

# Counseling Department

## El Camino College

### STUDENT SERVICES

### Program Review

#### Program Overview

- a) Describe the program. How does the program link to the College's mission statement, or statement of values, and local vision goals? Include program mission if appropriate.

The El Camino College Counseling and Student Success Division plays a critical role in the pursuit of the College's mission, vision, and statement of values.

#### **El Camino College Mission Statement**

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

#### **Vision Statement**

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

#### **Statement of Values**

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect – We work in a spirit of civility, cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence – We deliver quality, innovation, and excellence in all we do.

### **Counseling and Student Success Mission Statement**

Counseling and Student Success’s mission is to collaborate with the campus community to create a learning environment that fosters a sense of community, compassion, self-awareness – one that serves diverse students and promotes equitable educational outcomes and student success.

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, 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 to other on-campus or community support services. These services enhance student success for students by providing access to basic needs resources counseling, follow-up, technology and intervention. Over the past several years, the counseling division has been changing its model to support the student holistically.

As a division, Counseling and Student Success leads the hiring, scheduling, budgeting, Counseling and Student Success Program Review – Spring 2022

evaluations, training for counselors across student services. As special programs submit individual program review, counseling services in general counseling or meta majors, Career, Transfer Services, Student Success Program, FIRST and Immigrant Student Success are the focus of this program review.

In the Fall of 2020, general counseling was restructured to serve students by meta major. This change allows for the Counseling department to collaborate with meta-major success teams to holistically meet the needs of students. To provide high support for students not participating in a cohort program, El Camino College has developed success teams to support students within each meta-major. These success teams are designed to unite counselors, instructional faculty, and student services programs to create a support network designated to work with students in the assigned meta-major. These teams aim to provide students not in a cohort program with a high level of support and access to support programs and services. We are aware that each meta-major success team is in varying stages of development and implementation. Reorganizing counselors by meta major in our scheduling system allows for success teams to better direct students to specialized support.

In order for the college to increase student access, engagement, retention, and completion, counselors need to be available to assist students that do not belong to a cohort program. It is difficult for a student to be engaged and achieve their goal if they do not have an educational plan that sets the path to completion. For Guided Pathways to be effective, counselors need to know which programs students are in, how far along they are toward completing program requirements, and when they are straying from their plans. Furthermore, the college's plans to address onboarding of students via process improvement and the need to increase enrollment are some additional factors contributing to increased service and

outreach to students. As a result, not only is there a greater demand for educational plans, Counseling and Student Success Program Review – Spring 2022

but also a need to connect students to academic and basic need resources that will support student retention and completion at El Camino College. The Vision for Success calls for the explicit focus on getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set. The 2019-2022 Enrollment Management Plan which seeks to align various initiatives including the college’s mission, the Chancellor’s Office Vision for Success goals and the strategic plan with the four pillars of Guided Pathways:

- Clarifying the path: helping students understand their path, what they need to take, making sure students are on track to graduate, and helping them understand what to take in the upcoming semester.
- Getting on a path: helping students with career options and confirming programs of interest.
- Staying on a path: helping students stay on schedule, helping them with issues and challenges with early alert.
- Ensuring learning: help students learn what they need to be learning. These intentional student outcomes also include co-curricular support such as career goals, navigating and strengthening student and college ready skills, address barriers to learning, etc.

As discussed in the previous program review, the Counseling department uses Six Success Factors that Support Student Achievement when designing and implementing student programs and services. 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:

1. Directed- students have a goal and know how to achieve it
2. Focused- students stay on track, keeping their eyes on the prize
3. Nurtured- students feel somebody wants to help them succeed
4. Engaged- students actively participate in class and extracurriculars
5. Connected- students feel like they are part of the college community
6. Valued- students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

(<http://rpggroup.org/student-support>)

The Counseling and Student Success Division is committed to building an inclusive environment where students belong and students succeed, creating a student experience where outcomes are equitable. The Counseling and Student Success restructure to meta-majors has aligned with the college's efforts to promote and cultivate meta-major success teams to help students achieve their educational goals by giving them a clearer path, establishing a sense of community, and providing necessary supports.

- b) What students does the program serve (include demographics such as: age, gender, race/ethnicity, financial aid eligibility, class load)

The data below provides background information to support why we have made a change to restructuring by meta major, our intentional support to specific students that support equity activities and indicators. Although we have data on ed plans, who attend and completes workshops, etc. is not disaggregated. We have some requests with IRP to provide this breakdown, but we do not have results to share at this time. College level data may be better able to demonstrate trends and changes and these activities serve.

Fall 2020 – Race and Ethnicity of student not in a cohort and no educational plan

American Indian	16	0%
Asian	1,036	10%
Black or African American	1,739	17%
Hawaiian/Pacific Islander	79	1%
Hispanic	5,752	57%
Two or More Races	395	4%
Unknown	152	2%
White	955	9%
<b>Total</b>	<b>10,124</b>	

Total Campus Demographics

Category	Students	Percent	Percent in no cohort
American Indian	43	0%	0%
Asian	2,907	14%	13%
Black or African American	2,533	12%	13%
Hawaiian/Pacific Islander	105	1%	0%
Hispanic	10,845	53%	55%
Two or More Races	884	4%	5%
Unknown	303	1%	0%
White	2,870	14%	13%
<b>Grand Total</b>	<b>20,490</b>		

As the total campus demographics data indicate, a greater percentage Black/African American students and Latinx students are not in special program or cohorts, which are among the same disproportionately impacted populations with larger equity gaps at the college.

- c) What groups of students has the program served particularly well during the last four years?

Students that are not part of a cohort program continue to be an area of focus for the Counseling division.

d) What are notable achievements of the program during the last four years?

Since the last program review in 2016, the Counseling and Student Success division has successfully implemented numerous initiatives, many of which were identified through re-envisioning the support and services the division provides through a Guided Pathways and Equity lenses. As summarized below, the division has been steadfast in taking action to be more intentional in providing intrusive and holistic support that will help to reduce equity gaps, improve student retention, and increase the number of students that complete their educational goals (degree and/or transfer).

Summary of Achievements:

- Realigned general counseling with meta majors to have a more equity focus, creating a structure and capacity for intrusive case management, with an intentional focus to proactively provide services to DI populations. We have reviewed DI population and equity data by meta major and as of Fall 2021 initiated directed outreach to African American Students in gateway courses without educational plans.
- Adjusted our counseling scheduling practices to allow for greater access including an appointment request formstack for students who struggle navigating the scheduling process.
- Fully implemented Degree Planner in ECC Connect. All educational plans are now completed online.
- We are regularly pulling and sharing close to completion reports from Hobsons Starfish each semester to identify which students are close to completing. Some programs with staff support are better at the follow up than others.
- El Camino College was recognized as 2021 Equity Champion of Higher Education for

our work in awarding Associate Degrees for Transfer to Latinx students from The Campaign for College Opportunity.

- Counselors were assigned by meta major to develop and provide the early alert support for students in those classes. Further cross training with instruction was provided for specialization in these areas as well as training with intentional focus for equity in action.
- As of 2021, counseling partnership focused on directed intervention for students not in a cohort program and enrolled in English 1A/1AS.
- To support intrusive case management and early alert follow up, graduate interns, have been recruited as Success Coaches and Equity and Retention Advisors.
- In 2017, Counseling, along with the former TOP program, created and further developed the Student Support Expo both in person and virtually which is offered the third week of the regular terms.
- In April 2020, Counseling created the student support hub during the pandemic, which allowed students ease of access to student services on an online platform on canvas
- Counseling reconfigured their division and various platforms to mirror the Guided Pathways model, counselors/classified staff/success coaches being assigned by meta majors
- In 2019, the counseling department rolled out a new scheduling system campus calibrate, which eased counseling appointment access
- In Summer 2022, the appointment system will be transitioned to Starfish/ECC Connect. This decision was based on student feedback to reduce the number of tools students needed to access to receive services. Early Alert, scheduling, degree planner, and

success plans will now be available in the Starfish/ECC Connect platform.

- In Fall 2019, the counseling department developed the FIRST program aimed at assisting our formerly incarcerated/system impacted population on campus while creating partnerships across the community
- The counseling department has decreased the number of students with academic/progress probation due to the further development of the case management model of the SSP program as well as the partnership with Financial Aid. Further, SSP has expanded its offerings and topics for college skills workshops and created a student survey to ascertain students preferences in regards to services.
- The counseling career center has developed more streamlined forms and workshops for higher workshop access and attendance.
- The counseling career center has been implemented into the guided pathways model and is actively participating in assisting with tailored meta major-specific career opportunities and career exploration with onboarding or Steps to Enrollment activities.
- The counseling department has developed the counseling success coach program aimed at graduate students who become the case managers for ECC Connect students who are not in a cohort
- Transitioned to remote and hybrid services during the pandemic
- The Counseling and Student Success division planned and delivered a remote services and technology training for the entire Student Services Area in the days leading up to the stay at home orders. ACCJC provided a commendation for this training after their campus site visit and the college's self-assessment review Fall 2020.
- Streamlined processes to online workflow (i.e. pre-requisite clearance, overload

petitions, appointment requests, grad checks)

- Moved to the new Student Services building September 2019

e) What major challenges did the program confront in the last four years? What groups of students need to be a priority during the next four years?

Meta Major counselors that serve the majority of the El Camino College student population are often pulled to assist with other special programs or initiatives. This decreases the availability of appointments available to support students that are not connected to a special program. According to the Guided Pathways Success Teams Dashboard, in Fall 2020 there were 20,475 students enrolled, of which only 35.2% were part of a cohort program, leaving 64.8% of students not participating in a program. However, when compared to the distribution of counselors, only 22% of total Counseling hours are dedicated to serving 64.8% of the student population. Additionally, only 11 out of 36 full time counselors support the 13,266 meta major non-cohort population. This directly impacts the number of comprehensive educational plans and capacity for directed intervention. Overall, 45% of the entire student population has a comprehensive student educational plan. However, only 30% of students not in a cohort have a comprehensive student educational plan.

We see even more disparities when the data is disaggregated. In fall 2020, out of 3,294 Black or African American students enrolled at El Camino College, 64% (2,113) are not in a cohort program. Of those students, only 26% have a comprehensive student educational plan. Some of the initiatives of the Counseling department's Equity in Action Plan is to use no cohort disaggregated data to intentionally reach out to disproportionately impacted students who (1) do not have an education plan, (2) have not applied for or received financial aid, (3) have not completed transfer level English and math in the first year, and (5) are close to

completing their degree and need to apply for transfer and graduation. Over the next four

Counseling and Student Success Program Review – Spring 2022

years the Counseling division will continue to focus, improve, and strengthen equity in action initiatives to narrow equity gaps.

f) How does the program interact with other on-campus programs or with off-campus entities?

One of the strengths of the Counseling and Student Success division is its collaboration with departments and divisions across campus and areas:

- In 2018, the counseling, in partnership with FYE, launched the First Gen Initiative on campus, which allowed the campus also to have the FirstGen Institute and FirstGen Week of Action
- In collaboration with Admissions and Records we have worked to improve the process for applying for degrees and certificates significantly. A paper/pencil process with individual forms was transitioned to an electronic form in Formstack. Grad checks have expanded from in person checks to online requests, and we are working to consistently have open access to apply, but consistency with the release is a work in progress.
- In 2016, directed by the President, counseling launched the Undocumented Student Taskforce with campus representation, which allowed for the growth and development of the Immigrants Student Success Program, which has led the Undocumented Week of Action, Undocu Professional Panels, ally trainings with campus and high school partners, a partnership with CHIRLA for legal services, and many more events.
- In 2018, with support from Student Equity and Achievement, one of the FYE counselors has provided leadership for launching the LGBTQIA+ Programming on campus, which has allowed for the PRIDE Week event, Safe Zone Training, and LGBTQIA+ Educational Summit
- The Counseling department has partnered with Warrior Welcome Center to offer Group

Ed Planning sessions to incoming students. Students that attend orientation are invited to attend a subsequent group educational planning session where students receive an overview of degree/transfer patterns and then meet with a counselor to complete course selections/abbreviated educational plans. Group Ed Planning sessions have helped ensure incoming students have a reserved time to meet with a counselor and allow for greater efficiency in the number of students being served. Group Ed Planning sessions have also assisted South Bay Promise students in having multiple opportunities to complete the education plan requirement for priority registration. During the month of April (before the April 30 deadline) the number of Group Ed Planning sessions are doubled.

- The counseling division collaborated with Outreach and School Relations to create the spring break and summer one-stop model where students received all steps of the matriculation process (orientation, counseling/ed plan, registration, and special program presentations).
- The counseling department has been actively working with Outreach and School relations on the freshman Fridays and group-ed planning sessions with WWC to ensure students have an educational plan as they start with ECC.
- Starting in 2016, the Counselor Collaborative (now ECC Collaborative) has transformed the way that the campus connects with the community and local partners by providing a platform to discuss changes in ECC while getting feedback on the needs of the incoming classes. The event is coordinated in collaboration with Outreach and School Relations.
- AB705 was fully implemented Fall 2019 with math and English reducing offerings of

basic skills courses. TOP was discontinued at the end of Spring 2020.

- The Counseling division and Humanities department realigned the embedded counseling model and added counselors and success coaches into the partnerships with much more intentionality while adding basic needs components into the relationship for English 1A sections with co-requisite support classes commencing Spring 2021
- Collaborated with Guided Pathways to develop the Personal Success Plan in ECC Connect
- Partnered with the newly established Call Center to ensure students had access to meet with counselors for educational plans. There was a campaign to outreach to students missing educational plans prior to the April 30th priority registration deadline for Fall 2022
- In 2022, collaborated with ASO and ICC to combine Student Support Expo and Club Rush
- In 2022, collaborated with Guided Pathways, student services programs, and Warrior Jobs to host Meta-Major Con
- Partnered with ITS to transition MIS data reporting integration to ECC Connect
- Partnered with IRP and Warrior Welcome Center to proactively reach out to students that have withdrawn from courses
- The Counseling division has representatives on division and college curriculum committee, Enrollment Management, SAP Committee
- Academic divisions, departments, and student services programs are invited to present to counselors during monthly Connect, Learn, Thrive meetings.

g) Include an Organizational Chart.

This [link](#) includes an overall organization chart along with those by area. The individual pages are in the appendices.

## Counselor Assignment by Program – Fall 2020 Data Set

The following is detail for Fall 2020 as a snapshot of part-time and full-time FTEF, and student headcount for all areas counselors are assigned.

