

EL CAMINO COLLEGE
First Year Experience/Supplemental Instruction
PROGRAM REVIEW

Program Description

Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

The First Year Experience (FYE) program is designed to assist new and continuing students transitioning from high school to college with their academic goals that consist of degree and or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive summer orientation, academic counseling, and assistance to each student with financial aid resources such as: fee waivers, pell grants, and loans. Further, the program offers each student with a MyECC orientation thereby providing students with the necessary tools to monitor their financial aid disbursement, class schedule, academic transcripts, and registration for classes. FYE uses an integrative approach to teaching and learning where students participate in multiple learning communities for an entire academic year. Students participate in a cohort model and acclimate to the campus at a faster rate than students who do not participate in a cohort model. The FYE program and its students have outperformed their comparison groups in the following areas: student success, retention rates, persistence, and course progression. Further, FYE students are more likely to be retained beyond their second year than students who did not participate in the program.¹

Supplemental Instruction (SI)

The main objective of the Supplemental Instruction (SI) program is to provide support to students from diverse academic levels in order to help them pass specific courses. In the process, students discover skills that are critical to their successful learning experience. The SI program provides academic support by placing an SI Coach in the targeted course section to assist students with course work. The SI Coach is a student who has passed the targeted course with a letter grade of A or B. The SI Coach

¹ The First Year Experience Executive Summary provided by the Office of Institutional Research.

attends all lectures along with the students. Immediately after class ends, the SI Coach facilitates two fifty-minute sessions per week in which students from the targeted course can attend to get additional course-related support. Student participants gain critical course-related knowledge through the guidance of the SI Coach as well as through their classmates which fulfills El Camino College core competency I. Worksheets, mock exams, review of homework questions, and collaboration among students are all integral components of SI sessions. Further, students learn critical skills such as how to read the textbook effectively, take efficient notes, approach instructors with questions, and create a positive mindset that focuses on personal and academic success. These skills fulfill El Camino College core competency II.

Describe the student population served by the program using available data.

The student population of FYE consists of 60% female, 40% male, and over 65% of the students participating in FYE are of Hispanic or Latino descent. Over 70% of the students are the first person in their family to attend college and another 65% receive some type of financial aid assistance in the form of grants, fee waivers, scholarships, and student loans. At least 85% of the students are matriculating directly from high school and have no prior college units. The student population of SI participants consists of 68% female, 32% male, 55% first-generation, 40% Latino descent. The median age of SI session attendees is 22. ²

What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

In the 2010 FYE Institutional Study provided by the Office of Institutional Research, FYE students were tracked into their second year of college after the completion of their first year with FYE. The following data provides evidence of success even after the program services and activities have decreased:

- Overall, FYE students demonstrate high persistence rates. On average, FYE students persist to their 2nd semester at a rate of 81%. This is higher than the control groups' persistence rate of 74%.

² The Supplemental Instruction Executive Summary provided by the Office of Institutional Research.

- The 3rd semester persistence rates for the FYE cohorts remained stable from year to year. The FYE students had a 3rd semester persistence rate of 72%. On the other hand, the control groups had an average persistence rate of 49%.
- FYE students demonstrated strong 4th semester persistence rates. The FYE cohorts had an average 4th semester persistence rate of 67%. This is 29 percentage points higher than the control groups' persistence rate of 38%.

Further, the 2010 FYE Transfer Study³ by Institutional Research provides a summary of transfer rates and transfer destinations for students who participated in FYE. Figure 1 represents the transfer rates for the 2001, 2002, and 2003 cohorts. The following is data collected and verified through the National Student Clearinghouse:

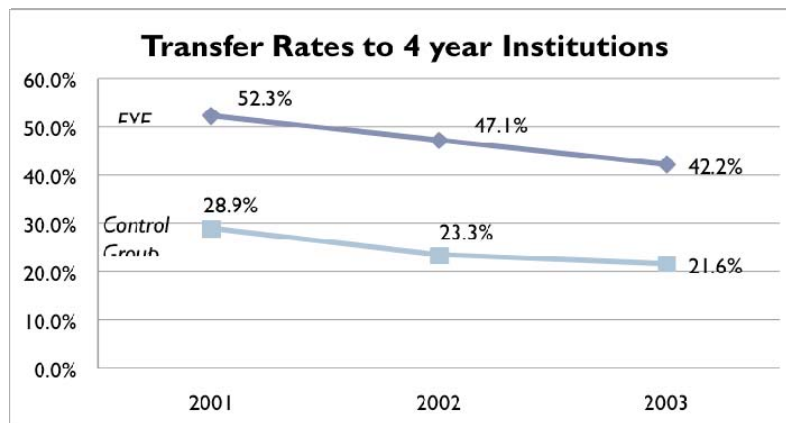


Figure 1. FYE transfer rates

- The 2001 cohort had a 52% transfer rate while the 2002 cohort saw a lower rate of 47%. Transfer rates for the 2003 cohort decreased by 5 points to 42%. However, FYE students transfer at a higher rate in comparison to their control groups.
- Interestingly, 91% of the 4-year transfer students in the 2001 cohort received a Bachelor's degree with an average time to degree of 6 years. Although later cohorts have not achieved this high rate of degree attainment, tracking results for the next few years should show an increase in degrees received. The Office of Institutional Research is in the process of compiling data for the 2004 & 2005 cohorts.
- Nearly half (47%) of the FYE 4-year transfer students were Latino. The 2nd largest ethnic group was African-Americans, comprising 21% of transfer students entering a 4-year institution. They were followed by Asian/Pacific Islander (12%) and White (11%) students.

