid	51	9.71	<div style="width: 9.71%;"></div>
Probation/Dismissal	39	7.43	<div style="width: 7.43%;"></div>
Other:	3	0.57	<div style="width: 0.57%;"></div>
Missing	145	27.62	<div style="width: 27.62%;"></div>

Your Goal:

Response	Frequency	Percent	
No Degree Certificate	7	1.77	<div style="width: 1.77%;"></div>
AA/AS	163	41.16	<div style="width: 41.16%;"></div>
BA/BS	170	42.93	<div style="width: 42.93%;"></div>
Missing	37	9.34	<div style="width: 9.34%;"></div>

1. Purpose of Visit: Mark all that apply

Response	Frequency	Percent	
Graduation/Degree Information	138	34.33	<input type="checkbox"/>
Transfer Information	240	59.70	<input type="checkbox"/>
Educational Planning	163	40.55	<input type="checkbox"/>
Other_____	59	14.68	<input type="checkbox"/>

Career Counseling	56	13.93	<input type="checkbox"/>
Missing	26	6.47	<input type="checkbox"/>

4. How did you feel about your problem or concern after you spoke with your counselor? Please mark all that apply.

Response	Frequency	Percent	
I got the information I needed	338	85.35	<input type="checkbox"/>
I got some useful information	196	49.49	<input type="checkbox"/>
I feel a lot better	239	60.35	<input type="checkbox"/>
My outlook improved	145	36.62	<input type="checkbox"/>
No change in how I felt	7	1.77	<input type="checkbox"/>
I felt worse after our meeting	2	0.51	<input type="checkbox"/>
Information was not useful	2	0.51	<input type="checkbox"/>
I may be able to use the information in the future	46	11.62	<input type="checkbox"/>
Missing	8	2.02	<input type="checkbox"/>

6. What did you think of the counselor?

Response	Frequency	Percent	
Well Informed	382	96.46	<input type="checkbox"/>
Somewhat informed	6	1.52	<input type="checkbox"/>
Not Informed	3	0.76	<input type="checkbox"/>
Missing	5	1.26	<input type="checkbox"/>

3. How did you feel about the problem or concern before you spoke with your counselor?

Response	Frequency	Percent	
Worried	76	19.19	<input type="checkbox"/>
Confused	70	17.68	<input type="checkbox"/>
Needed Information	196	49.49	<input type="checkbox"/>
Other:	10	2.53	<input type="checkbox"/>

Missing	44	11.11	<input type="checkbox"/>

5. What did you think of the meeting with the counselor?

Response	Frequency	Percent	
Satisfactory	388	97.98	<input type="checkbox"/>
Unsatisfactory	5	1.26	<input type="checkbox"/>

Missing	3	0.76	<input type="checkbox"/>

7. What did you think of the counselor?

Response	Frequency	Percent	
Listened well	384	96.97	<input type="checkbox"/>
Listened Somewhat	6	1.52	<input type="checkbox"/>
Didn't Listen	0	0.00	<input type="checkbox"/>
Missing	6	1.52	<input type="checkbox"/>

8. Would you return to this counselor?

Response	Frequency	Percent	
Yes	385	97.22	<input type="checkbox"/>
No	8	2.02	<input type="checkbox"/>
Missing	3	0.76	<input type="checkbox"/>

9. Would you recommend this counselor to another student?

Response	Frequency	Percent	
Yes	379	95.71	<input type="checkbox"/>
No	10	2.53	<input type="checkbox"/>
Missing	7	1.77	<input type="checkbox"/>

TOP Semester Summary 15/16

Semester By Semester Trend

TOP Class	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Math	9	10	13	17	32	41	29
English		4	8	16	8	13	18
TOTAL	9	14	21	33	40	54	47

Fall 2015

54 Total Sections = 41 Math Sections + 13 English Sections

- Math 12 - 17 Sections
- Math 23 - 15 Sections
- Math 37 - 9 Sections
- English B - 13 Sections

Percentage of ed plans completed for TOP classes

1295 total students

- 59% signed ed plans
- 85% of students were generated an ed plan from TOP or already in file

Student survey feedback (n=256)

- I found the information provided by the counselor to be helpful
 - 91% strongly agree/agree
- It was important for me to have an education plan
 - 96% strongly agree/agree
- The services and information I received from the counselor in this class will help me accomplish my educational goals
 - 88% strongly agree/agree

Spring 2016

47 (61)Total Sections = 29 (38)Math Sections + 18 (23)English Sections

- Math 12 - 8 sections (4 unassigned)
- Math 23 - 12 sections (4 unassigned)
- Math 37 - 9 sections (1 unassigned)
- English B - 7 sections (1 unassigned)
- English 82 - 11 sections (4 unassigned)

Percentage of ed plans completed for TOP classes

1212 total students

- 74% signed ed plans
- 89% of students were generated an ed plan from TOP or already in file

Student survey feedback (n=235)

- I found the information provided by the counselor to be helpful
 - 85% strongly agree/agree
- It was important for me to have an education plan
 - 85% strongly agree/agree
- The services and information I received from the counselor in this class will help me accomplish my educational goals
 - 83% strongly agree/agree