### Fall 2020 FTEF and Headcount

Area	PT FTEF	FT FTEF*	Total FTEF	Student Headcount
<b>Athletics</b>		0.95	0.95	765
<b>CalWORKs</b>	1.23	0.2	1.43	234
<b>Career</b>	0.15	2.5	2.65	
<b>CVUSD</b>	0.62		0.62	
<b>EOPS</b>	3.19	3.26	6.45	2270
<b>Fin Aid</b>	1.23	1	2.23	
<b>FIRST</b>	0.15		0.15	
<b>FYE</b>	5.81	2.48	8.29	2339
<b>Guardian Scholars</b>	1.08		1.08	116
<b>HTP</b>	0.62		0.62	1230
<b>ISP*</b>	0.23	1.42	1.65	
<b>MESA/ASEM</b>		1	1.00	559
<b>Meta Major:General Embedded - MM</b>	3.31	11.12	14.43	13,266 (no cohort)
<b>BSS</b>	3.27		3.27	
<b>BSS</b>	1.31	1	2.31	2513
<b>BUS</b>	0.54	1.93	2.47	2201
<b>CA</b>	0.88	1.55	2.43	1110
<b>HCW</b>	0.85	1.56	2.41	2817
<b>ITEC</b>	1.08	1	2.08	979
<b>LCJ</b>	0.85	1.93	2.78	698
<b>STEM</b>	1.08	2.15*	3.23	1685
<b>Outreach and School Relations</b>	1.54		1.54	
<b>Project Success</b>	0.62	0.5	1.12	126
<b>Puente</b>	0.46	1.28	1.74	204
<b>SEA/Village</b>	1.10	2	3.10	
<b>SRC</b>		3	3.00	1333
<b>SRC</b>			0.00	
<b>SSP/ECC Connect</b>	2.10	2	4.10	
<b>Transfer*</b>	0.69	2.03	2.72	
<b>Veterans</b>	0.15	1.23	1.38	258
<b>WWC*</b>			0.00	
<b>Total</b>	<b>27.54</b>	<b>35.97</b>	<b>63.51</b>	

Notes: FT FTEF is contact time including overload; reassignments are not included e.g. coordination, reassignments for Guided Pathways, AFT and Senate assignments

## Program Assessment

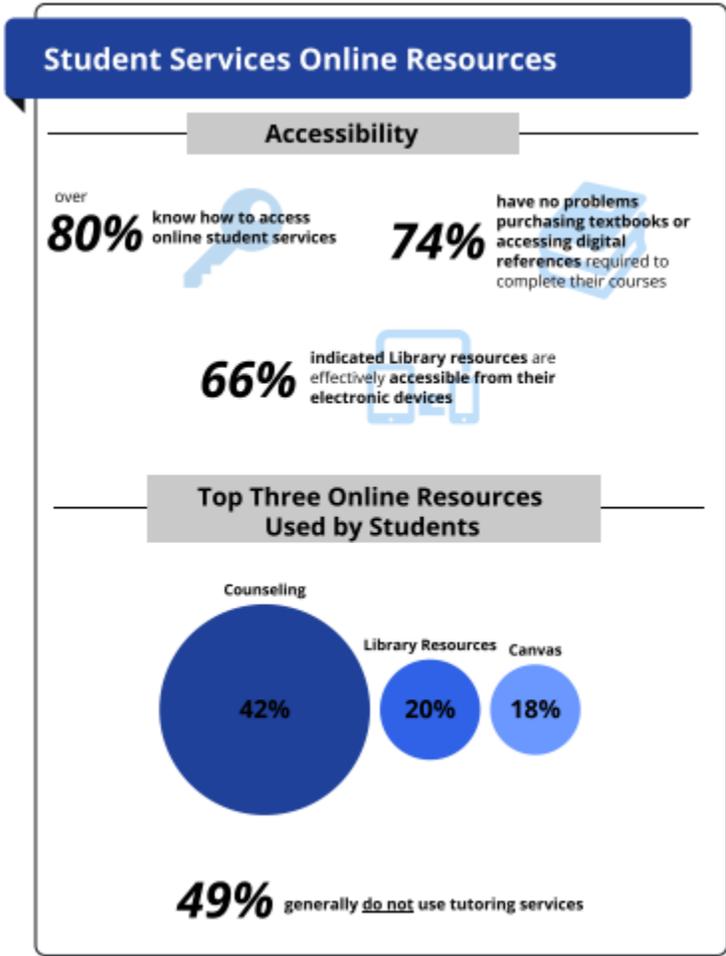
### 1. Program Improvement Assessment

- a) Review the last program review and explain in what way the program has improved its services to students in the last four years. Where applicable, include qualitative and quantitative data and cite sources of the data. Areas to consider for writing about program improvement may include: Student Services Metrics Tool, data that aligns with ECC Institutional Goals, customer service survey findings, and business practices and processes.

The Counseling and Student Success division continues to work towards improving students' accessibility and availability of counseling appointments. In review of the EI Camino Campus Climate survey results in 2018 vs. 2021, the Counseling division shows improvement. In the 2021 survey, 80% agreed "Counselors and Advisors are available when I need them," compared to 76% in the 2018 surveys. There was also an increase in students who felt "There is an ECC Counselor, instructor, or other staff member I feel comfortable turning to if I need support," 85% in 2021 compared to 78% in 2018.

A continued area of concern is ensuring students are aware of the courses they need to enroll in. In the 2021 survey, only 67% of respondents stated "I knew the courses I needed to begin my educational path" (this question was not included in the 2018 survey).

In the previous program review Counseling was working towards utilizing technology to increase student access to Counseling services and resources. As a result of the pandemic, the majority of Counseling services are now accessible online. The Spring 2021 Online Digital Education & Technology Survey Results showed over 80% of respondents "know how to access online student services." The survey also revealed that the most utilized online resource is Counseling with 42% of respondents using online counseling, followed by 20% that utilize Library Resources and 18% that utilize Canvas.

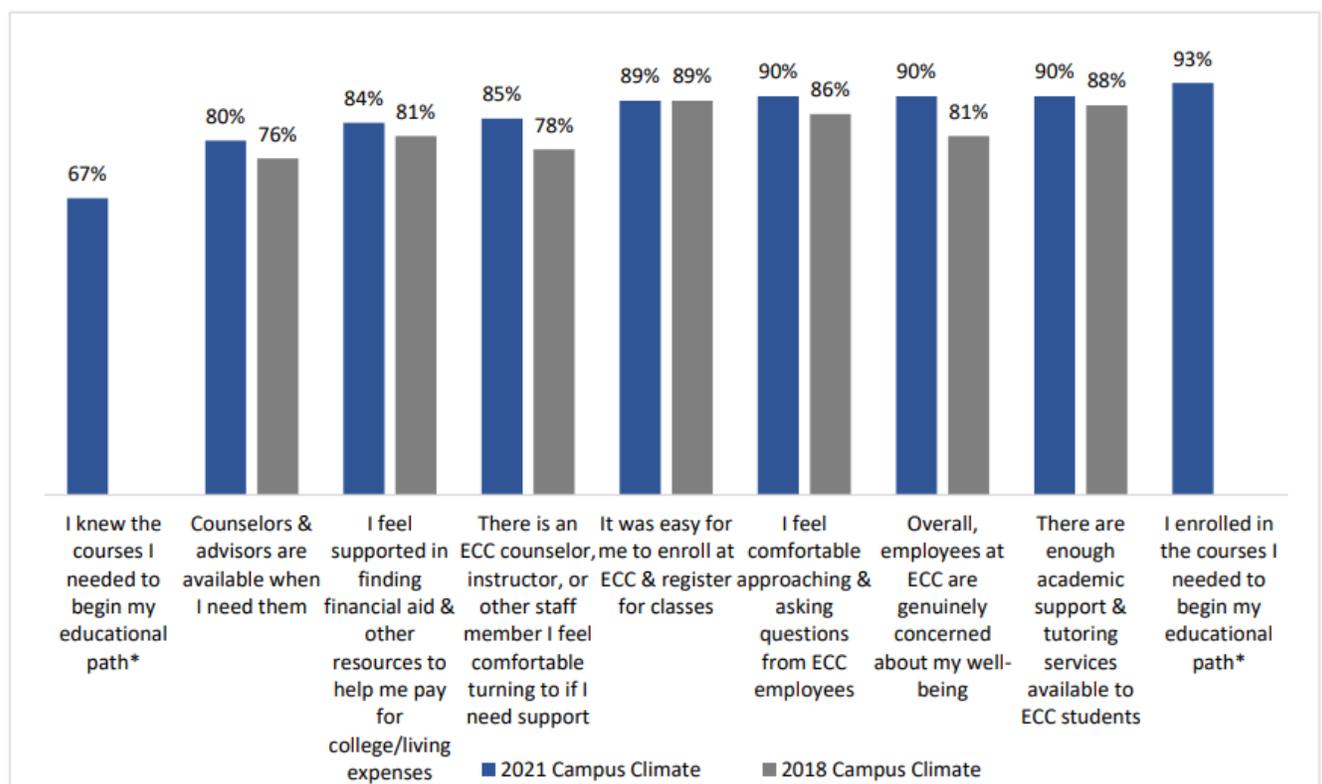


The Counseling department has also moved many of its business processes to online workflows. Students can now submit their pre-req clearance and overload petition requests using a Formstack form. Over 800 unit-overload petitions have been processed online since the form went live in May 2020 and over 6,700 prerequisite clearance requests have been reviewed using the online request since March 2019. To align with the college’s goal of increasing the number of degrees and certificates awarded, the Counseling department worked with Admission and Records to make the grad check and petition to graduate forms online. The division is also exploring how to further improve the grad check process by using “To-Do” features in ECC Connect.

Students continue to find support in the online environment. Overall, students are still feeling supported by ECC, as seen in Figure 5. Almost 90% reported being able to enroll and register for classes with ease. Most students (93%) indicate being able to enroll in the classes they needed, however 1 in 3 students were not sure which classes were those they needed. Eighty percent of the students said counselors were available when needed. There is a general sense that the employees of El Camino are concerned about students, and 85% can identify an employee they can turn to for support. ECC helps students find support academically (90%) with tutoring and other resources. It also helps students find financial support (84%) to pay for college and other expenses.

Student Campus Climate Survey Report 2021

Figure 5: ECC's Services and Resources 2018 vs. 2021



\*This question was not included in the 2018 version of this survey.

Survey of Entering Student Engagement (SENSE) administered in 2018 is another source that

provides insight of access to a counselor, assistance with identifying a program of study, creating a plan and identifying courses. This survey is administered for first time students.

El Camino College Survey of Entering Student Engagement (SENSE) 2018 Results Highlights  
**Clear Academic Plan & Pathway**

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18d. I was able to meet with an academic advisor at times convenient for me	61.1%	66.6%
18e. An advisor helped me to select a course of study, program, or major	65.3%	65.4%
18f. An advisor helped me set academic goals and create a plan for achieving them	54.5%	48.5%
18g. An advisor helped me to identify courses I needed to take my first semester	77.3%	75.8%

The COVID-19 Student and Employee Survey results in May 2020 highlighted a theme that students had trouble accessing counseling. The survey highlighted students that were having difficulty scheduling counseling appointments.

Students' Comments Regarding Returning to Campus included responses such as:

- “Would like to schedule an online counseling session. The system currently is not working (keeps displaying no available counseling session for weeks).I have contacted the counselor through email and only got a response asking what the system is saying. Have not received a response after that.”
- “Make counseling more accessible to all students, it was extremely difficult scheduling an appointment promptly because of the limited availability as well as not knowing how to schedule my appointment.”

As a result of these findings, Counseling created a Counseling Appointment Request Form that is published on the Counseling Appointment webpage. Students that are having difficulty making an appointment with a counselor using the online scheduling system can request an appointment using the online form. Since the form was published in December 2020, over 3,200 counseling appointments have been made using the request form.

There are some challenges that were presented in the last program review that continue

to be challenges for the division. As the division transitions to scheduling appointments in ECC Connect, departments will reevaluate appropriate appointment lengths to modify student appointment times. The division is also exploring how Express Counseling and Majors Drop-in can be reimagined using the new software. There is also potential to use shorter appointments or screening techniques to determine the appropriate amount of time students need to be scheduled with a counselor. It is also important to recognize the limitations that the 10-month counselor contract imposes on services that are available to students. Counselors are not on contract during peak periods leading up to the beginning of the semesters. Changes or adjustments to the counselor contract would need to be negotiated by AFT and the district.

- b) Using the data sources selected above, review and list equity gaps within the program's data. Focus on examining student data by race/ethnicity in order to dismantle racism on campus.

To implement the Counseling and Student Success "Equity In Action" initiative, the following data sources were used to inform action and needs:

- [Guided Pathways Success Teams Dashboard](#): Data by meta major, cohort and race for enter the path and stay on the path. Info for first year students, CSEPs, Financial Aid, English and Math attempted and completed
- [Course Completion](#): Success and completion rates by course by semester
- [Degrees and Certificates Dashboard](#): IRP dashboard – view awards by type and divisions
- [Transfer Level Gateway Completion](#): Chancellor's office dashboard for math, English and ESL completion

Review of Students at El Camino College- Fall 2020 (Source: Guided Pathways Success Teams Dashboard):

- 20,475 total students
- 27% (n=5,595) were first year students
- 35.2% joined a cohort program
- 56.5% received Financial Aid, versus 49.1% students not in a cohort (-7.4%)
- 45% have a CSEP versus 30% students not in a cohort (-15%)
  
- 3,294 were Black/African American students
- 64% (n=2113) were not in a cohort program
- 29% (n=966) were first year students
- Of which, 77% (n=743) were not in a cohort program
- 62% received Financial Aid; 54.7% not in a cohort received FA
- 41% have a CSEP versus 26% students not in a cohort (-15%)

#### Spring Retention:

- 65.3% returned for the Spring term
- 58.7% BL/AA students returned (-6.6%)
- 53.2% BL/AA students not in a cohort returned (-12.1%)
  - English/Math transfer level attempted – Fall 2019
- 36% did not attempt both English and Math
- 46% of BL/AA students did not attempt both
- 55% of BL/AA students not in a cohort program did not attempt
  - English/Math transfer level successfully completed – Fall 2019
- 27% did not complete both
- 44% BL/AA did not complete both
- 53% BL/AA students not in a cohort did not complete both

Using these data sources, profiles for each of the meta majors were compiled. Following are examples of data for three meta majors, Behavioral and Social Science, Business and Creative Arts, and the entire set is included in the appendices for reference.

#### **Meta Major: Behavioral Social Science (BSS)**

- Total Student Pop: 4018
- First Year: 26% (n=1039)
- In a cohort: 37.5% (2nd highest MM group)

#### Comprehensive Student Educational Plan

- 45% of all students have CSEP
- 34.7% BSS students (lowest of all 7 MM)
- 41% of all Black/AA students have CSEP

- 45% - Black/AA BSS students!
- 31% of Black/AA students not in a cohort (-14% BL/AA; -2.5% from no cohort)

#### Fall to Spring Retention

- 66% - all BSS Students
- 59% - BL/AA students (-6.6%)
- 51.4% - no cohort BL/AA (-14.2%)

#### No English/Math attempted

- 32% - all BSS students
- 38% - BL/AA BSS students
- 48% - no cohort BL/AA BSS Students

#### CDEV 103 – Fall 2020

- 591 enrolled
  - 67.7% success
  - 57% BL/AA Students success (n=93)
    - with lower success rates for females and first time to ECC students
- Taking Action
  - 9 sections of CDEV 103– Fall 2021 (356 students)
  - 227 are in no cohort
  - 53 BL/AA students
  - 32 are BL/AA students not in a cohort
    - 25 are BL/AA not in a cohort with no CSEP

#### Meta Major: Business

- Total Student Pop: 3161
- First Year: 29% (n=932)
- In a cohort: 30.4% (2nd lowest MM group)

#### Comprehensive Student Educational Plan

- 42.8% Business students
  - 31.1% - Business student not in a cohort (-12%)
- 39.5% - Black/AA Business students (-3% from all Business)
  - 26% of Black/AA students not in a cohort (-13% BL/AA; -5% from no cohort)

#### Fall to Spring Retention

- 62% - all Business Students
- 46.4% - BL/AA students (-16%)

- 41.4% - no cohort BL/AA (-21%)

#### No English/Math attempted

- 34% - all BUS students
- 42% - BL/AA BUS students
- 52% - no cohort BL/AA BUS Students

#### Bus 1A – Fall 2020

- 513 enrolled
- 61.8% success
- 46.8% - BL/AA Students success
- 64% - BL/AA returning students
- 27.3% - BL/AA first time students
- Taking Action
  - 15 sections of BUS 1A – Fall 2021 (509 students)
    - 338 are in no cohort
    - 42 black students
    - 17 students with less than 12 units completed
- CIS 13 – Fall 2020
  - 417 enrolled
    - 63.1% success
    - 53.6% first time (84 enrolled)
    - 42.9% - BL/AA Students success (56 enrolled)
    - 52.3% - BL/AA returning students (44 enrolled)
    - 8.3% - BL/AA first time students (12 enrolled)
- Taking Action
  - 19 sections of CIS 13 – Fall 2021 (420 students)
    - 298 are in no cohort
    - 50 black students of which 35 are not in a cohort
    - 22 students with less than 12 units completed
- Bus 25 – Fall 2020
  - 513 enrolled
    - 67.4% success
    - 40.8% - BL/AA Students success (76 enrolled)
    - 30.2% - BL/AA female students (43 enrolled)
- Taking Action
  - 12 sections of Bus 25 – Fall 2021 (473 students)

- 277 are in no cohort
- 75 black students of which 55 are not in a cohort
- 25 students are BL/AA females not in a cohort

### **Meta Major: Creative Arts**

- Total Student Pop: 1722
- First Year: 30% (n=522)
- In a cohort: 35.5%
- Highlight: 59.9% receive Financial Aid

### **Comprehensive Student Educational Plan**

- 40.5% CA students
  - 26% - CA students not in a cohort (-15%)
- 36.7% - Black/AA CA students (-4% from all CA)
  - 24% of Black/AA students not in a cohort (-13% BL/AA; -2% from no cohort)

### **Fall to Spring Retention**

- 62.8% - all CA Students
- 49.1% - BL/AA students (-14%)
- 41.8% - no cohort BL/AA (-21%)

Similar analysis of data were done for the remaining meta majors. As a result, specific students were identified for intentional outreach and support, in particular Black/African American students to align with the college's annual priority.

## **2. Service Area Outcomes Assessment**

Based on the program's work during the past four years, review the program's SAOs and respond the following questions:

Counseling services are evaluated through individual counseling, student area outcomes, and SENSE surveys. In addition to campus surveys, tenured, probationary, and adjunct counselors are evaluated as per the El Camino College Federation of Teachers collective bargaining agreement (Article 20) to include a self-evaluation, student evaluations, observation, and an evaluation conference report to improve and enhance the development of counselors and to ensure quality of service related to the counseling function.