³ The FYE Transfer Study provided by the Office of Institutional Research 2010.

The Office of Institutional Research was only able to provide data for the 2001-2005 cohorts because community college students are given at least 6 years to complete their educational goals. The California Community College Chancellor's Office developed the following transfer rate methodology:

The "***Intent-to-Transfer***" cohort (which becomes the denominator in the transfer rate calculation) includes those students who:

1. Begin college as first-time students in a fall term, and
2. Attempt transfer-level math or English within 6 years, and
3. Complete at least 12 units in the CCC system within 6 years.

FYE has already submitted a research request for additional transfer data on the 2004 and 2005 remaining cohorts after the intent-to-transfer cycle has been completed.

Supplemental Instruction

In the 2010 Supplemental Instruction Analysis of Academic Outcomes Study provided by the Office of Institutional Research from fall 2003 to fall 2009, success rates in SI supported sections were six percentage points higher on average than in courses without SI support. Further, success rates for students in an SI supported class who attended three or more SI sessions were more likely to be successful in their class compared to their classmates who did not attend at least three SI sessions. The average difference was 29 percentage points.

List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

Under Strategic Initiative 1.a "*Enhance college services to support student learning using a variety of instructional delivery methods and service.*" FYE, in partnership with the Faculty Inquiry Partnership Program (FIPP) funded through the Wal-Mart grant, will have at least fifteen FYE instructors participate in "On Course I" and "On Course II" through the 2010-2011 and 2011-2012 academic years. FYE faculty will implement activities and pedagogical methods learned during FIPP training and use it to improve student success and personal responsibility among FYE students. All FIPP in-class activities will be assessed and discussed at monthly FIPP meetings. To date, eight FYE instructors have completed the Faculty Inquiring Partnership Program with five more scheduled to complete the training in spring of 2011.

Under Strategic Initiative 1.a *“Enhance college services to support student learning using a variety of instructional delivery methods and service.”* The SI program provides instruction that differs from a traditional lecture format. The unique peer-to-peer component allows students to support each other with the assistance of their SI Coach. The SI Coach facilitates interaction amongst the students to enhance understanding of course material.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* The FYE advisor and academic counselors received training on the new online submission Transfer Admission Guarantee (TAG) Program. The TAG program is designed to streamline the process for students by making it easier to submit transfer guarantee applications online. The FYE staff received direct training from both the University of California and the transfer center staff and coordinator. The FYE program participated in processing over 35 TAG applications during the first cycle. The goal is to continue to increase the initial baseline number of TAG submissions over the coming years.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* FYE conducts summer orientations that introduce students to members of their cohort, faculty, and program guidelines and expectations. Further, FYE provides an English and Spanish orientation for FYE parents.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* FYE completed graduation evaluations for current and past cohorts during the month of January (2011) and were successful in processing 125 student graduation petitions for spring of 2012. Further, another 53 students submitted graduation petitions for summer of 2011. Currently, FYE is in the process of completing another cycle of graduation evaluations for fall of 2011.

Under Strategic Initiative 1.b *“Maximize growth opportunities and strengthen programs and services to enhance student success.”* The SI program administers student and professor surveys every semester. This is an important feedback tool that allows the program to continuously improve its services. In addition, partnering with the Mathematics Division has strengthened the quality and efficacy of student learning and student success in that discipline.

Under Strategic Initiative 2.a *“Use student learning outcomes and assessment to continually improve processes, programs, and services.”* The creation of the SI program Student Learning Outcome (SLO) has helped improve the program through

assessment and reflection. The most notable improvement is the structure of the SI sessions, which now includes mock exams to help better prepare students.

What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

In the previous program review, it was recommended that FYE & SI be institutionalized and receive ongoing district funding. Permanent funding would allow the programs to consistently plan and schedule the number of learning communities and SI sections the program is able to offer. The SI program was impacted the most because it was unable to list the number of SI sections offered in the schedule of classes. This has a direct impact on students because many did not know which math courses were offered and subsequently did not enroll in SI supported courses.

Student Learning Outcomes (SLO)

Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The people involved in the SI SLO process include SI Coordinator, the FYE/SI Counselor/Faculty Coordinator, FYE/SI Secretary, the Director of Institutional Research, and a veteran SI Coach. SLO statements, assessment results, and reports are discussed in staff meetings so best practices can be implemented. SLO's are created at all levels and in categories that include the following areas: orientation, linked courses, SI sessions, and overall quality of program services.

How does the program ensure that SLO's are assessed consistently?

The FYE/SI Program sets specific deadlines to stay on track for timely completion of each section of the SLO cycle. Further, the program has developed an internal SLO calendar for SLO's that need to be assessed each semester. All survey methods are ordered ahead of time from the Office of Institutional Research so that each SLO is administered efficiently.

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

The SLO assessment results have resulted in several changes since FYE/SI began the process. Changes were made to the overall design of the FYE orientation and a new

workshop on "How to use MyECC" was included as a result of the SLO process. Second, a questionnaire was provided to students mid-way through the semester to provide direct feedback on the strengths and weaknesses of the learning community. This change provided helpful feedback to FYE instructors and allowed them to modify their curriculum.

Program Improvement

Explain what changes need to be considered to improve the program.

The FYE/SI program would like to have a timely and adequate budget in order to appropriately plan, recruit, promote, and operate effectively. Participation in SI sessions is affected negatively as a result of an untimely and inadequate budget. The SI Program will grow exponentially in the 2011-2012 academic year, expanding from 25 sections in 2010-2011 to a minimum of 50 sections in 2011-2012.

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

The SI program has strengthened its SI coach recruitment process to include a hiring exam in the subject that the coach is interested in supporting. This has significantly improved the quality and accuracy of support that students receive in SI sessions. The SI Program has also strengthened its partnership with the Mathematics Division to further enhance the scope of SI support in that department. Faculty involvement in pre-semester SI training has been another factor that has improved the general understanding and implementation of SI support.

How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

Both FYE/SI have used metrics since the program was first launched in 2001. Metrics have been used to monitor and report student success, retention, persistence, course progression, transfer rates, and graduation rates for each cohort in FYE. Further, the SI program uses metrics to track the amount of students who attend SI sessions and surveys all of their students to improve the quality of SI sessions. All of these metrics are then shared with FYE counselors and faculty to better design and improve services for students participating in FYE/SI programs.

**The following data was provided by the Office of Institutional Research. Please note: A comparison cohort of FYE students was not used to calculate the rates below.*

Success and Retention Rates

	Fall <u>2007</u>	Spring <u>2008</u>	Fall <u>2008</u>	Spring <u>2009</u>	Fall <u>2009</u>	Spring <u>2010</u>
Success	66.3%	64.3%	72.8%	74.3%	80.2%	78.9%
Retention	84.3%	85.9%	91.0%	87.0%	91.5%	89.2%

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

In fall of 2010, FYE piloted an accelerated learning community in which a cohort of students enrolled in English B and English 82 during the first eight weeks of the fall semester. FYE students who were successful at the end of the first eight weeks continued into the subsequent eight weeks and were enrolled in English A and English 84. A total of 35 students participated in the cohort, 48% were female, and 52% were male. At least 68% of the students were of Hispanic background, the second highest was Asian/Pacific Islander with 16%, the third group was made-up of African American students at 8%, and the remaining group were Caucasian/White students at 4%. At least 92% of the students were full-time, and another 8% of the students were part-time. All of the students were first-time students with no prior college units. Over 76% of the students declared transfer as their primary educational goal, and another 12% were undecided in their educational goal. The remaining 12% were interested in vocational programs such as nursing and or fire science. At least 28% of the students in the program were English as Second Language learners and 56% of the students in the cohort were first generation college students.

This accelerated learning community format allowed students to complete both basic and developmental English courses in one semester as opposed to the traditional time length of two semesters needed to meet eligibility for English 1A. Students were able to accelerate at a faster pace and enroll in English 1A for the spring of 2011 semester. The retention rate for this pilot was extremely high with 95% of the cohort still remaining until the very end of the academic semester. At least 95% of the cohort passed

the first two set of courses (English B & English 82) during the first eight weeks of the semester. Another 88% of students passed English 84 in the second eight weeks and 94% of the cohort was successful in passing English A. Currently, the overall campus success rate for students enrolled in non-accelerated English courses is only about 63.8%.

This coming fall, FYE will pilot another link with two new faculty teaching in the accelerated format. In spring of 2012, FYE plans to increase the number of faculty participating in the program by offering between 6 or 7 additional accelerated links. Further, FYE/SI will pilot a math blended pilot program in fall of 2011 in which students will be given the opportunity to take two math courses concurrently in both basic math and elementary algebra. FYE/SI will pilot three cohorts for the fall 2011 semester and 105 students will be part of the program's first round of blended math courses.

The data shows a strong need to increase the amount of accelerated links currently being offered through FYE. Further, the students in the cohort completed an evaluation survey of the accelerated link experience and at least 96% of the students reported having a positive in-class experience. Another 96% of the students reported that they would recommend the accelerated link experience to other students if given the opportunity. FYE will need additional resources to increase the number of accelerated sections in both basic and developmental English courses. Faculty will need to be trained along with an increase in counseling support services. These two components are critical to the future success of accelerated learning communities. Further, qualitative data has been conducted by the UC/ACCORD research center (funded by the Bill & Melinda Gates Foundation) at UCLA and they have compiled the following data after conducting interviews with students who participated in the accelerated links. Below are themes that emerged from the interviews:

- *The Culture of the FYE Classroom:*
Students we have interviewed describe their English classroom as a place where they feel comfortable and supported by their peers, particularly by the instructor, Mr. Pete Marcoux. Based on what the students are sharing with us in the interviews, the culture of the classroom is established by Mr. Marcoux, who projects a sense of 1) genuine caring of student success and, 2) support that will encourage that success. This culture is set by the instructor and tied to the learning community environment of the classroom. Students have shared that they feel like this learning community is a “family” and that they support each other inside and outside of the classroom. Several students mention that they study with their

cohort peers outside of class, and have developed social relationships with each other outside of school. Students in the cohort independently created their own Facebook page which illustrates the sense of community fostered by the link. The combination of the efforts of the instructor and the learning community environment seem to have created a classroom culture where the students can see and perform their potential.