Within counseling, individual programs (CalWORKs, Career Center, counseling services, SRC, EOPS/CARE, matriculation and orientation, Student Enhancement Program, and Counseling and Student Success Program Review – Spring 2022

Transfer Center services) developed SAOs to ensure the services being offered are meeting the needs of students. The general counseling SAO, which extends across all areas counseling is offered, examines the impact of educational planning on student retention and persistence.

The following table details the SAOs for counseling programs under review in this process:

Area	SAO	SAO statement
Career Services	Undocumented Major Workshops	After attending the Career Seminar, students are likely to declare a major.
Counseling	Ed Plans	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).
Student Success Programs	Workshops	As a result of completing the Student Success Program workshops, students will demonstrate an understanding of their academic status and of their responsibility to achieve their academic goals.
Transfer Center	Workshops	Students will become more aware of potential transfer institutions, understand university transfer admissions eligibility requirements, and increase their intent to transfer, after utilizing Transfer Center Services

a) To what extent were they achieved? (fully, partially, not achieved)

During this period of review, despite adjustments for transitioning services to remote capacity, improvement among SAOs continue to be achieved. Moreover, the areas have been enhancing their SAO assessment reviews by disaggregating the data to identify any potential gaps among disproportionately impacted student groups.

b) What evidence supports that SAOs were partially or fully achieved?  
 Institutional Research and Planning has assisted with gathering and analyzing the necessary data for SAO assessment. The following data set shows the participation in Transfer Workshops during Fall terms from 2019 to Fall 2021. Participation rates reflect alignment with race/ethnicity of student population.

**Transfer Workshop Fall 2019-Fall 2021**

<b>Race/Ethnicity</b>	<b>Fall 2019</b>		<b>Fall 2020</b>		<b>Fall 2021</b>		<b>Grand Total</b>	
American Indian	2	0%	2	0%	3	0%	7	0%
Asian	478	23%	367	22%	380	22%	1,225	22%
Black or African American	178	9%	131	8%	157	9%	466	9%
Hawaiian/Pacific Islander	4	0%	10	1%	3	0%	17	0%
Hispanic	1,062	51%	885	52%	783	46%	2,730	50%
Two or More Races	96	5%	53	3%	78	5%	227	4%
Unknown	30	1%	11	1%	17	1%	58	1%
White	217	10%	213	12%	278	16%	708	13%
(blank)		0%	33	2%	3	0%	36	1%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

<b>Programs</b>	<b>Fall 2019</b>		<b>Fall 2020</b>		<b>Fall 2021</b>		<b>Grand Total</b>	
Not in a Support Program	1,001	48%	722	42%	652	38%	2,375	43%
UNDOC Cohort	0	0%	0	0%	26	2%	26	0%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

<b>Other Details</b>	<b>Fall 2019</b>		<b>Fall 2020</b>		<b>Fall 2021</b>		<b>Grand Total</b>	
Enrolled at ECC in Term of Workshop	1,938	94%	1,541	90%	1,589	93%	5,068	93%
Clean Student ID	2,067	100%	1,672	98%	1,699	100%	5,438	99%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

With this data the Transfer Center has requested student lists of Black/African American students not in a special program, with transfer as an educational goal, who have successfully completed English 1A and 2.0 Cumulative GPA or higher for directed outreach. The center is partnering with Black Student Success Center to assist with referrals for transfer related services and culturally-centered support.

Furthermore, this data juxtaposed with data of ECC applicants, admission and enrollment rates

at northern California UC's, the center is intentions with planning for the Northern California UC tour. Although this tour has not been scheduled for the past two years due to travel restrictions and managing health risks during the pandemic, Transfer Center plans to reinstitute Spring 2023, with adjustments. For references a snippet of UC rates are provided below.

**Nor Cal Tour Schools: ECC Applied/Admitted/Enrolled based on Ethnicity**

<b>Year: 2019-2020</b>		<u>African American</u>	<u>Amer. Indian</u>	<u>Hispanic/Latino</u>	<u>Asian</u>	<u>White</u>	<u>Domestic Unknown</u>	<u>International</u>
Applied	UCB:	34	4	76	96	59	0	31
	UCM:	12	0	45	10	13	0	7
	UCSC:	19	0	72	63	41	6	12
	UCD:	24	1	75	84	43	4	24
Admitted	UCB:	8	0	31	29	21	0	0
	UCM:	8	0	31	6	9	0	3
	UCSC:	14	0	53	43	25	5	6
	UCD:	13	0	46	48	30	3	0
Enrolled	UCB:	6	0	14	15	7	0	0
	UCM:	0	0	3	0	0	0	0
	UCSC:	4	0	7	3	7	0	0
	UCD:	0	0	9	4	5	0	0
<b>Total:</b>		<b>142</b>	<b>5</b>	<b>462</b>	<b>401</b>	<b>260</b>	<b>18</b>	<b>83</b>

<b>Year: 2018-2019</b>		<u>African American</u>	<u>Amer. Indian</u>	<u>Hispanic/Latino</u>	<u>Asian</u>	<u>White</u>	<u>Domestic Unknown</u>	<u>International</u>
Applied	UCB:	31	0	69	110	55	10	34
	UCM:	12	1	27	17	8	2	5
	UCSC:	22	2	54	44	38	0	11
	UCD:	24	0	52	91	35	6	20
Admitted	UCB:	9	0	16	36	18	3	7
	UCM:	7	0	17	7	5	0	4
	UCSC:	13	0	40	34	27	0	6
	UCD:	11	0	23	51	18	0	13
Enrolled	UCB:	5	0	4	14	8	0	5
	UCM:	0	0	0	0	0	0	0
	UCSC:	0	0	12	9	6	0	0
	UCD:	0	0	5	3	0	0	0
<b>Total:</b>		<b>134</b>	<b>3</b>	<b>319</b>	<b>416</b>	<b>218</b>	<b>21</b>	<b>105</b>

<b>Year: 2017-2018</b>		<u>African American</u>	<u>Amer. Indian</u>	<u>Hispanic/Latino</u>	<u>Asian</u>	<u>White</u>	<u>Domestic Unknown</u>	<u>International</u>
Applied	UCB:	28	1	82	101	40	0	34
	UCM:	10	2	26	10	9	3	2
	UCSC:	13	2	62	39	24	0	9
	UCD:	16	3	58	79	30	0	25
Admitted	UCB:	9	0	17	36	13	3	10
	UCM:	5	0	12	5	7	0	0
	UCSC:	4	0	42	24	16	0	5
	UCD:	7	0	40	56	21	0	19
Enrolled	UCB:	6	0	8	20	3	0	6
	UCM:	0	0	0	0	0	0	0
	UCSC:	0	0	7	0	3	0	0
	UCD:	0	0	6	7	0	0	3
<b>Total:</b>		<b>98</b>	<b>8</b>	<b>360</b>	<b>377</b>	<b>166</b>	<b>6</b>	<b>113</b>

Student Success Program similarly examines students who are on probation and those who participate in Student Success Program offerings. This [data](#) has assisted with confirming there is not a gap among race/ethnicity groups and gender of students on probation as these approximate the whole student population. However, it also confirms students who are not part of special programs are more likely to be on probation and financial aid continues to be an incentive for students to follow up on necessary steps. This most recent data has assisted with identifying efforts by meta major, where this type of data was not available in the past. Last, in consultation with Institutional Research and Planning we came to agreement to not repeat the same counseling SAO assessment because the results have not changed. Consistently SAOs have shown students with an educational plan have better completion, success and retention rates. Data integration issues with Campus Calibrate has impacted accurate educational plan data in colleague which could confound results. Student Success Metrics show overall student and no cohort data. This SAO is in the process of being revised.

c) To what extent SAOs were designed to focus on students in the program with the greatest needs?

As noted above SAOs are being refined as our data improves to better identify students not in cohort program, in disproportionately impacted groups and by meta major. The division is working with Institutional Research and Planning to improve race categorization and examining data during the term rather than after to reflect and improve on service access and directed outreach efforts.

d) To what extent SAOs were designed to respond to students with diverse learning needs, and to prepare them to actively engage in a diverse society?

SAOs were designed to assess the effectiveness of services. They are further being refined to consider disaggregated populations and in particular, students not in a cohort, to support directed intervention and outreach consistent with guided pathways framework and equity goals.

Cohorts for FIRST and undocumented students were recently created and have been added to Student Services Metrics. However, further assistance with identifying the respective populations to address success outcomes and engagement is necessary.

## Program Vision and Future Planning

### 1. Program Vision

- a) Describe the vision of the program for the next four years considering the assessment reported in the previous section. A vision statement describes the desired future state of the program.

As the college moves towards a culture that is centered on data-informed decision making, a priority in the next program review cycle is to improve the data integrity as it relates to capturing the impact the division has on student success, retention, completion and its impact on working towards closing equity gaps. It is also a priority to work with campus and community stakeholders to define as a campus how we define and operationalize equity as institution as we work towards building a comprehensive and cohesive equity strategy. It is important for the division to be able to be able to analyze the effectiveness of its equity initiatives using a strategic lens to understand the value-added components as well as the return on investment of our efforts and budget allocations. As the campus works to build a data warehouse, the division has leveraged data in ECC Connect as well as Institutional Research dashboards to be intentional in how we design our equity focused initiatives. Although accurate data to measure program effectiveness continues to be a challenge, the division has continued to push equity efforts so that we do not lose time by waiting for perfect data before moving forward and taking action. The division is making it a priority to improve the qualitative and quantitative assessments for our programs and services.

### 2. Future Planning

Based on the assessment reported in the previous section and considering the Guided Counseling and Student Success Program Review – Spring 2022

Pathways framework:

- Advance towards a more equitable program to close equity gaps among groups of students
- Clarify students' paths to completion, further education and employment
- Help students explore options and build foundation skills
- Help students stay on the path

The Counseling and Student Success division's resource requests align with mission, priorities, and goals of the college. Counseling is focusing and requesting resources that will allow the department to be effective in holistic and intentional practices that promote equity and increase student enrollment, retention, and completion. The division has used EAB's "Moonshot for Equity" research based best practices that aim to erase equity gaps in higher education. As the college continues to offer and develop new programs and services, it is also important that the college allocate funding to support these initiatives.

Based on the Moonshot for Equity "15 Best Practices to Erase Equity Gaps," one of the first steps in ensuring we are being intentional in our efforts towards eliminating equity gaps is ensuring we have accurate information in our systems. If our focus on meta-major success teams is going to be impactful, we need to make sure we have accurate majors in the system. Counseling has been working with Guided Pathways and Admissions and Records to ensure we have the most up to date student information. As we improve our systems to reflect accurate student data, another goal for the institution over the next program review cycle is to partner with Academics and IT to implement EAB predictive analytics. As the institution builds a data warehouse and improves data integrity and data governance across campus, predictive analytics can be used to leverage resources in a more intentional and efficient manner.

Another research based strategy that has been effective in eliminating equity gaps in higher education is leveraging meta-majors to ease student pathways as well as offering college-level gateway courses. The Counseling and Student Success division plans to work in

coordination with the Pathways for Success course offerings to develop academic courses designed to connect students to student support resources and provide students broad overviews of specific majors within the meta-major or programs of study. Over the past year, Counseling has brought on Success Coaches to support meta-majors and English1AS support courses. Success Coaches have been instrumental in reaching out to students to provide personalized support for students. Success Coaches work with students that are identified by their instructors in ECC Connect, in the Instructor/Counselor partnership courses, and/or based on the Counseling Equity in Action Plan.

Success Coaches connect with students to provide a personal touch of really understanding the students' situations and are one of the first responders to early alert referrals, following up on intake forms to develop personal success plans and connecting students to basic needs, financial and counseling resources. Success Coaches are able to assess what resources the student can be connected to and determine if the student should be connected to an Academic Counselor, Advisor, or other student support resource. Success Coaches and Advisors have received comprehensive training in basic needs resources, counseling basics, transfer and degrees, career, EOPS/CARE and CalWORKs, Guardian Scholars, Guided Pathways and meta majors, title IX, Canvas, financial aid, Dreamers, FIRST, CalFresh, WWC, SRC, Campus Calibrate, Veterans Center, and LGBTQIA+, and more.

As we build support networks for students utilizing Success Coaches, Equity and Retention Advisors, and ECC Connect technology, we need to build an infrastructure to support these resources. The division has identified needs for a Student Success Coordinator for Equity and Retention efforts, ECC Connect Coordinator, Systems Support Analyst, and several student advisor positions for meta majors. The division is currently working with

Human Resources on a plan to restructure the division to ensure there is appropriate support

to meets the needs of the division in achieving college goals. Another limitation in the division is that there are only two managers (Dean and Associate Dean) to support approximately 115 faculty and staff. As mentioned in the previous program review, an additional Associate Dean, Director, or Program Chair should be considered to ensure there are adequate resources to support the division, faculty, and staff.

The Counseling division has partnered with the Warrior Welcome Center to improve the onboarding process for students. New students are invited to a series of workshops to streamline the path to enrollment. Students first attend a New Student Orientation and later in the week are invited to a Group Ed Planning Session. During Group Ed Planning sessions, students receive an overview of degree and transfer options, and then meet with Counselors to develop an abbreviated educational plan. This has increased the efficiency in ensuring students have access to receive an abbreviated educational plan before the April 30<sup>th</sup> deadline for priority registration. As this initiative continues to grow and expand, the intent is to offer Group Ed Planning sessions by meta-major. This will allow for specific meta-major information and resources to be shared during the Group Ed Planning Sessions. The third workshop students are invited to attend is a Financial Aid workshop. There are plans to add Undecided Majors/Intro to Meta-Majors as the fourth workshop in the onboarding series. Addressing the staffing needs in the Career Center would enable the Career Center to offer the Undecided Majors/Intro to Meta-Majors weekly onboarding workshops.

New initiatives, programs, and partnerships are emerging at the college that will support enrollment growth. Resources are needed to expand dual enrollment and the early college program. There is also potential to develop strategies to focus on adult population including dual enrollment opportunities at adult schools, cross enrollment with CSUs, increased

partnerships with industry, increased non-credit opportunities, expansion of internship and Counseling and Student Success Program Review – Spring 2022

externship opportunities.

Another area of opportunity for the college is to increase students' sense of belonging and connection by developing a student mentoring program. The FIRST program is in the initial stages of designing a mentorship program for formerly incarcerated students. This may be a model that is considered for other disproportionately impacted populations and/or equity initiatives.

As the college continues to increase Basic Need resources for students, it is important that services collaborate to promote a cohesive effort where students can be connected to appropriate resources. As a basic needs center and coordinator is established, counseling will increase collaboration with Basic Needs to create a coordinated-care partnership model. Implementation of the Unite-Us platform is one way to strengthen referrals and partnerships. The division needs to continue to ensure all counselors and staff are aware of the resources and community partnerships that are available for students. As we continue to build upon the basic need resources and community partnerships, we need to also continue to assess where there may be limitations to resources for students. Counselors are seeing an increase in the number of students that need referrals for psychiatric services. Access to mental health urgent care and ongoing psychiatric support can be difficult to access and navigate. The division can work with the college to explore the options of bringing social workers to campus to assist students. The counseling division will also continue to work with Student Health Services to ensure the division is aware of resources that are available for students. Increasing access for students in need of housing is another area that should continue to be explored.

Another focus over the next four years is to address technological and systemic barriers that effect student enrollment. The division will continue to work with Admissions and Records,

ITS, and Academic Affairs to address system issues that currently require manual  
Counseling and Student Success Program Review – Spring 2022

interventions. During this process it is also important to review and revise policies and processes that are barriers for student enrollment and success.

a) Develop program goals to be completed during the next four years.

Over the next four year, the Counseling and Student Success division will focus on the following goals:

#### Division Goals

1. Remove Barriers - improve communication and community building with students and between campus departments, and address/remove system and process barriers to increase enrollment, recruitment, and access to student support services.
2. Improved integration with Academic Affairs - In collaboration with Academic Affairs, improve curriculum supporting pathways, orientation and learning communities and awareness and access to student support services.
3. Intentional support for DI Pop/Non-Traditional Students - Provide comprehensive student support to increase student success and retention for disproportionately impacted students and non-traditional students.
4. Improve effectiveness and efficiency - Reduce manual tasks and simplify processes for Student Services
5. Guided Pathways - Develop a common vision for Guided Pathways among Student Services programs
6. Increase Enrollment - Improve resources and processes to support increase in enrollment.

b) Develop/adjust the program's Service Area Outcomes (SAOs).

The Counseling division is adjusting its SAOs to align with leading and lagging indicators that are being developed in Student Services.