- *FYE Services:*
Based on our interviews, the FYE services that are readily available to students are another important component of their ability to successfully complete these courses. Students have shared that they know they can visit the FYE office to find answers about course planning, major/minor course requirements, and financial aid. All 11 students in this sample were the first in their family to attend college and seemed to have limited access to college information prior to enrolling at El Camino. As a result, having a centralized place on campus to gain college information seems to play a critical role in the decisions students are able to make, and also contributes to the ways they feel supported as FYE students. Students have most frequently mentioned the counseling services being the most helpful. In particular, they mention Ramon Franco and Dr. Cynthia Mosqueda (most frequently) as staff that they feel they can relate to, and who they feel confident will be able to help find answers to their questions.
- *Learning to be “Successful Students:”*
A final theme that seems to support student success of those we have interviewed is learning the skills students need to be successful college students. Many of the students mention specific skills they have learned in the English 82/84 series that have helped them become better readers and writers. For example, one student mentions how she has learned to use “context clues” in reading a text when she does not know the meaning of a word. She described that when she finds a word she doesn’t know, she will now read the sentence or paragraph the word is in, in order to decipher the meaning. Several students mention that they did not like to read books, and now enjoy it because they have learned how to read and analyze a text. One student shared in an interview how he had already bought and began reading the text for the following English course (English 1A) during his winter session break because he wanted to get a “head-start.” Most impressive is that this student also shared that previously, he had never read more than the first few pages of his class texts.

The UC/ACCORD researchers are schedule to conduct one last focus group at the end of the spring 2011 semester after students complete their English 1A course.

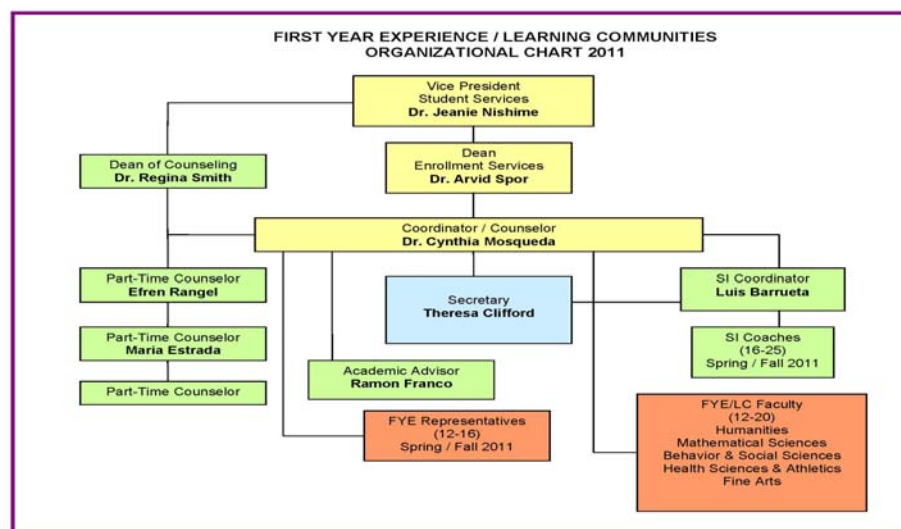
Program Environment

Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

The FYE/SI program works closely with adjunct counselors who provide the following services: academic planning, career counseling, transfer, and graduation evaluations. FYE also has an academic advisor that assists students with financial aid questions, MyECC, and transfer application information. FYE/SI has over 50 Supplemental Instruction coaches that lead SI sessions for courses in basic, developmental, and transferrable math courses. Further, FYE/SI works closely with instructors from nearly all divisions across campus.

The SI Program consists of a peer-to-peer collaborative learning environment among students, facilitated by a peer SI Coach. The SI Coordinator creates and maintains working relationships with deans and faculty and hires, trains, mentors, and manages the SI Coaches. The SI Program partners with various programs and divisions on campus in an effort to support a larger array of students campus wide. Significant integration of SI support has occurred in the Mathematics Division in the last four years in a joint effort to provide more academic support for students in basic skills, pre-collegiate, and transfer level courses.

Describe the number and type of staff and faculty (include current organizational chart).



Describe facilities or equipment needs for the next four years.

The FYE program will need to change the office computers within the next four years because they have not been upgraded since 2005. Further, the program will need to update the student computer stations with more newer hardware and software.

Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

The current schedule of hours is sufficient for the program because the majority of the students work in the afternoon and the flexibility of scheduling counseling appointments or seeing a walk-in advisor from 7:30am-5pm is convenient for the majority of our students. Further, counselors frequently visit FYE classes during these hours to conduct in class orientations or give students updates about college events and transfer information.

Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

The most pressing change in state law has been the passing of SB1440. Under this new bill, community college students will be granted admissions to the California State University upon completion of 60 transferrable units. Over 90% of students participating in FYE declare transfer as their primary educational goal. This has been a shift from the program's original launch in 2001. More FYE students are interested in pursuing post-secondary education opportunities beyond the community college. Thus, staff will make every effort to keep abreast of all developments concerning SB1440 so that the students can take advantage of this new transfer opportunity.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

The strength of the program has been to offer academic counseling and learning communities that link basic skills, developmental, and college transferable courses. Further, supplemental instruction, transfer advising, and financial aid counseling to first year and continuing second year students, have also been strengths within the program.

The cohort model has been an effective means of reaching a larger audience of students while at the same time providing personalized orientations, counseling, academic advisement, and transfer assistance. The collaboration between FYE staff and instructional faculty has also been a major strength of the program. The weakness of the FYE program has been the student to counselor ratio and the inability to keep consistent counselors throughout the entire academic year. The program utilizes and trains part-time counselors and many of them will leave for full-time employment or for more hours within another program on or off campus.

The amount of counseling staff is inadequate to accommodate a growing FYE program. Efforts have been made to keep the FYE program to a manageable number of students so the counselors will not be overwhelmed. This has inhibited the growth and development of a very successful program. The program's 3-5 year direction is to request two full-time counselors and one full-time advisor to assist with the growing number of students participating in FYE. Further, the program is planning on growing the number of basic and developmental accelerated English learning communities currently being offered on campus. FYE plans to pilot an upcoming Blended Accelerated Math (BAM) program in Math 12 (Arithmetic) and Math 33 (Elementary Algebra) for the fall of 2011. FYE and the Math Division will pilot three cohorts in fall of 2011. Finally, the FYE budget has not been consistent and this has a direct impact on program planning and limits the program's ability to serve more incoming students. The program ends up turning away students because of high demand from the incoming freshman to participate in a cohort model environment.

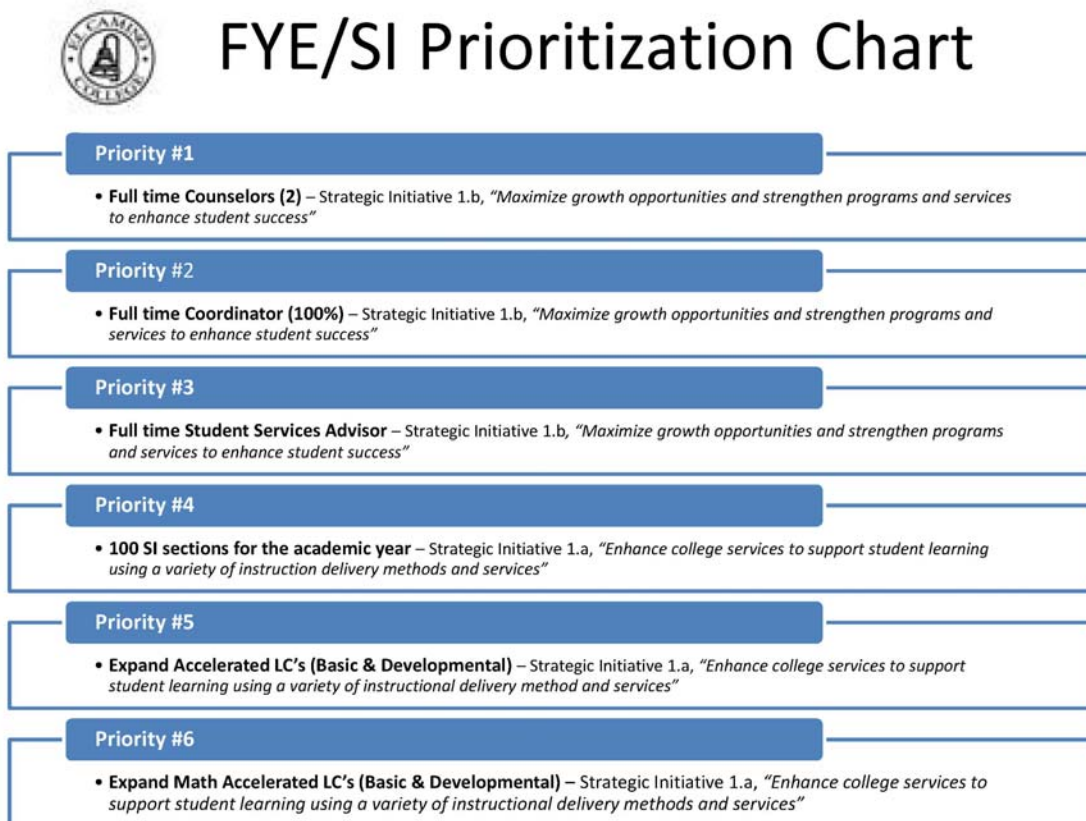
The strength of the SI Program lies within its peer-to-peer structure in which the SI coach has successfully passed the course and thus is familiar with the course content. Additionally, the SI coach attends the supported class and knows exactly what the instructor expectations are. This creates personalization which carries over to the worksheets, session plans, and mock exams that are created for the students by the SI Coach.

The weakness of the SI program lies in low attendance. Since attendance in SI sessions cannot be mandated, students are not compelled to attend. This is a universal weakness that all non-mandatory SI programs face. At El Camino College, staff have

met with stakeholders to look at how program personnel can make attendance at SI sessions mandatory, but there are curriculum issues that make this a significant challenge. To compensate for this problem, students are mailed letters before the start of the semester to remind them to attend the SI support sessions.

The SI Program needs to have an adequate budget in order to keep a consistent SI schedule that supports 100 course sections per academic year, and to increase the number of basic-skills courses it supports. According to the California Basic Skills Initiative report for the 2006-2007 academic year, the California community college system assessed 70% to 85% of students into a pre-collegiate level course in one or more of the basic skills areas. Furthermore, the report found basic skills mathematics success rates at 52.2% as an average rate for community college students.

List prioritized recommendations. (Provide proposed organizational chart if appropriate).



☒ Continue Program

☐ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized.)

Appendices for the El Camino College
First Year Experience/Supplemental Instruction
Program Review

Attachment A – First Year Experience End of Year Evaluation

Attachment B – Linked Course Evaluation

Attachment C – FYE Pre-Orientation Survey

Attachment D – FYE Post-Orientation Survey

Attachment E – Supplemental Instruction Professor Survey

Attachment F – Supplemental Instruction Student Survey Form Mid-Semester

Attachment G – Plagiarism Contract

Attachment H – First Year Experience Contract For Success

End Of Year Evaluation

Please take a few minutes to complete the following survey. The information you provide will be used to improve the FYE Program at El Camino College. Your honest opinions are important to us, and your answers will remain strictly confidential and will not impact your course grade. Remember the questions are about your overall impression of the FYE program.

Please use a #2 pencil to completely fill in one box for each item. Thank you.

To better understand the students finishing in the FYE program, we need some information about you.