The leading indicators for the division include:

- Increase # of students that receive comprehensive educational plan
- Increase the # of students on probation that receive service
- Utilize ECC connect to be intentional in proactively reaching out to disproportionately impacted students

The lagging indicators for the division include:

- Increased retention among equity groups
- Increased student success as defined by the # of students who obtain a 2.0 and above
- Completion of Transfer level English and math within the first year
- Completion of educational goal (graduation, transfer, or certificate)

\*considerations for race, gender, ethnicity, first gen, undocumented, and other data will be measured

- c) What projects will the program complete to achieve the desired goals and SAOs? Please specify at least two for each goal and SAO.

The division will continue to focus on its equity in action efforts as well as the Student Services Equity and retention plan.

Retention:

- Using data to take a proactive approach through ECC Connect
- Meta Major success networks to increase Academic Affairs/ Student Services Partnerships
- Meta Major success networks, including Advisors and Success Coaches, available for ECC Connect flags, referrals, and the Personal Success Plan (PSP)
- Increase and scale instructor/ counselor partnerships to include gateway courses
- Proactive communication to students who:
  - Are close to degree completion and no longer attending
  - Did not re-enroll into ECC
  - Student who have withdrawn from classes

- d) When the next program review is due, how will the program determine if the goals and SAOs have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal and SAO.

The Counseling division is adjusting its SAOs to align with leading and lagging indicators that are being developed in Student Services. Additionally, the division will leverage new data and reports that will be available from ECC Connect. The division is working on new reporting features where we can more efficiently disaggregate data by race/ethnicity.

Goal Description	Metric	Action(s)
Develop a common vision for Guided Pathways among Student Services programs	Clarify the goal - students who have expressed confidence with major and career decisions; Stay on the Path - ed plans, success rates, reduced probation rates	
Reduce manual tasks and simplify processes for Student Services	improved effectiveness and efficiency; easier access to services	revisit processes such as scheduling an appointment, resources to identify and connect with students; data reporting; professional development for student services
In collaboration with Academic Affairs, improve curriculum supporting pathways, orientation and learning communities and awareness and access to student support services.	Curriculum for Pathways or Orientation, increase in student referral for support services, increase in completion and retention; course offerings to meet student demand	create non-credit and credit counseling courses; counseling courses tied to meta majors; create orientation non-credit course; offer courses based on course demand - use ed plans to inform section planning; course to support adult reentry population - key student skills (canvas, etc.)
Improve resources and processes to support increase in enrollment.	increase in enrollment; improved enrollment processes	In light of changes with the pandemic, improve training on recruitment processes across programs; provide adequate support for Early College and Dual Enrollment efforts;
Provide comprehensive student support to increase student success and retention for disproportionately impacted students and non-traditional students.	increase success and retention rates among these student groups; increase in non-traditional student programming, enrollment and completion	
Improve communication and community building with students and between campus departments, and address/remove system and process barriers to increase enrollment, recruitment, and access to student support services.	increased enrollment, less time to onboarding, more students eligible for priority registration and successfully enrolled, fewer manual work arounds e.g. add/drop requests due to prerequisites or other system issues with registering	improve onboarding (myPath and PSP to connect with support services and address basic needs/financial aid, review and improve communication to students), increase career presence with onboarding

The leading indicators for the division include:

- Increase # of students that receive comprehensive educational plan
- Increase the # of students on probation that receive service
- Utilize ECC connect to be intentional in proactively reaching out to disproportionately impacted students

The lagging indicators for the division include:

- Increased retention among equity groups
- Increased student success as defined by the # of students who obtain a 2.0 and above
- Completion of Transfer level English and math within the first year

### 3. Program Resources

In the following areas, what are the resources needed by the program to meet the goals and SAOs for the next four years?

- List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.
- Explain how these resources contribute to achieving the program's goals and SAOs.
- Explain how these resources contribute to the ECC Institutional Goals.

The Nuventive attachment details all of the funding request for the next year. In summary, here are the resources needed to support the division during the next review cycle.

#### a) Staffing

1. Reorganization of classified positions to meet the needs of the division
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 administrative support for articulation.
4. Hire permanent appointment center staff
5. Move the Associate Dean Salary to fund 11
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 full-time classified career center staff
8. Success Coaches/ Equity and Retention Advisors
9. Allocate funding for all positions that are currently funded in Student Equity and Achievement
10. Augmentation of part-time counselor budget to fund part-time counselors that are currently paid from AB19 and SEA.
11. Full-time Clerical Assistant and Advisor needed to assist with SSP
12. Augmentation to Student Worker Budget

#### b) Facilities and Equipment

1. Look at space utilization if remote work continues, space for coaches/advisors
2. Dedicated student spaces
3. Furniture and equipment for Immigrant Student Success Space
4. Laptops/docking stations/computers for offices and PT counselors

#### c) Technology/Software

1. ECC Connect- support for technology- annual subscription, Starfish texting, and Intervention analytics
2. Data warehouse
3. Texting options (Starfish)

4. Provide laptops for all part-time employees and have a replacement plan for the current laptops provided to full-time employees
5. Software that will enable material translation into different languages

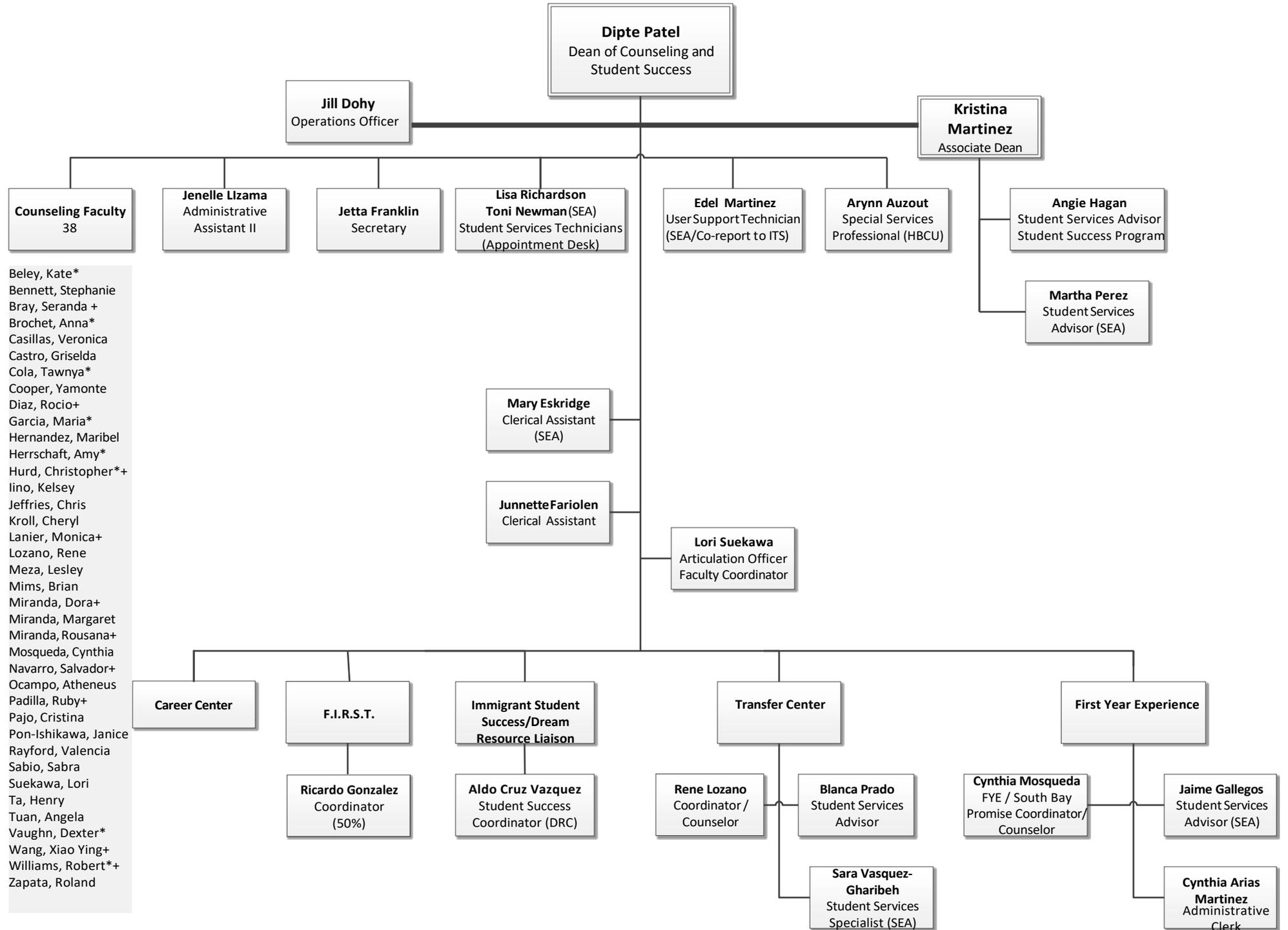
d) Contracts/Services

1. Fund the UC Northern California Tour
  2. Increase transportation budget for campus tours at transfer institutions
  3. Provide incentives/support to students to remove financial barriers
-

## Appendices

- A. Organization Chart
- B. SAO data
  - a. Transfer Center
  - b. Student Success Program
- C. Meta Major Equity in Action Fall 2020
- D. Nuventive 2022-2023 Annual Goals and Funding Requests

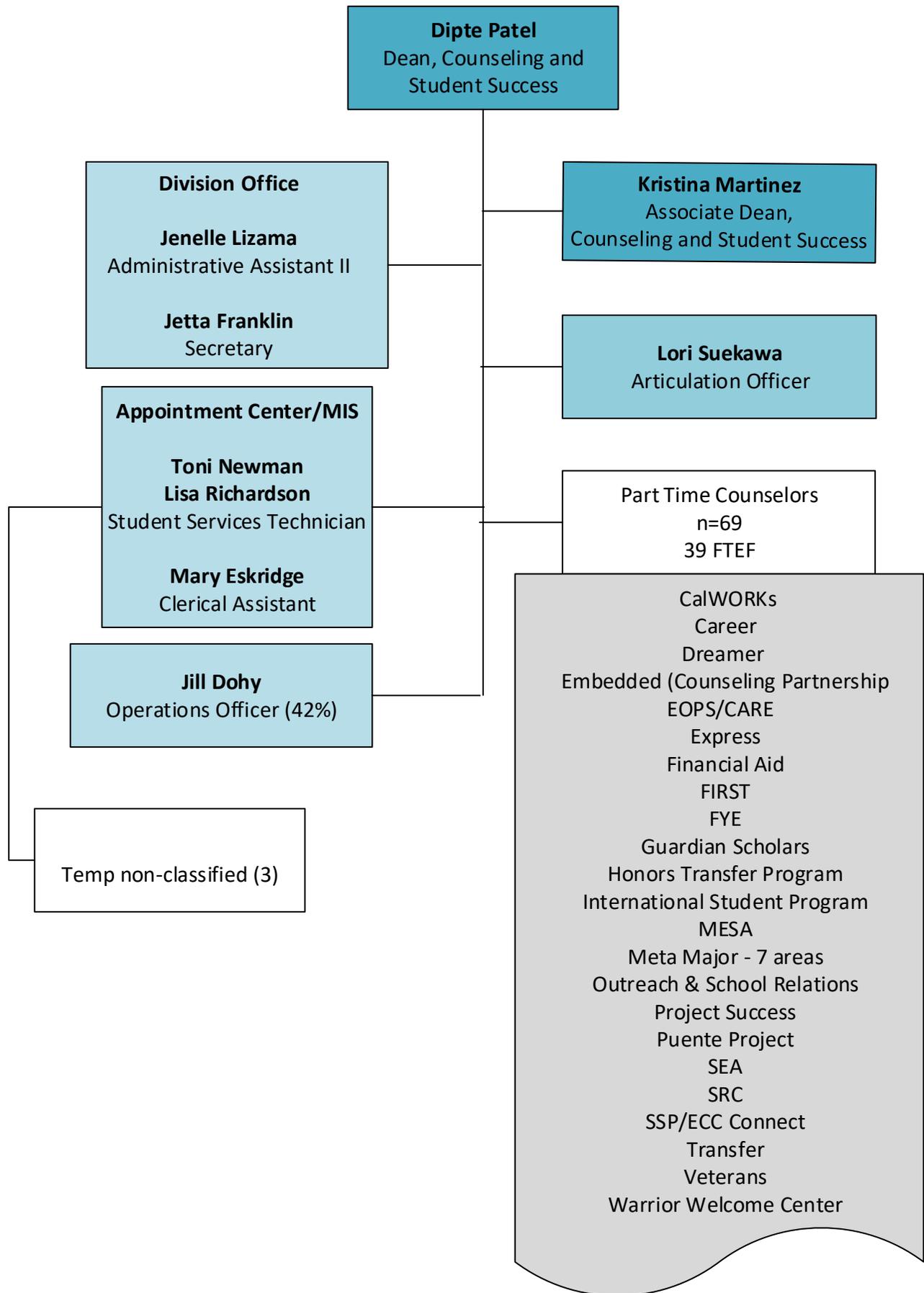
# COUNSELING AND STUDENT SUCCESS DIVISION ORGANIZATIONAL CHART



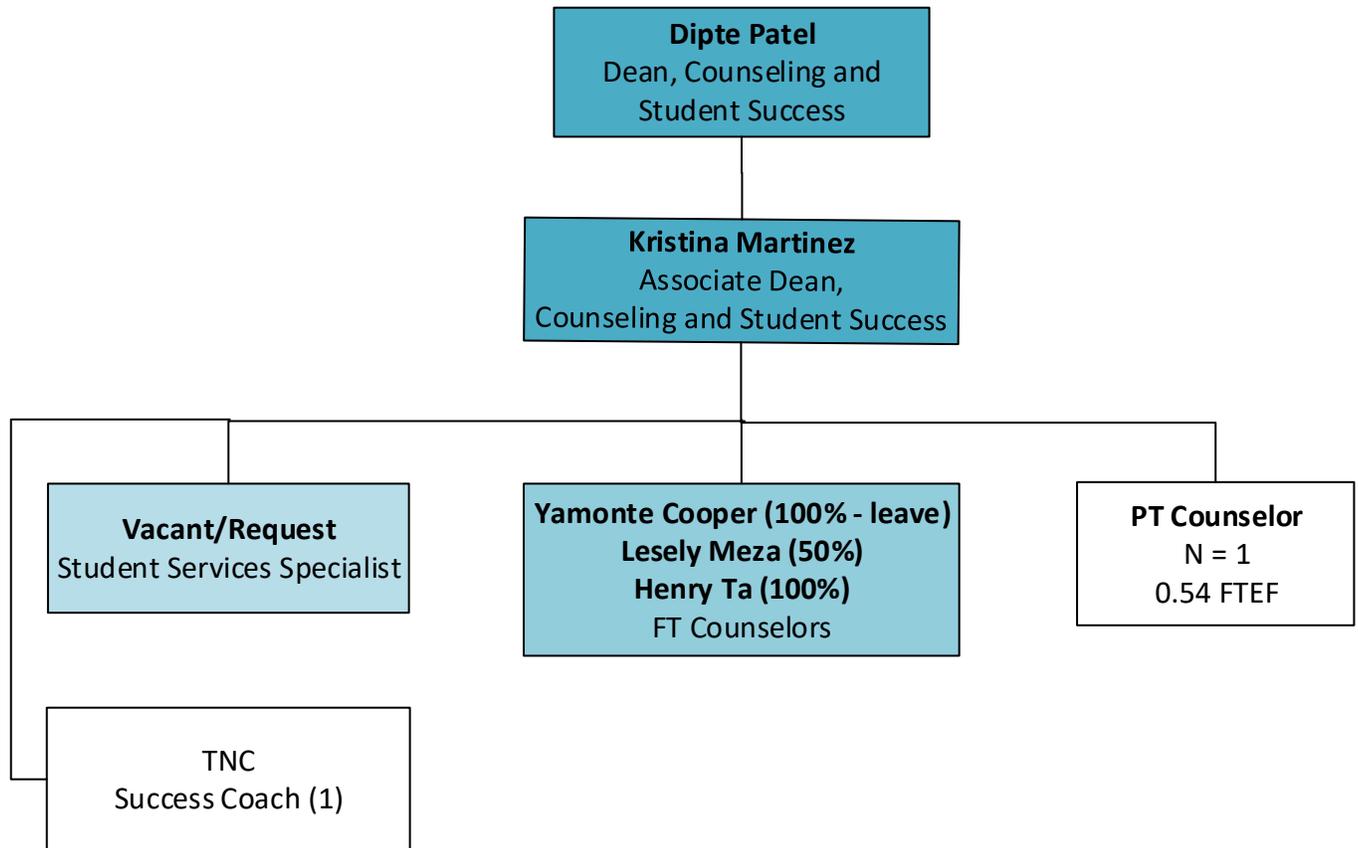
- Beley, Kate\*
- Bennett, Stephanie
- Bray, Seranda +
- Brochet, Anna\*
- Casillas, Veronica
- Castro, Griselda
- Cola, Tawnya\*
- Cooper, Yamonte
- Diaz, Rocio+
- Garcia, Maria\*
- Hernandez, Maribel
- Herrschaft, Amy\*
- Hurd, Christopher\*+
- lino, Kelsey
- Jeffries, Chris
- Kroll, Cheryl
- Lanier, Monica+
- Lozano, Rene
- Meza, Lesley
- Mims, Brian
- Miranda, Dora+
- Miranda, Margaret
- Miranda, Rousana+
- Mosqueda, Cynthia
- Navarro, Salvador+
- Ocampo, Atheneus
- Padilla, Ruby+
- Pajo, Cristina
- Pon-Ishikawa, Janice
- Rayford, Valencia
- Sabio, Sabra
- Suekawa, Lori
- Ta, Henry
- Tuan, Angela
- Vaughn, Dexter\*
- Wang, Xiao Ying+
- Williams, Robert\*+
- Zapata, Roland