Gender:

Ethnicity:

This is my:

I attend school:

☐ Male☐ African American☐ 1st semester☐ Female☐ Asian/Pacific Islander☐ Full-time☐ 2nd semester

Age

☐ Under 20☐ Caucasian/White☐ Part-time☐ 3rd semester☐ 20-24☐ Filipino☐ Other_____☐ 25-29☐ Hispanic/Latino☐ 50 +☐ Native American☐ Other_____

What is your current educational goal (choose 1):

How did you learn about the FYE program?

☐ Transfer with AA degree☐ Counselor☐ Transfer without AA degree☐ Course Bulletin☐ AA degree☐ Advertisement/Flier☐ Vocational degree or certificate☐ A friend☐ Acquire/Update job skills☐ A teacher☐ Personal development/interest☐ Other_____☐ Undecided

1. How well did FYE help you with your transition from high school to college?

☐ Very Helpful☐ Helpful☐ Somewhat Helpful☐ Not Helpful

2. How would you rate the overall value of the FYE orientation held prior to the fall semester?

☐ Extremely Valuable☐ Valuable☐ Somewhat Valuable☐ Not Valuable at all

3. How would you rate the quality of assistance you received in trying to register for fall, winter, and spring courses in FYE?

☐ Very Helpful☐ Helpful☐ Somewhat Helpful☐ Not Helpful

4. How would you rate the quality of counseling you received in FYE during your first academic year?

☐ Very Helpful☐ Helpful☐ Somewhat Helpful☐ Not Helpful

5. How helpful are student/transfer activities (FYE Transfer Conference, Freshman Mixer, TAG workshop, UCLA Summer Site Workshop, Financial Aid Workshops etc) sponsored by the First Year Experience Program?

☐ Very Helpful☐ Helpful☐ Somewhat Helpful☐ Not Helpful

6. Do you believe the FYE program promotes a transfer culture and provides its students with transfer opportunities?

☐ Strongly Agree☐ Agree☐ Disagree☐ Strongly Disagree

- ☐ Strongly Agree ■
☐ Agree ■
☐ Disagree ■
☐ Strongly Disagree ■

- ☐ Very Knowledgeable ☒
☐ Knowledgeable ☒
☐ Somewhat Knowledgeable ☒
☐ Not Knowledgeable at all ☒

Strongly Agree Agree Neutral Disagree Strongly Disagree

- | | Agree | Agree | Neutral | Disagree | Disagree | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| 9. I spent appropriate amounts of time outside of class preparing for assignments and tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. My attendance was good. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 11. I met with an FYE counselor during the semester to discuss scheduling, my academic, or career goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 12. I understand the purpose for linking the two classes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 13. The connections between the assignments and readings in the link were clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 14. The work done in one class complimented the work done in the other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 15. The linked assignments, projects, and readings between the two classes were helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 16. I could use what I learned in one class with what was being taught in the other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 17. I had opportunities to work with classmates during class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 18. I felt welcome and a part of an FYE community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 19. I developed new friendships in my FYE classes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 20. I feel like I can approach other students in the class for help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 21. I studied with classmates outside of class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 22. I enjoyed going to classes with the same group of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 23. Overall, my experience with the FYE program was positive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 24. Overall, I'd recommend the FYE program to other new students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

Linked Course Evaluation

Please take a few minutes to complete the following survey. The information you provide will be used to improve the Learning Community Program at El Camino College. Your honest opinions are important to us, and your answers will remain strictly confidential and will not impact your course grade. Remember the questions are about your overall impression of the link, not one particular class or the other. Please use a #2 pencil to completely fill in one box for each item. Thank you.

Class Link:

(Course Name)

(Section #)

and

(Course Name)

(Section #)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

To better understand the students participating in the program, we need some information about you.

Gender:

Ethnicity:

I attend school:

This is my:

☐ Male

☐ African American

☐ Full-time

☐ 1st semester

☐ Female

☐ Asian/Pacific Islander

☐ Part-time

☐ 2nd semester

Age

☐ Caucasian/White

☐ 3rd semester

☐ Under 20

☐ Filipino

☐ Other _____

☐ 20-24

☐ Hispanic/Latino

☐ 25-29

☐ Native American

☐ 50 +

☐ Other _____

What is your current educational goal (choose 1):

How did you learn about the link?

☐ Transfer with AA degree

☐ Counselor

☐ Transfer without AA degree

☐ Course Bulletin

☐ AA degree

☐ Advertisement/Flier

☐ Vocational degree or certificate

☐ A friend

☐ Acquire/Update job skills

☐ A teacher

☐ Personal development/interest

☐ Other _____

☐ Undecided

Have you been in a Learning Community at El Camino College before? ☐ Yes ☐ No

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

1. The idea of linking classes and Learning Communities influenced my decision to sign up for this particular link.

☐

☐

☐

☐

☐

2. I spent appropriate amounts of time outside of class preparing for assignments and tests.

☐

☐

☐

☐

☐

3. My attendance was good.

☐

☐

☐

☐

☐

4. I met with a counselor during the semester to discuss scheduling, my academic, or career goals.

☐

☐

☐

☐

☐

5. I used the Connected Learning and Instruction Center (CLIC, H-8).

☐

☐

☐

☐

☐

6. I used the support services (tutoring, workshops, etc.) offered through my Learning Community.

☐

☐

☐

☐

☐

Next to each statement, mark the bubble that is closest to your opinion or experience with the course link.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1. I understand the purpose for linking the two classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
2. The connections between the assignments and readings in the link were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
3. The work done in one class complimented the work done in the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
4. The linked assignments, projects, and readings between the two classes were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
5. I could use what I learned in one class with what was being taught in the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
6. I had opportunities to work with classmates during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
7. I felt welcome and a part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
8. I developed new friendships in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
9. I feel like I can approach other students in the class for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
10. I studied with classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
11. I enjoyed going to classes with the same group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
12. Overall, my experience with the two linked classes was positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
13. Overall, I'd recommend this course link to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

What did you like most about your linked class experience? _____

What did you not like about your linked class experience? _____

Please list/describe suggestions for improving this linked course learning experience.