\*Co-report to another division; 3.0 FTEF SRC/DSPS; 3.0 FTEF EOPS; 2.0 FTEF KEAS; 1.0 FTEF International  
+10 Counseling FTEF Student Equity and Achievement Program (SEA)

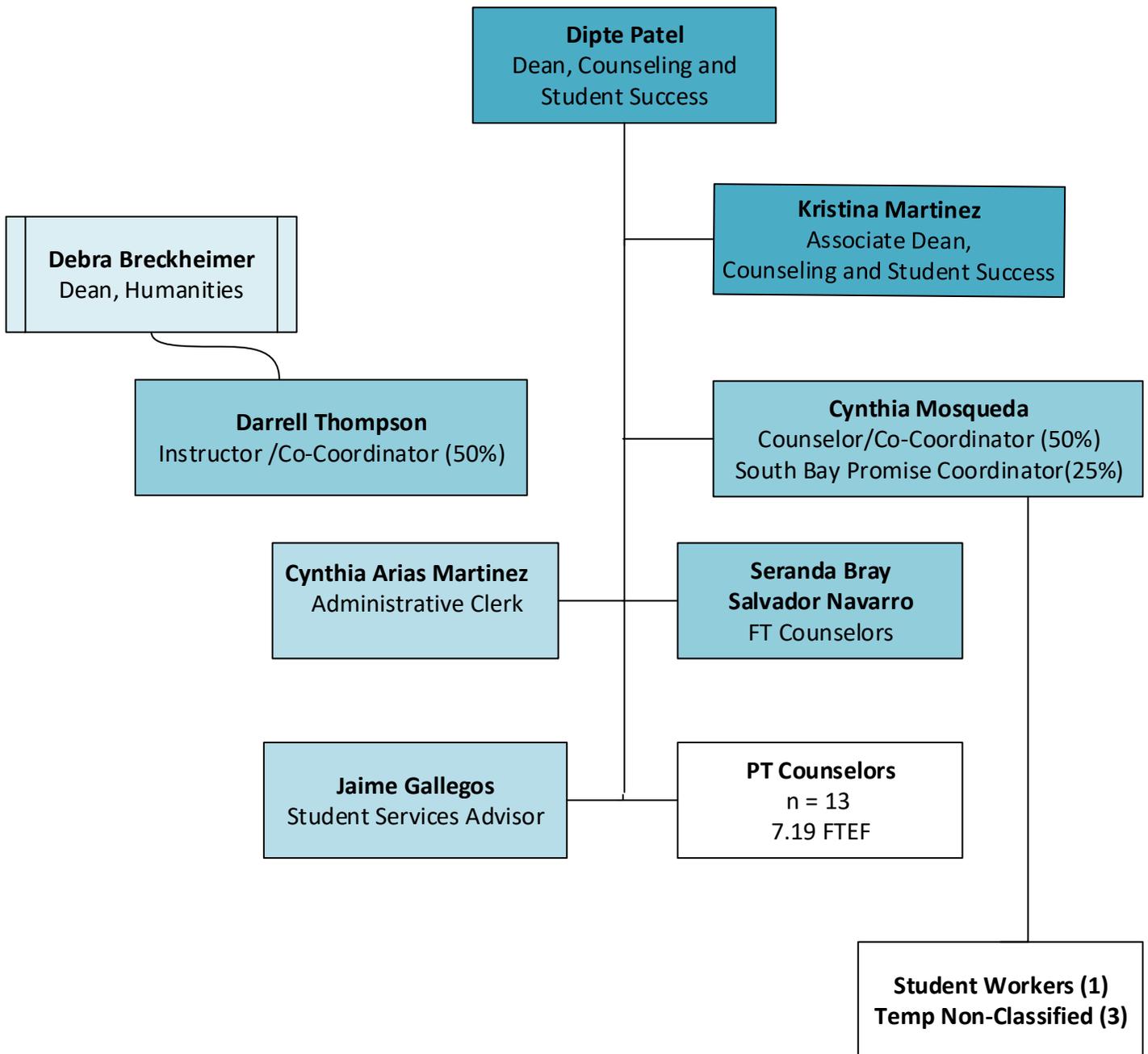
# Division, Counseling and Student Success



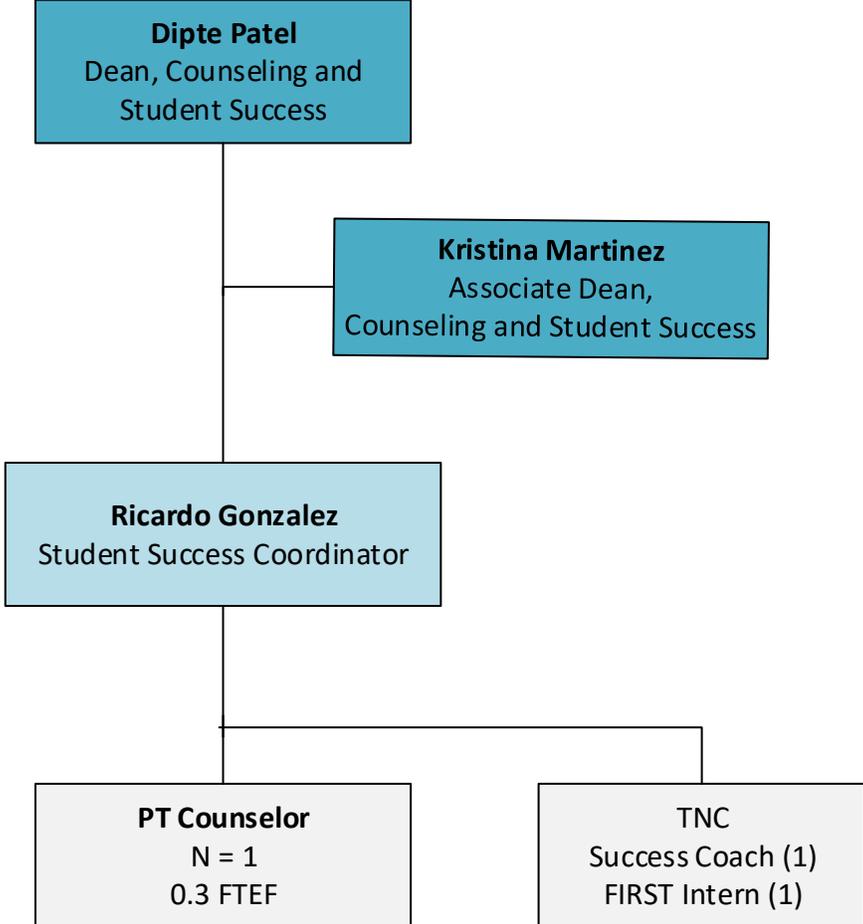
# Career Center, Counseling and Student Success



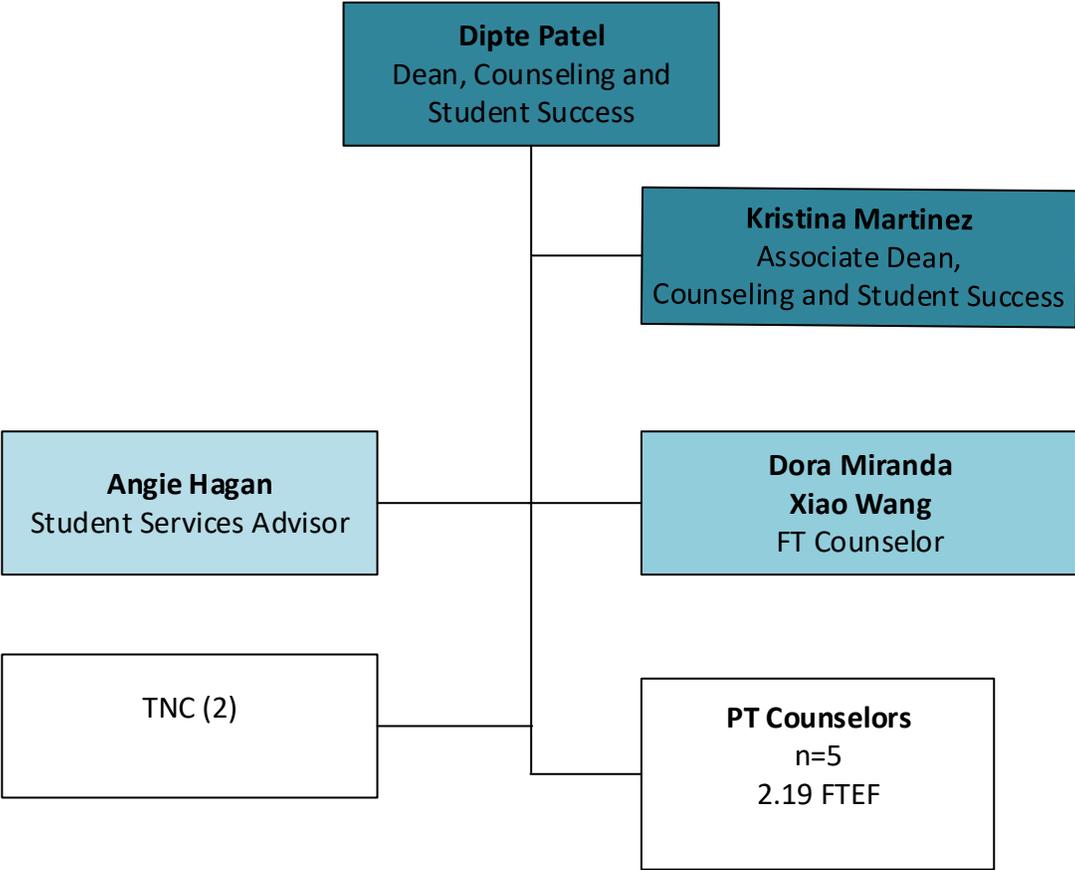
# First Year Experience, Counseling and Student Success



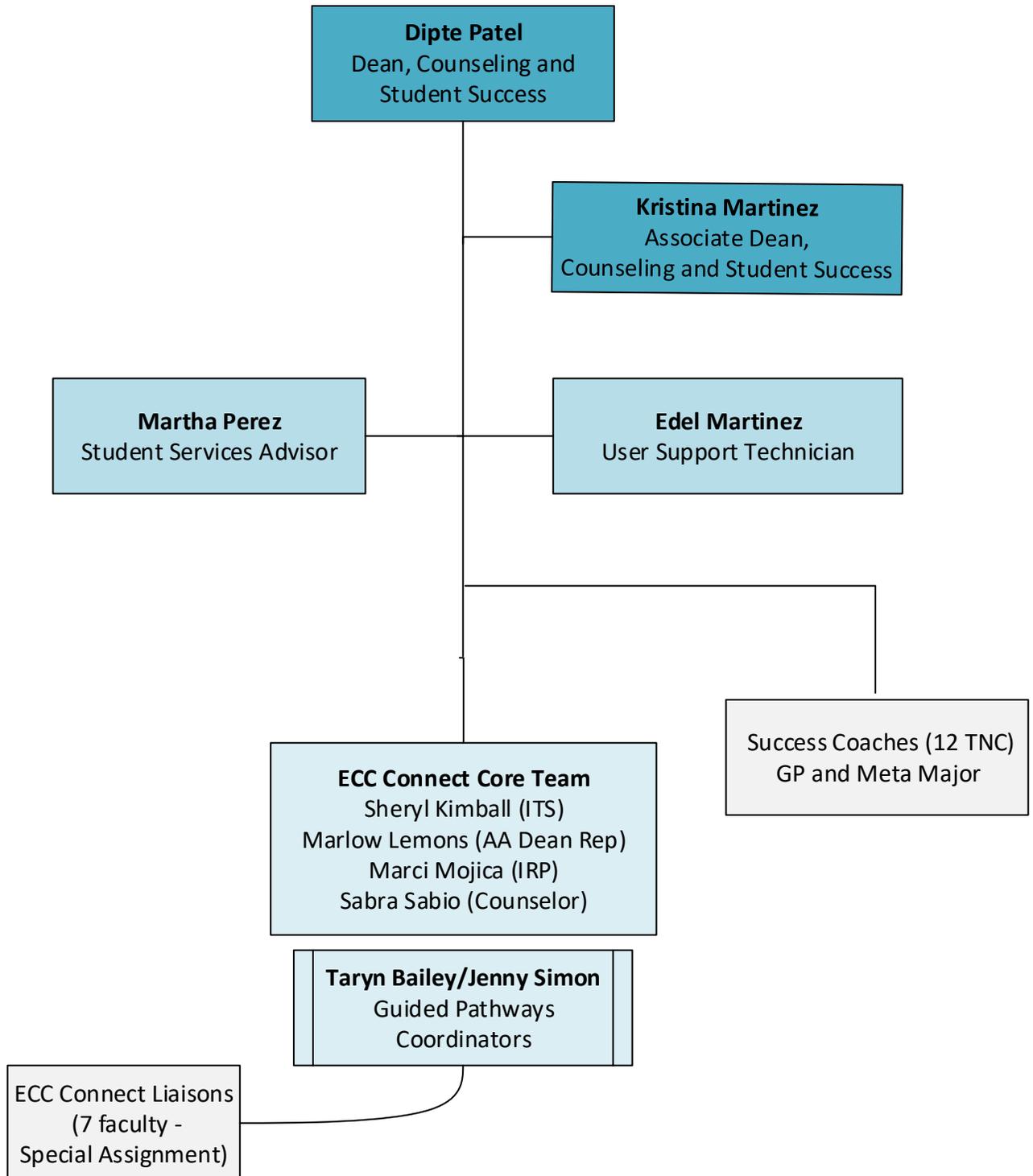
# FIRST Program, Counseling and Student Success



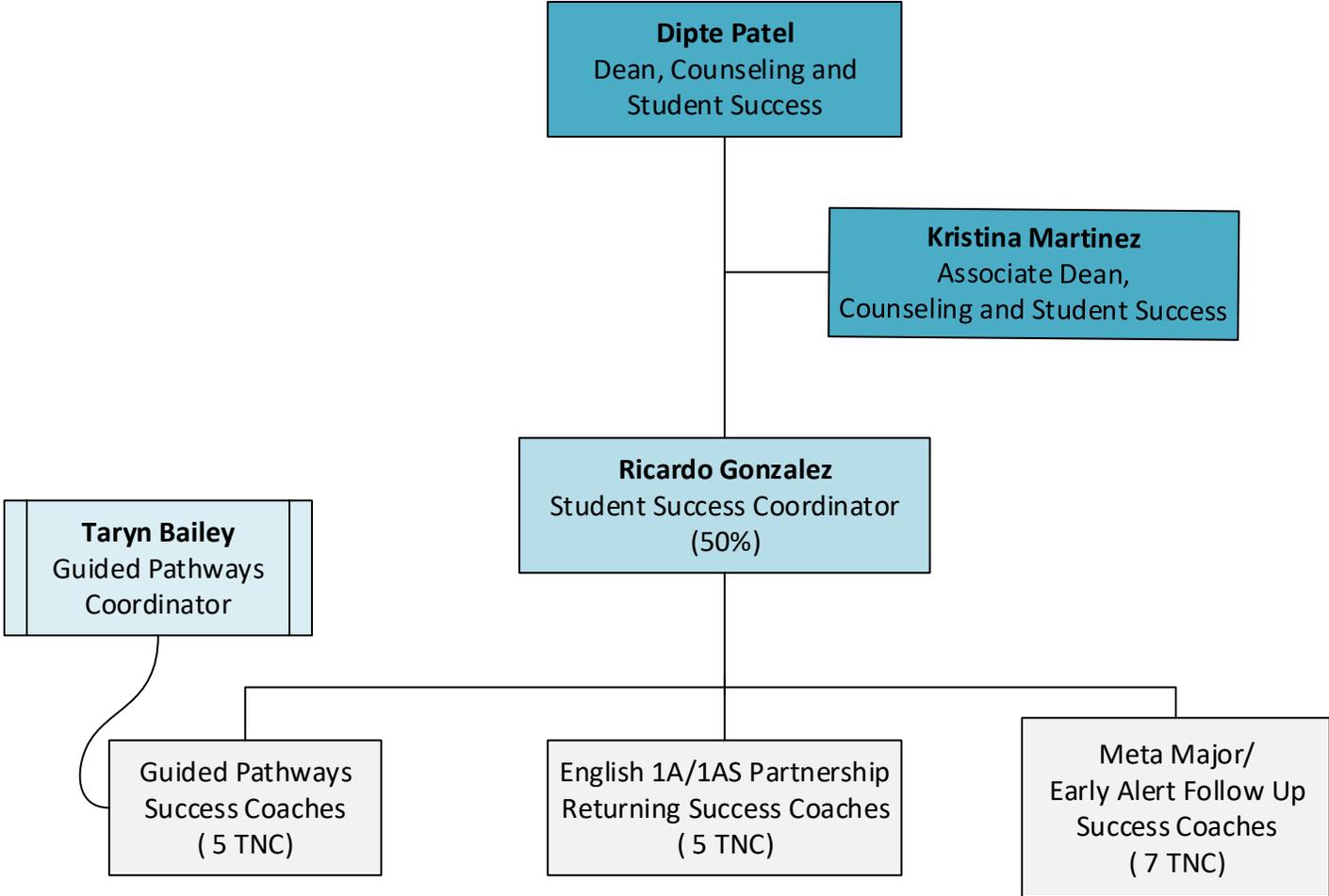
# Student Success Program, Counseling and Student Success