First Year Experience Pre-Orientation Survey

We are interested in knowing about your transition to El Camino College. Please take a few minutes to fill out the following pre-orientation survey. Thank you.

Please use a #2 pencil and fill in the bubble completely.

1. I am able to identify at least two majors that El Camino College offers.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 2. I am able to identify the services that are offered through the First Year Experience Program
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 3. I am able to give examples of the different certificates, degrees, and transfer programs offered at El Camino College.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 4. I am able to identify the college's academic attendance policy.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 5. I am able navigate the MyECC student portal for class scheduling, financial aid, and email usage.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 6. I am able to identify at least three tutoring centers on campus.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 7. College is an important step on the way to accomplishing my goals and dreams.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- Intended major** _____
8. How knowledgeable are you about learning communities?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable
 9. How knowledgeable are you about counseling services on campus?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable
 10. How knowledgeable are you about academic planning?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable

(OVER)

11. How knowledgeable are you about transfer admission guarantee programs on campus?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
12. How knowledgeable are you about scholarship opportunities offered through El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
13. How knowledgeable are you about the different types of financial aid offered at El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
14. Now that you have applied for financial aid, how knowledgeable are you about completing paper work required to receive your financial aid award at El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
15. How knowledgeable are you about the demands of a college level writing course?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
16. Are you knowledgeable of the consequences of not attending class on a consistent bases?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
17. How comfortable are you in meeting with one of your teachers during his/her office hours?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
18. How comfortable do you feel about approaching an FYE faculty/staff member?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
19. How comfortable do you feel about starting your first year in college at El Camino College?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
20. How would you rate the overall effectiveness of the First Year Experience Orientation?
- ☐ Very Helpful ☐ Somewhat Helpful ☐ Not Helpful

First Year Experience Post-Orientation Survey

We are interested in knowing about your transition to El Camino College. Please take a few minutes to fill out the following post-orientation survey. Thank you.

Please use a #2 pencil and fill in the bubble completely.

1. I am able to identify at least two majors that El Camino College offers.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 2. I am able to identify the services that are offered through the First Year Experience Program
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 3. I am able to give examples of the different certificates, degrees, and transfer programs offered at El Camino College.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 4. I am able to identify the college's academic attendance policy.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 5. I am able navigate the MyECC student portal for class scheduling, financial aid, and email usage.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 6. I am able to identify at least three tutoring centers on campus.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 7. College is an important step on the way to accomplishing my goals and dreams.
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- Intended major** _____
8. How knowledgeable are you about learning communities?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable
 9. How knowledgeable are you about counseling services on campus?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable
 10. How knowledgeable are you about academic planning?
 - ☐ Very Knowledgeable
 - ☐ Somewhat Knowledgeable
 - ☐ Not Very Knowledgeable

(OVER)

11. How knowledgeable are you about transfer admission guarantee programs on campus?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
12. How knowledgeable are you about scholarship opportunities offered through El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
13. How knowledgeable are you about the different types of financial aid offered at El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
14. Now that you have applied for financial aid, how knowledgeable are you about completing paper work required to receive your financial aid award at El Camino College?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
15. How knowledgeable are you about the demands of a college level writing course?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
16. Are you knowledgeable of the consequences of not attending class on a consistent bases?
- ☐ Very Knowledgeable ☐ Somewhat Knowledgeable ☐ Not Very Knowledgeable
17. How comfortable are you in meeting with one of your teachers during his/her office hours?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
18. How comfortable do you feel about approaching an FYE faculty/staff member?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
19. How comfortable do you feel about starting your first year in college at El Camino College?
- ☐ Very Comfortable ☐ Somewhat Comfortable ☐ Not Very Comfortable
20. How would you rate the overall effectiveness of the First Year Experience Orientation?
- ☐ Very Helpful ☐ Somewhat Helpful ☐ Not Helpful



El Camino College Supplemental Instruction (SI)

Faculty Mid-Semester SI Survey

* Thank you for your time and input. We will use this information to better serve you and your students.

Instructor:**Course:****Coach:**

1. Please share any comments, both positive and negative, students have made to you regarding the SI coach or the SI sessions.

2. Is your coach meeting with you on a weekly basis? If so, what is discussed in your meetings?

3. Does the coach exemplify the 'model student'? Does your coach consistently arrive to class on time?

4. Do you have any recommendations for your coach?

5. Do you have any comments or suggestions for the SI Coordinator?

**(PLEASE RETURN THIS SURVEY VIA EMAIL or SEND THROUGH CAMPUS MAIL TO:
Luis Barrueta, M.S. - SI Coordinator, Enrollment Services
lbarrueta@elcamino.edu**

COURSE:_____ INSTRUCTOR:_____ COACH:_____ DATE: _____

If you HAVE attended SI sessions (even once) fill this side out.**Did you know that this class had SI support when you registered into it?** ☐ Yes ☐ No

What do you like most about SI sessions?

What would you like your SI Coach to cover in the SI sessions?

What suggestions do you have to help us improve the SI sessions?