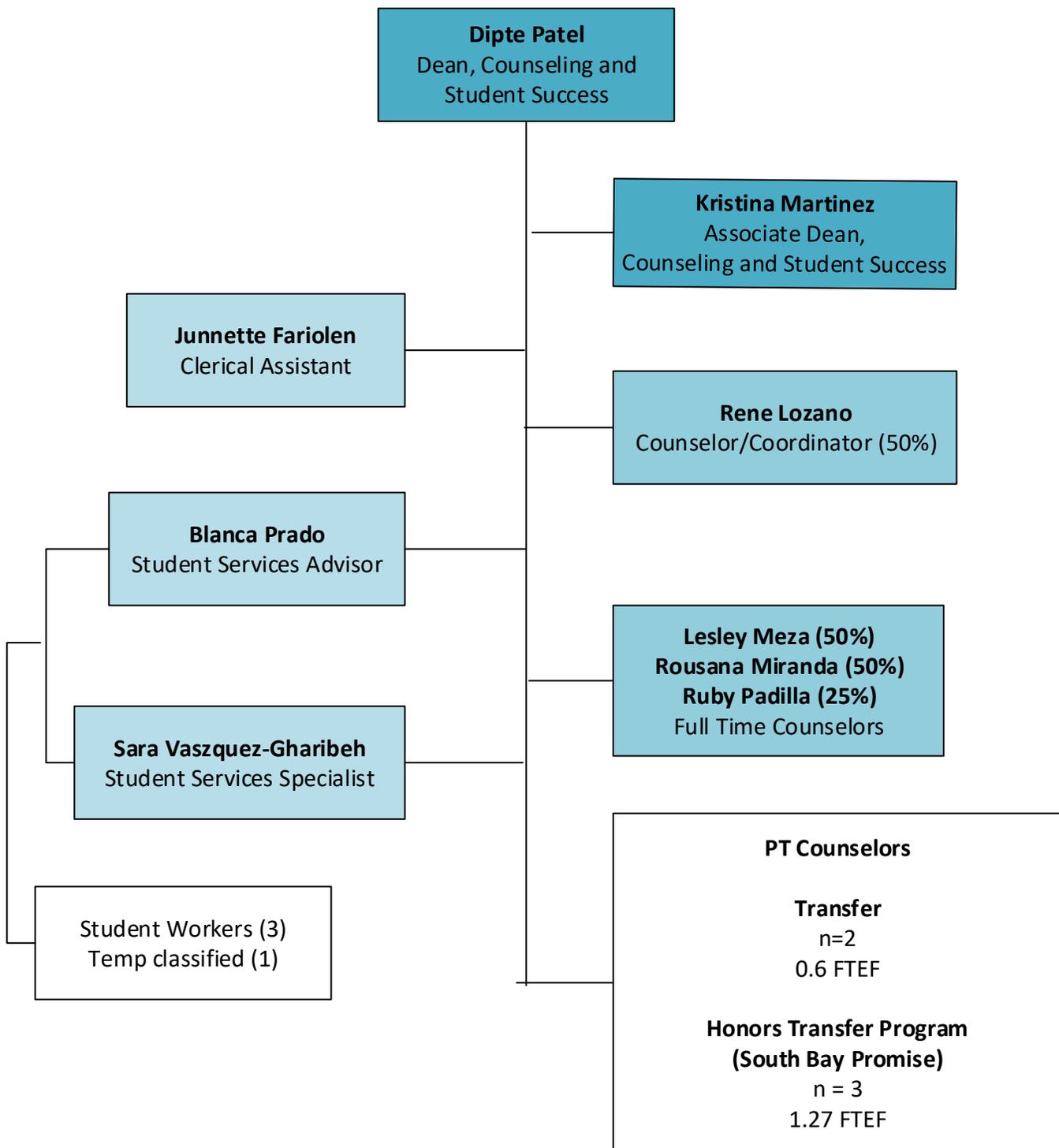
# ECC Connect, Counseling and Student Success



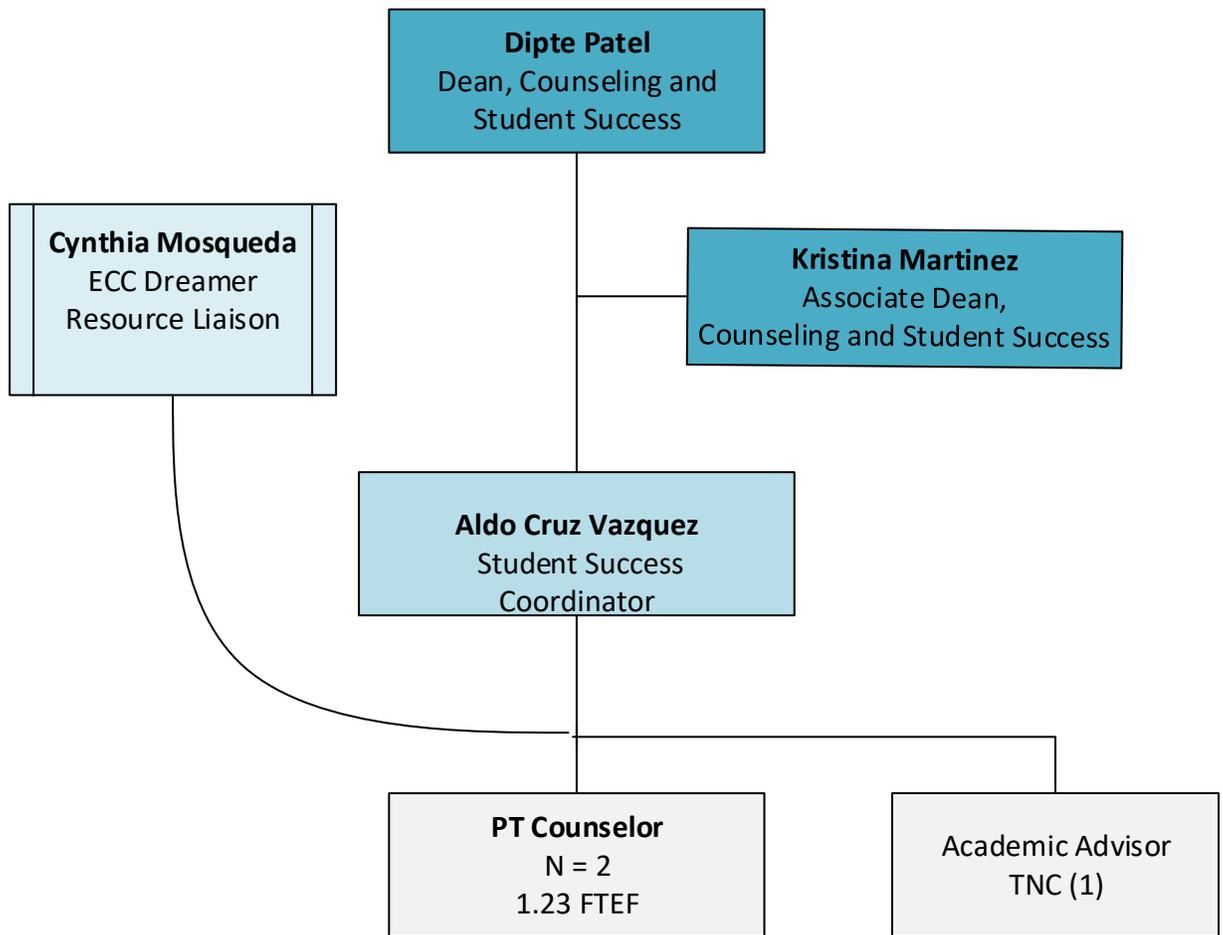
# Success Coaches, Counseling and Student Success



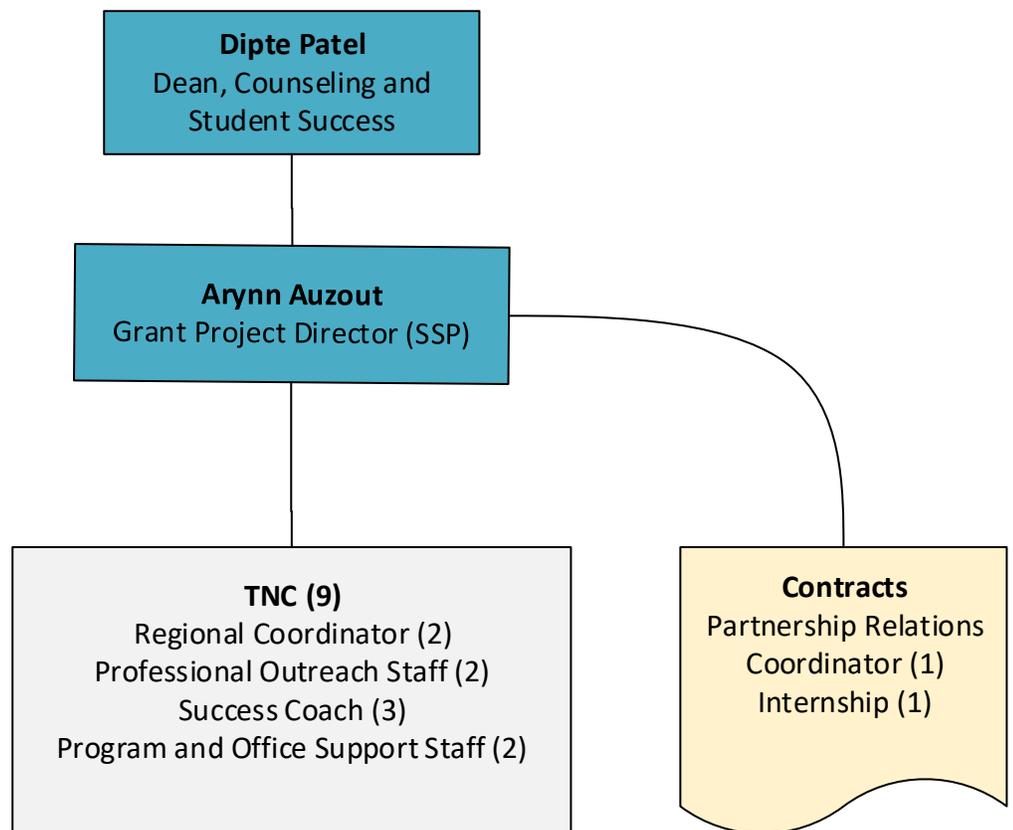
# Transfer Center, Counseling and Student Success



# Immigrant Student Success Program, Counseling and Student Success



# CCC to Historically Black College and University Transfer Guarantee, Counseling and Student Success



## Fall 2019 - Fall 2021 Transfer Center Services - Demographics

Race/Ethnicity	Fall 2019		Fall 2020		Fall 2021		Grand Total	
American Indian	2	0%	2	0%	3	0%	7	0%
Asian	478	23%	367	22%	380	22%	1,225	22%
Black or African American	178	9%	131	8%	157	9%	466	9%
Hawaiian/Pacific Islander	4	0%	10	1%	3	0%	17	0%
Hispanic	1,062	51%	885	52%	783	46%	2,730	50%
Two or More Races	96	5%	53	3%	78	5%	227	4%
Unknown	30	1%	11	1%	17	1%	58	1%
White	217	10%	213	12%	278	16%	708	13%
(blank)		0%	33	2%	3	0%	36	1%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

Programs	Fall 2019		Fall 2020		Fall 2021		Grand Total	
Not in a Support Program	1,001	48%	722	42%	652	38%	2,375	43%
UNDOC Cohort	0	0%	0	0%	26	2%	26	0%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

Other Details	Fall 2019		Fall 2020		Fall 2021		Grand Total	
Enrolled at ECC in Term of Workshop	1,938	94%	1,541	90%	1,589	93%	5,068	93%
Clean Student ID	2,067	100%	1,672	98%	1,699	100%	5,438	99%
<b>Grand Total</b>	<b>2,067</b>		<b>1,705</b>		<b>1,702</b>		<b>5,474</b>	

Workshop Name	Fall 2019		Fall 2020		Fall 2021		Grand Total	
App Assist Open Lab	553	27%		0%		0%	553	10%
Common App	1	0%		0%		0%	1	0%
CSU App + Lab	117	6%		0%		0%	117	2%
CSU App Assistance		0%		0%	9	1%	9	0%
CSU App Panic Room		0%	97	6%		0%	97	2%
CSU App Q&A		0%	183	11%		0%	183	3%
CSU App Workshop	448	22%	449	26%		0%	897	16%
CSU App Workshop & Assistance		0%		0%	122	7%	122	2%
CSU App Workshop & Q&A		0%	166	10%		0%	166	3%
CSU Application Workshop		0%		0%	495	29%	495	9%
CSU Strategies Workshop		0%	14	1%		0%	14	0%
CSU Strategy	24	1%		0%		0%	24	0%
CSULB Admissions	53	3%		0%		0%	53	1%
CSULB Admissions Workshop		0%		0%	63	4%	63	1%
CSULB Workshop		0%	65	4%		0%	65	1%
Fair: Transfer Fair	138	7%		0%		0%	138	3%
Mini UC TAG Open Lab	3	0%		0%		0%	3	0%
Panic Room	216	10%		0%		0%	216	4%
PIQ Lab	75	4%		0%		0%	75	1%
PIQ Workshop	72	3%		0%		0%	72	1%
TAG	112	5%		0%		0%	112	2%
TAG Workshop		0%	205	12%		0%	205	4%
Top Fair	99	5%		0%		0%	99	2%
Transfer Admission Guarantee (TAG)		0%		0%	150	9%	150	3%
Transfer Application Assistance		0%		0%	473	28%	473	9%
UC App + Lab + PIQ	12	1%		0%		0%	12	0%
UC App Panic Room		0%	25	1%		0%	25	0%
UC App Q&A		0%	37	2%		0%	37	1%
UC App Sp 21 Workshop		0%	27	2%		0%	27	0%
UC App Workshop	103	5%	129	8%		0%	232	4%
UC Application Workshop		0%		0%	149	9%	149	3%

UC Personal Insight Questions Information

Workshop		0%		0%	45	3%	45	1%
UC PIQ Information Workshop		0%	83	5%	39	2%	122	2%
UC PIQ Lab		0%	83	5%	106	6%	189	3%
UC Strategies Workshop		0%	3	0%		0%	3	0%
UC/CSU App Panic Room		0%	96	6%		0%	96	2%
UCLA Admissions	41	2%		0%		0%	41	1%
UCLA Admissions Workshop		0%	31	2%	51	3%	82	1%
University Fair		0%	12	1%		0%	12	0%

Appendix B: SAO Data - Student Success Program

**Students with a Probation Code in Fall 2020:**

Race/Eithnicity	Total Students	Completed Steps in		No Steps in		
		Winter/Spring 2021		Winter/Spring 2021		
American Indian	7	0%	2	0%	5	0%
Asian	140	6%	33	6%	107	6%
Black or African American	397	18%	101	18%	296	17%
Hawaiian/Pacific Islander	16	1%	2	0%	14	1%
Hispanic	1,391	62%	337	61%	1,054	62%
Two or More Races	64	3%	17	3%	47	3%
Unknown	64	3%	21	4%	43	3%
White	180	8%	36	7%	144	8%
<b>Total</b>	<b>2,259</b>		<b>549</b>		<b>1,710</b>	

Gender	Total Students	Completed Steps in		No Steps in		
		Winter/Spring 2021		Winter/Spring 2021		
Female	1,170	52%	328	60%	842	49%
Male	1,088	48%	221	40%	867	51%
<b>Total</b>	<b>2,259</b>		<b>549</b>		<b>1,710</b>	

Meta Major	Total Students	Completed Steps in		No Steps in		
		Winter/Spring 2021		Winter/Spring 2021		
Behavioral & Social Sciences	517	23%	141	26%	376	22%
Business	420	19%	82	15%	338	20%
Creative Arts	234	10%	63	11%	171	10%
Health & Community Wellness	495	22%	125	23%	370	22%
Industry & Technology	185	8%	41	7%	144	8%
Language, Composition & Journalism	99	4%	31	6%	68	4%
STEM	308	14%	66	12%	242	14%
<b>Total</b>	<b>2,259</b>		<b>549</b>		<b>1,710</b>	

Support Program	Total Students	Completed Steps in		No Steps in		
		Winter/Spring 2021		Winter/Spring 2021		
yes	647	29%	175	32%	472	28%
no	1,612	71%	374	68%	1,238	72%
<b>Total</b>	<b>2,259</b>		<b>549</b>		<b>1,710</b>	

Financial Aid	Total Students	Completed Steps in		No Steps in		
		Winter/Spring 2021		Winter/Spring 2021		
yes	1,484	66%	429	78%	1,055	62%
no	775	34%	120	22%	655	38%
<b>Total</b>	<b>2,259</b>		<b>549</b>		<b>1,710</b>	

Probation Code in Fall 2020	Total Students	Completed SSP Steps in Winter/Spring 2021				Percent of Students Who Completed Steps in Winter/Spring 2021
		Level 1	Level 2	Level 1 & 2	No Steps	Level 1 & 2
A1	802	192		192	610	24%
A2	767	4	185	189	578	25%
P1	512	120		120	392	23%
P1A1	2			0	2	0%
P1A2	11	1	1	2	9	18%
P2	119		32	32	87	27%
P2A1	27		10	10	17	37%
P2A2	19		4	4	15	21%
<b>Grand Total</b>	<b>2,259</b>	<b>317</b>	<b>232</b>	<b>549</b>	<b>1,710</b>	<b>24%</b>

Probation Code in Fall 2020	Total Students	Completed SSP Steps in Winter/Spring 2021			
		Level 1	Level 2	Level 1 & 2	No Steps
A1	500	171		171	329
A2	439	4	154	158	281
P1	256	97		97	159
P1A1	1			0	1
P1A2	5	1	1	2	3
P2	49		23	23	26
P2A1	13		9	9	4
P2A2	7		3	3	4
<b>Grand Total</b>	<b>1,270</b>	<b>273</b>	<b>190</b>	<b>463</b>	<b>807</b>

Probation Code in Fall 2020	Total Students	Completed SSP Steps in Winter/Spring 2021			
		Level 1	Level 2	Level 1 & 2	No Steps
A1	62%	89%		89%	54%
A2	57%	100%	83%	84%	49%
P1	50%	81%		81%	41%
P1A1	50%				50%
P1A2	45%	100%	100%	100%	33%
P2	41%		72%	72%	30%
P2A1	48%		90%	90%	24%
P2A2	37%		75%	75%	27%
<b>Grand Total</b>	<b>56%</b>	<b>86%</b>	<b>82%</b>	<b>84%</b>	<b>47%</b>

**Probation Code in Fall 2020 (white rows) with Probation Code in Spring 2021 (orange rows)**

Student Counts	Total Students	Completed SSP Steps in Winter/Spring 2021			
		Level 1	Level 2	Level 1 & 2	No Steps
<b>A1</b>	<b>500</b>	<b>171</b>		<b>171</b>	<b>329</b>
.	1	1		1	
A2	338	109		109	229
DL	8	3		3	5
GOOD	112	44		44	68
P1A2	19	4		4	15
(blank)	22	10		10	12
<b>A2</b>	<b>439</b>	<b>4</b>	<b>154</b>	<b>158</b>	<b>281</b>
.	1				1
A1	10		3	3	7
A2	89	1	41	42	47
AD	235	3	60	63	172
DL	3		1	1	2
GOOD	79		41	41	38
P1A2	1		1	1	

P1AD	9		2	2	7
(blank)	12		5	5	7
<b>P1</b>	<b>256</b>	<b>97</b>		<b>97</b>	<b>159</b>
.	2	1		1	1
A1	50	20		20	30
DL	1	1		1	
GOOD	45	26		26	19
P2	116	28		28	88
P2A1	17	8		8	9
(blank)	25	13		13	12
<b>P1A1</b>	<b>1</b>			<b>0</b>	<b>1</b>
A2	1				1
<b>P1A2</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
AD	1				1
GOOD	1	1		1	
P2AD	3		1	1	2
<b>P2</b>	<b>49</b>		<b>23</b>	<b>23</b>	<b>26</b>
A1	8		2	2	6
GOOD	17		10	10	7
PD	20		8	8	12
PDA1	3		2	2	1
(blank)	1		1	1	
<b>P2A1</b>	<b>13</b>		<b>9</b>	<b>9</b>	<b>4</b>
A2	5		5	5	
DL	1		1	1	
GOOD	1		1	1	
PDA2	6		2	2	4
<b>P2A2</b>	<b>7</b>		<b>3</b>	<b>3</b>	<b>4</b>
GOOD	1		1	1	
PDAD	5		2	2	3
(blank)	1				1
<b>Grand Total</b>	<b>1,270</b>	<b>273</b>	<b>190</b>	<b>463</b>	<b>807</b>

**Probation Code in Fall 2020 (white rows) with Probation Code in Spring 2021 (orange rows)**

Percents	Total Students	Completed SSP Steps in Winter/Spring 2021			
		Level 1	Level 2	Level 1 & 2	No Steps
<b>A1</b>	<b>500</b>	<b>171</b>		<b>171</b>	<b>329</b>
.	0%	1%		1%	0%
A2	68%	64%		64%	70%
DL	2%	2%		2%	2%
GOOD	22%	26%		26%	21%
P1A2	4%	2%		2%	5%
(blank)	4%	6%		6%	4%
<b>A2</b>	<b>439</b>	<b>4</b>	<b>154</b>	<b>158</b>	<b>281</b>
.	0%	0%	0%	0%	0%
A1	2%	0%	2%	2%	2%
A2	20%	25%	27%	27%	17%
AD	54%	75%	39%	40%	61%
DL	1%	0%	1%	1%	1%
GOOD	18%	0%	27%	26%	14%
P1A2	0%	0%	1%	1%	0%
P1AD	2%	0%	1%	1%	2%
(blank)	3%	0%	3%	3%	2%
<b>P1</b>	<b>256</b>	<b>97</b>		<b>97</b>	<b>159</b>
.	1%	1%		1%	1%
A1	20%	21%		21%	19%

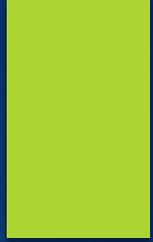
DL	0%	1%		1%	0%
GOOD	18%	27%		27%	12%
P2	45%	29%		29%	55%
P2A1	7%	8%		8%	6%
(blank)	10%	13%		13%	8%
<b>P1A1</b>	<b>1</b>			<b>0</b>	<b>1</b>
A2	100%			0%	100%
<b>P1A2</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
AD	20%	0%	0%	0%	33%
GOOD	20%	100%	0%	50%	0%
P2AD	60%	0%	100%	50%	67%
<b>P2</b>	<b>49</b>		<b>23</b>	<b>23</b>	<b>26</b>
A1	16%		9%	9%	23%
GOOD	35%		43%	43%	27%
PD	41%		35%	35%	46%
PDA1	6%		9%	9%	4%
(blank)	2%		4%	4%	0%
<b>P2A1</b>	<b>13</b>		<b>9</b>	<b>9</b>	<b>4</b>
A2	38%		56%	56%	0%
DL	8%		11%	11%	0%
GOOD	8%		11%	11%	0%
PDA2	46%		22%	22%	100%
<b>P2A2</b>	<b>7</b>		<b>3</b>	<b>3</b>	<b>4</b>
GOOD	14%		33%	33%	0%
PDAD	71%		67%	67%	75%
(blank)	14%		0%	0%	25%
<b>Grand Total</b>	<b>1,270</b>	<b>273</b>	<b>190</b>	<b>463</b>	<b>807</b>

**Probation Code in Fall 2020 (orange rows) with Probation Code in Spring 2021 (white rows)**

		Completed SSP Steps in Winter/Spring 2021				
Student Counts		Total Students	Level 1	Level 2	Level 1 & 2	No Steps
<b>Fall Probation Level: 1</b>		<b>757</b>	<b>268</b>		<b>268</b>	<b>489</b>
Spring Probation Level	GOOD/DL	169	76		76	93
	Level 1	50	20		20	30
	Level 2	491	149		149	342
	No Code	47	23		23	24
<b>Fall Probation Level: 2</b>		<b>513</b>	<b>5</b>	<b>190</b>	<b>195</b>	<b>318</b>
Spring Probation Level	GOOD/DL	104	1	55	56	48
	Level 1	18		5	5	13
	Level 2	95	1	47	48	47
	Dismissal	282	3	77	80	202
	No Code	14		6	6	8
<b>Grand Total</b>		<b>1,270</b>	<b>273</b>	<b>190</b>	<b>463</b>	<b>807</b>

**Probation Code in Fall 2020 (orange rows) with Probation Code in Spring 2021 (white rows)**

		Completed SSP Steps in Winter/Spring 2021				
Percents		Total Students	Level 1	Level 2	Level 1 & 2	No Steps
<b>Fall Probation Level: 1</b>		<b>757</b>	<b>268</b>		<b>268</b>	<b>489</b>
Spring Probation Level	GOOD/DL	22%	28%		28%	19%
	Level 1	7%	7%		7%	6%
	Level 2	65%	56%		56%	70%
	No Code	6%	9%		9%	5%
<b>Fall Probation Level: 2</b>		<b>513</b>	<b>5</b>	<b>190</b>	<b>195</b>	<b>318</b>
Spring Probation Level	GOOD/DL	20%	20%	29%	29%	15%
	Level 1	4%	0%	3%	3%	4%
	Level 2	19%	20%	25%	25%	15%
	Dismissal	55%	60%	41%	41%	64%
	No Code	3%	0%	3%	3%	3%
<b>Grand Total</b>		<b>1,270</b>	<b>273</b>	<b>190</b>	<b>463</b>	<b>807</b>



# Meta Major Equity in Action

FALL 2021

# 2021-2022 Goals

- ▶ Institutional goals to align with Vision for Success goals
- ▶ For FY2021-22, the College has identified Black or African-American students as the demographic area for greater focus. This student population has been identified as a disproportionality impacted group in 4 out of 7 lagging indicators and in all leading indicators.
- ▶ Student Equity Plan



## El Camino College Local Vision Goals

Goal	Metrics	Baseline	Current Year	2021-22 Goal
1. Completion	1A. Increase students who earn a degree by 20%	2,441	2,535	2,929
	1B. Increase students who earn a certificate by 20%	437	559 <span style="color: gold;">★ Goal Met</span>	524
	1C. Increase students who earn a degree or certificate by 20%	2,247	2,409	2,696
2. Transfer	2A. Increase students who earn an associate degree for transfer by 35%	869	974	1,173
	2B. Increase students who transfer to a UC or CSU by 35%	1,676	1,837	2,263
3. Units Earned	3A. Decrease average number of units degree earners accumulate by 10%	87	88	78
4. Workforce	4A. Increase median annual earnings by 30%	\$24,404	\$26,784	\$31,767
	4B. Increase students who attained the living wage by 39%	36%	40%	50%
	4C. Increase career education students with a job closely related to field of study by 10%	76%	67%	84%
5. Equity	5. Reduce equity gaps of disproportionately impacted groups (Black or African American, Disabled, Female, Foster Youth, Hispanic or Latino, LGBT, and Veteran) by 40%			

# ECC Data to inform action and needs

- ▶ [Guided Pathways Success Teams Dashboard](#)
  - ▶ data by meta major, cohort and race for enter the path and stay on the path. Info for first year students, CSEPs, Financial Aid, English and Math attempted and completed
- ▶ [Course Completion](#)
  - ▶ Success and completion rates by course by semester
- ▶ [Degrees and Certificates Dashboard](#)
  - ▶ IRP dashboard – view awards by type and divisions
- ▶ [Transfer Level Gateway Completion](#)
  - ▶ Chancellor's office dashboard for math, English and ESL completion

# Students @ ECC – Fall 2020

- ▶ 20,475 total students
  - ▶ 27% (n=5,595) were first year students
  - ▶ 35.2% joined a cohort program
  - ▶ 56.5% received Financial Aid, versus 49.1% students not in a cohort (-7.4%)
  - ▶ 45% have a CSEP versus 30% students not in a cohort (-15%)
  
- ▶ 3,294 were Black/African American students
  - ▶ 64% (n=2113) were not in a cohort program
  - ▶ 29% (n=966) were first year students
    - ▶ Of which, 77% (n=743) were not in a cohort program
  - ▶ 62% received Financial Aid; 54.7% not in a cohort received FA
  - ▶ 41% have a CSEP versus 26% students not in a cohort (-15%)

# Stay on the Path – All Students

## Spring Retention

- ▶ 65.3% returned for the Spring term
  - ▶ 58.7% BL/AA students returned (-6.6%)
  - ▶ 53.2% BL/AA students not in a cohort returned (-12.1%)

## English/Math transfer level attempted – Fall 2019

- ▶ 36% did not attempt both English and Math
- ▶ 46% of BL/AA students did not attempt both
- ▶ 55% of BL/AA students not in a cohort program did not attempt

## English/Math transfer level successfully completed – Fall 2019

- ▶ 27% did not complete both
- ▶ 44% BL/AA did not complete both
- ▶ 53% BL/AA students not in a cohort did not complete both

Compounding effects when we look at Black/African American students who are not in a cohort

# Meta Major

## Behavioral Social Science (BSS)

Total Student Pop: 4018

First Year: 26% (n=1039)

In a cohort: 37.5% (2<sup>nd</sup> highest MM group)

### Comprehensive Student Educational Plan

- ▶ 45% of all students have CSEP
  - ▶ 34.7% BSS students (lowest of all 7 MM)
- ▶ 41% of all Black/AA students have CSEP
  - ▶ 45% - Black/AA BSS students!
  - ▶ 31% of Black/AA students not in a cohort (-14% BL/AA; -2.5% from no cohort)

### ▶ Fall to Spring Retention

- ▶ 66% - all BSS Students
- ▶ 59% - BL/AA students (-6.6%)
- ▶ 51.4% - no cohort BL/AA (-14.2%)

### ▶ No English/Math attempted

- ▶ 32% - all BSS students
- ▶ 38% - BL/AA BSS students
- ▶ 48% - no cohort BL/AA BSS Students

# Deeper Dive – Success & Completion Behavioral Social Sciences

## ▶ Psych 5 – Fall 2020

- ▶ 1,448 enrolled
- ▶ 73.1% success
- ▶ 66.8% BL/AA Students success

## ▶ Taking Action

- ▶ 25 sections of Psych 101–  
Fall 2021 (1055 students)
  - ▶ 688 are in no cohort
  - ▶ 351 are BSS meta major
  - ▶ 223 are BSS MM not in a cohort
  - ▶ 70 are BL/AA BSS meta major
  - ▶ 43 BSS MM, Black/AA students with no CSEP



# Deeper Dive – Success & Completion Behavioral Social Sciences

- ▶ CDEV 103 – Fall 2020

- ▶ 591 enrolled

- ▶ 67.7% success

- ▶ 57% BL/AA Students success (n=93)

- ▶ with lower success rates for females and first time to ECC students

- ▶ Taking Action

- ▶ 9 sections of CDEV 103– Fall 2021 (356 students)

- ▶ 227 are in no cohort

- ▶ 53 BL/AA students

- ▶ 32 are BL/AA students not in a cohort

- ▶ 25 are BL/AA not in a cohort with no CSEP



# Meta Major - Business

Total Student Pop: 3161

First Year: 29% (n=932)

In a cohort: 30.4% (2nd lowest MM group)

## Comprehensive Student Educational Plan

- ▶ 42.8% Business students
  - ▶ 31.1% - Business student not in a cohort (-12%)
- ▶ 39.5% - Black/AA Business students (-3% from all Business)
  - ▶ 26% of Black/AA students not in a cohort (-13% BL/AA; -5% from no cohort)