Interested in being an SI Coach? Contact lbarrueta@elcamino.edu or visit: www.elcamino.edu/studentservices/fye/si/

COURSE:_____ INSTRUCTOR:_____ COACH:_____ DATE: _____

If you HAVE attended SI sessions (even once) fill this side out.**Did you know that this class had SI support when you registered into it?** ☐ Yes ☐ No

What do you like most about SI sessions?

What would you like your SI Coach to cover in the SI sessions?

What suggestions do you have to help us improve the SI sessions?

Interested in being an SI Coach? Contact lbarrueta@elcamino.edu or visit: www.elcamino.edu/studentservices/fye/si/

COURSE:_____ INSTRUCTOR:_____ COACH:_____ DATE: _____

If you **HAVE NOT** attended SI sessions fill this side out.

Did you know that this class had SI support when you registered into it? ☐ Yes ☐ No

Why do you choose not to attend the SI sessions?

Has the attitude or behavior of the SI Coach influenced your decision to not attend the SI sessions?

Is there anything we can do for you or cover in the sessions to help motivate you to attend the SI sessions?

Interested in being an SI Coach? Contact lbarrueta@elcamino.edu or visit: www.elcamino.edu/studentservices/fye/si

COURSE:_____ INSTRUCTOR:_____ COACH:_____ DATE: _____

If you **HAVE NOT** attended SI sessions fill this side out

Did you know that this class had SI support when you registered into it? ☐ Yes ☐ No

Why do you choose not to attend SI sessions?

Has the attitude or behavior of the SI Coach influenced your decision to not attend the SI sessions?

Is there anything we can do for you or cover in the sessions to help motivate you to attend the SI sessions?

Interested in being an SI Coach? Contact lbarrueta@elcamino.edu or visit: www.elcamino.edu/studentservices/fye/si



El Camino College

Attachment G

First Year Experience Learning Communities

FYE Plagiarism Contract

I understand that El Camino College regards plagiarism and academic dishonesty as a serious form of misconduct. El Camino College and the FYE program expect all students to act honestly and respectfully towards themselves, towards their peers, and towards the faculty and staff.

Plagiarism may take the form of, but is not limited to, copying another student's work, taking another person's work and presenting it as my own (whether from a written or internet based text), and improperly citing an original text. I understand that these forms and the others laid out in the college catalog will not be tolerated in the FYE program.

I understand that the consequences for a single and/or repeated acts of plagiarism or other acts of academic dishonesty, as described in the college catalog, can result in these consequences:

1. A zero or a failing grade on the exam or the assignment.
2. Dismissal from the class.
3. A permanent notation in my file.
4. Suspension from the college.
5. Expulsion from the college.

By signing this, I guarantee that I understand the definition and the consequences of plagiarism and that all of my work will be original.

Name/ Date



Being a member of the First Year Experience program is an ***honor and a privilege***. You are among a select group of students who have access to the following resources:

- **Early Group Registration** for all ECC classes to help ensure enrollment in desired courses.
- **Orientation** - A variety of special events especially designed to enhance your transition to college.
- **First Year Experience Counselor** will help students with: academic planning, personal counseling, and career development
- **Learning Community Courses**, which will help satisfy general education and elective graduation requirements. Students may also take additional classes, outside the cluster, to reach full-time status.
- **Strategies for Success in College** course designed to introduce new students to college life and expectations.
- **First Year Experience Faculty** - A team of professional, caring and committed faculty dedicated to supporting the success of First Year Students
- **Field trips** to various UC, CSU, & Private Universities.
- **Guest Speakers**

You are joining a **community** of students, faculty, and counselors. **Initial each of the boxes below and complete the section at the end to indicate that you commit to the success of the community by making your education a priority.**

First Year Experience Contract for Success

I choose to make my education a priority by **showing up, doing my best work, and participating actively** as a member of the First Year Experience community.

As a member of the First Year Experience community, **I choose to make my education a priority.**

☐ I choose to enroll as a full-time student throughout the upcoming academic year (Fall and Spring semesters at a minimum; Winter and Summer are optional).

☐ I choose to arrange my weekly work schedule to allow for *at least* two hours' study time for each unit of study.

As a member of the First Year Experience community, **I choose to show up.**

☐ I choose to arrive on time and attend all classes in their entirety

☐ I choose to meet with an FYE counselor at least once/semester to update my educational plan and before I drop any classes.

As a member of the First Year Experience community, **I choose to participate actively.**

☐ I choose to arrive to all of my classes alert and prepared to learn, taking phone calls and text messages after class and packing away ear phones so I present myself as ready to learn.

☐ I choose to be a contributing member of the class, staying mentally alert in every class, offering my best comments, questions and answers when appropriate.

☐ I choose to support the learning experiences of other members of the community by maintaining an open mind and by treating my colleagues with respect.

☐ I choose to participate in at least two campus events each semester (workshops, campus tours, lectures, concerts, performances, etc.)

As a member of the First Year Experience community, **I choose to do my best work.**

☐ I commit to completing all of my assignments for all of my classes before class begins.

☐ I commit to learning what resources and services exist on campus and how they can assist my efforts to do my best work.

☐ I commit to seeking help from other students, professors, counselors, coaches, and tutors at least once each week in my efforts to do my best work.

☐ I commit to academic honesty. I understand that I am not to copy or borrow any student's words or unique ideas or any printed source including the Internet without giving credit by citing the source using MLA format.

By choosing to show up, participate actively and do my best work, I am choosing to make my education a priority.

Student Signature: _____

Print Name: _____

Witness: _____

Date _____