## Fall to Spring Retention

- ▶ 62% - all Business Students
- ▶ 46.4% - BL/AA students (-16%)
- ▶ 41.4% - no cohort BL/AA (-21%)

## No English/Math attempted

- ▶ 34% - all BUS students
- ▶ 42% - BL/AA BUS students
- ▶ 52% - no cohort BL/AA BUS Students

# Deeper Dive – Success & Completion

## Business – Business 1A

### ▶ Bus 1A – Fall 2020

#### ▶ 513 enrolled

- ▶ 61.8% success
- ▶ 46.8% - BL/AA Students success
- ▶ 64% - BL/AA returning students
- ▶ 27.3% - BL/AA first time students

### ▶ Taking Action

- ▶ 15 sections of BUS 1A – Fall 2021 (509 students)
  - ▶ 338 are in no cohort
  - ▶ 42 black students
  - ▶ 17 students with less than 12 units completed



# Deeper Dive – Success & Completion Business – CIS 13

## ▶ CIS 13 – Fall 2020

- ▶ 417 enrolled
  - ▶ 63.1% success
  - ▶ 53.6% first time (84 enrolled)

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- ▶ 42.9% - BL/AA Students success (56 enrolled)
- ▶ 52.3% - BL/AA returning students (44 enrolled)
- ▶ 8.3% - BL/AA first time students (12 enrolled)

## ▶ Taking Action

- ▶ 19 sections of CIS 13 – Fall 2021 (420 students)
  - ▶ 298 are in no cohort
  - ▶ 50 black students of which 35 are not in a cohort
  - ▶ 22 students with less than 12 units completed



# Deeper Dive – Success & Completion

## Business – Business 25

### ▶ Bus 25 – Fall 2020

- ▶ 513 enrolled
  - ▶ 67.4% success
  - ▶ 40.8% - BL/AA Students success (76 enrolled)
  - ▶ 30.2% - BL/AA female students (43 enrolled)

### ▶ Taking Action

- ▶ 12 sections of Bus 25 – Fall 2021 (473 students)
  - ▶ 277 are in no cohort
  - ▶ 75 black students of which 55 are not in a cohort
  - ▶ 25 students are BL/AA females not in a cohort



# Meta Major – Creative Arts

Total Student Pop: 1722

First Year: 30% (n=522)

In a cohort: 35.5%

**Highlight:** 59.9% receive Financial Aid

## Comprehensive Student Educational Plan

- ▶ 40.5% CA students
  - ▶ 26% - CA students not in a cohort (-15%)
- ▶ 36.7% - Black/AA CA students (-4% from all CA)
  - ▶ 24% of Black/AA students not in a cohort (-13% BL/AA; -2% from no cohort)

## Fall to Spring Retention

- ▶ 62.8% - all CA Students
- ▶ 49.1% - BL/AA students (-14%)
- ▶ 41.8% - no cohort BL/AA (-21%)

## No English/Math attempted

- ▶ 32% - all CA students
- ▶ 41% - BL/AA CA students
- ▶ 46% - no cohort BL/AA CA Students

## No English/Math completed

- ▶ 30% - all CA students
- ▶ 52% - BL/AA CA students
- ▶ 67% - no cohort BL/AA CA Students (+14% from total student pop)

Based on FA 2019 data

# Deeper Dive – Success & Completion Creative Arts

- ▶ Art 110– Fall 2020

- ▶ 230 enrolled

- ▶ 57.8% success

- ▶ 52.4% - BL/AA Students success (n=21)

- ▶ Dance 101– Fall 2020

- ▶ 249 enrolled

- ▶ 72.3% success

- ▶ 58.5% - BL/AA students success (n=53)

- ▶ 43% - BL/AA first time to ECC Students (n=21)

# Deeper Dive – Success & Completion Creative Arts

- ▶ Music 101– Fall 2020
  - ▶ 146 enrolled
    - ▶ 56.8% success
    - ▶ 35% - BL/AA Students success (n=20)
    - ▶ 66.7% - BL/AA returning students (n=<10)
    - ▶ 21.4% - BL/AA first time students (n=14)
- ▶ Taking Action
  - ▶ Decide which course(s)
  - ▶ Decide with group or filter
  - ▶ Build To Do
  - ▶ Decide on follow –up
- ▶ Example: Music 101
  - ▶ 4 sections of Music 101 in Fall 2021 (108 students)
    - ▶ 85 students are in no cohort
    - ▶ 30 BL/AA students
    - ▶ 25 BL/AA student not in a cohort



# Meta Major

## Health, Community and Wellness

Total Student Pop: 4433

First Year: 27% (n=1209)

In a cohort: 36.5%

**Highlight:** 63.4% receive Financial Aid

### Comprehensive Student Educational Plan

- ▶ 48.3% HCW students
  - ▶ 33% - HCW student not in a cohort (-15%)
- ▶ 45.9% - Black/AA Business students(-2% from all HCW)
  - ▶ 29% of Black/AA students not in a cohort (-17% BL/AA; -4% from no cohort)
- ▶ Fall to Spring Retention
  - ▶ 63.4% - all HCW Students
  - ▶ 55.1% - BL/AA students (-8.%)
  - ▶ 46.2% - no cohort BL/AA (-17%)
- ▶ No English/Math attempted
  - ▶ 36% - all HCW students
  - ▶ 44% - BL/AA HCW students
  - ▶ 53% - no cohort BL/AA HCW Students

# Deeper Dive – Success & Completion Health, Community and Wellness

- ▶ AJ 100– Fall 2020

- ▶ 280 enrolled

- ▶ 61.8% success

- ▶ 44.7% - BL/AA Students success (n=38)

- ▶ 53.8% Asian student success (n=13) – 45.5% of returning students (n=11)

- ▶ FTEC 10– Fall 2020

- ▶ 33 enrolled

- ▶ 72.7% success

- ▶ 50% - BL/AA Students success (n=<10)

# Deeper Dive – Success & Completion Health, Community and Wellness

- ▶ Anat 32– Fall 2020
  - ▶ 275 enrolled
    - ▶ 68% success
    - ▶ 60.6% - BL/AA Students success (n=33)
- ▶ Nutrition Foods 11– Fall 2020
  - ▶ 428 enrolled
    - ▶ 78.3% success
    - ▶ 69.8% - BL/AA Students success (n=53)
    - ▶ 62.5% BL/AA first time students success (n=24)
    - ▶ 47.1% BI/AA male success (n=17)

- ▶ Taking Action
  - ▶ Decide which course(s)
  - ▶ Decide with group or filter
  - ▶ Build To Do
  - ▶ Decide on follow –up

## Example: AJ 100

- ▶ 12 sections of AJ 100 – Fall 2021 (277 students)
  - ▶ 119 are in no cohort
  - ▶ 36 black students
  - ▶ 13 BL/AA students not in a cohort

# Meta Major Industry and Technology

Total Student Pop: 1395

First Year: 32% (n=450)

In a cohort: 29.8% (lowest of all MM)

## Comprehensive Student Educational Plan

- ▶ 37.6% ITEC students (2nd lowest MM)
  - ▶ 25.7% - ITEC students not in a cohort (-12%)
- ▶ 30.7% - Black/AA ITEC students (-7% from all ITEC)
  - ▶ 22% of Black/AA students not in a cohort (-9% BL/AA; -4% from no cohort)

## Fall to Spring Retention

- ▶ Although lower than college average by 5%, not a significant discrepancy for BL/AA students and those not in a cohort
- ▶ 61% - all ITEC Students, 60% - BL/AA students (-1%), 59% - no cohort BL/AA students (-2%)

## No English/Math attempted

- ▶ 34% - all ITEC students
- ▶ 37% - BL/AA ITEC students
- ▶ 44% - no cohort BL/AA ITEC Students

## Top Majors

- ▶ AS Engineering Technology, Architecture Transfer, AS Eng Tech - Eng Technician, AS Welding, AS CADD, AS Construction Tech
- ▶ Noted BL/AA students are underrepresented in Architecture

# Deeper Dive – Success & Completion Industry and Technology

In reviewing gateway courses –  
ACR 21, ACRP1A, ATEC 1, CADD 5,  
CTEC 100, ECHT 11, MTT 101, WELD  
10A – need to further check  
representation/access, ed plan,  
degree and other criteria. Fall 2020  
– class offerings impact student  
counts, success, completion

ATEC 1 – Fall 2020

- ▶ 13 enrolled
  - ▶ 46.2% success (previous years 61.3%, 55.8% fall success rates)
  - ▶ <10 enrollment of BL/AA Students.

- ▶ Taking Action
  - ▶ 4 sections of ATEC 1– Fall 2021 (50 students)
    - ▶ 30 are in no cohort
    - ▶ 3 black students
- ▶ Meta major for FA 2021
  - ▶ 1160 no cohort ITEC MM
  - ▶ 118 BL/AA ITEC MM students not in a cohort
    - ▶ Of which 103 do not have a CSEP



# Meta Major Languages, Composition & Journalism

Total Student Pop: 1010      First Year: 25% (n=249)      In a cohort: 31% (2nd lowest of all MM)  
Fewer students receiving Financial Aid – 51%, 43% if not in a cohort

## Comprehensive Student Educational Plan

- ▶ 37.8% LCJ students
  - ▶ 25.5% - LCJ student not in a cohort (-12%)
- ▶ 41% - Black/AA LCJ students! (+3% from all LCJ)
  - ▶ 28.5% of Black/AA students not in a cohort (-12% BL/AA; +3% from no cohort)

Note: headcount of total BL/AA students = 189; 130 students not in a cohort, 44 students are first year

TOP MAJORS: AA Gen Studies Arts/Humanities; AA English, AA SLAN/ITP, AAT English Transfer

- ▶ Fall to Spring Retention
  - ▶ 55% - all LCJ Students
  - ▶ 47.7% - BL/AA students (-7.3%)
  - ▶ 43.2% - no cohort BL/AA (-12%)
- ▶ No English/Math attempted\*
  - ▶ 53% - all LCJ students
  - ▶ 61% - BL/AA LCJ students
  - ▶ 65% - no cohort BL/AA LCJ Students

\*more context of LCJ students is warranted, ex. ESL students?

# Deeper Dive – Success & Completion Languages, Composition & Journalism

- ▶ Jour 1– Fall 2020

- ▶ 64 enrolled

- ▶ 45.3% success

- ▶ 18.2% - BL/AA Students success (n=11)

- ▶ Taking Action

- ▶ 2 sections of Jour 1 – Fall 2021 (40 students)

- ▶ 27 are in no cohort

- ▶ 8 black students

- ▶ 7 BL/AA students not in a cohort



# Deeper Dive – Success & Completion Languages, Composition & Journalism

- ▶ Span 1 – Fall 2020
  - ▶ 325 enrolled
    - ▶ 61.2% success
    - ▶ 49.2% - BL/AA Students success (n=61)
- ▶ Taking Action
  - ▶ 14 sections of Span 1 – Fall 2021 (336 students)
    - ▶ 212 are in no cohort
    - ▶ 48 black students
    - ▶ 37 BL/AA students not in a cohort



# Meta Major – STEM

Total Student Pop: 2949

First Year: 24% (n=717)

In a cohort: 43% (Highest of all MM!)

## Comprehensive Student Educational Plan

- ▶ 48% STEM students
  - ▶ 30% - STEM students not in a cohort (-19%)
- ▶ 43.4% - Black/AA STEM students (-5% from all STEM)
  - ▶ 28% of Black/AA students not in a cohort (-15% BL/AA; -2% from no cohort)

## Top Majors

- ▶ Biology - Transfer, CS Transfer, Pre-eng Transfer, AA Gen Studies Biol/Phys Sci; AS General Science, Chemistry Transfer

## ▶ Fall to Spring Retention

- ▶ 68.3% - all STEM Students
- ▶ 65.8% - BL/AA students (-2.5%)
- ▶ 55.3% - no cohort BL/AA (-13%)

## ▶ No English/Math attempted (lowest among MM!)

- ▶ 21% - all STEM students
- ▶ 28% - BL/AA STEM students
- ▶ 38% - no cohort BL/AA STEM Students

# Deeper Dive – Success & Completion STEM

## ▶ CHEM 4 – Fall 2020

- ▶ 241 enrolled
  - ▶ 51.9% success
  - ▶ 69.5% - first time students (n=95)
  - ▶ 40.4% -returning students (n=146)
  - ▶ 35.7% - BL/AA Students success (n=14)
  - ▶ 33.8% Latino returning students success (n=80)

## ▶ Taking Action

- ▶ 9 sections of Chem 4– Fall 2021 (251 students)
  - ▶ 108 are in no cohort
  - ▶ 131 are STEM majors
  - ▶ 54 are no cohort STEM
  - ▶ 26 black students, 16 in no cohort



# Next Steps

- ▶ Take into consideration existing plans with Success Teams
- ▶ Meet with meta major groups to review data for respective group
- ▶ Determine intervention group and effort for the semester
- ▶ Setting up tracking tools
- ▶ Assessing effectiveness
- ▶ Debrief at end of semester – what did we learn, what can we do differently

Unit	Goal Title	Goal Description	Metric	Action(s)	Resources Needed	Budget Augmentation?	Data to Inform Goal	SLO Assessment
Division - Counseling & Student Success	Guided Pathways	Develop a common vision for Guided Pathways among Student Services programs	Clarify the goal - students who have expressed confidence with major and career decisions; Stay on the Path - ed plans, success rates, reduced probation rates	revisit processes such as scheduling an appointment, resources to identify and connect with students; data reporting; professional development for student services		Yes		
Division - Counseling & Student Success	Improve effectiveness and efficiency	Reduce manual tasks and simplify processes for Student Services	improved effectiveness and efficiency; easier access to services			Yes		
Division - Counseling & Student Success	Improved integration with Academic Affairs	In collaboration with Academic Affairs, improve curriculum supporting pathways, orientation and learning communities and awareness and access to student support services.	Curriculum for Pathways or Orientation, increase in student referral for support services, increase in completion and retention; course offerings to meet student demand	create non-credit and credit counseling courses; counseling courses tied to meta majors; create orientation non-credit course; offer courses based on course demand - use ed plans to inform section planning; course to support adult reentry population - key student skills (canvas, etc.) In light of changes with the pandemic, improve training on recruitment processes across programs; provide adequate support for Early College and Dual Enrollment efforts;		Yes		
Division - Counseling & Student Success	Increase Enrollment	Improve resources and processes to support increase in enrollment.	increase in enrollment; improved enrollment processes			Yes		
Division - Counseling & Student Success	Intentional support for DI Pop/Non-Traditional Students	Provide comprehensive student support to increase student success and retention for disproportionately impacted students and non-traditional students.	increase success and retention rates among these student groups; increase in non-traditional student programming, enrollment and completion		dashboard and tools to better identify students for intentional support; layered staffing support for intrusive and intentional support	Yes		
Division - Counseling & Student Success	Remove Barriers	Improve communication and community building with students and between campus departments, and address/remove system and process barriers to increase enrollment, recruitment, and access to student support services.	increased enrollment, less time to onboarding, more students eligible for priority registration and successfully enrolled, fewer manual work arounds e.g. add/drop requests due to prerequisites or other system issues with registering	improve onboarding (myPath and PSP to connect with support services and address basic needs/financial aid, review and improve communication to students), increase career presence with onboarding		Yes		
First Year Experience	Advising, Re-Engagement, & Retention Strategies for Black and Brown Students	Provide advising wrap around services for students participating in the FYE program Because community college students (and first-gen students more specifically) often lack the social capital, knowledge, or	increase success and retention rates among these student groups; increase in non-traditional student programming, enrollment and completion	Continue to fund FYE advisors	FYE advisors to assist with wrap around services to help increase retention, persistence, and completion, especially of our students of color.	Yes	The goal was informed from data dating back to 2018 through the Student Success Metrics tool provided by Institutional Research Office and program review	
First Year Experience	Career Planning for First-Gen Students	to decide on careers or know how to pursue careers, FYE would like to pilot a program helping students explore careers.	We could compare rates of dropping out, stopping out among various cohorts of ECC students to see if this program improves persistence and/or success.	Staffing to conduct workshops and guide students through the various stages of the a career exploration curriculum throughout the academic year.	Workbook: "Launch Your Career"	Yes		
First Year Experience	Create STEM Pathways via First Year Experience Learning Communities for Underrepresented Black and Latino Students	Increase the Number of Black and Brown Students Entering the STEM Pathway	We can check enrollment data, success, units, and retention date of all students participating in the FYE/MESA cohorts for 2022-23 academic year.	Recruitment and placement. Continued monitoring of the student enrollment data.	The program requires an increase in advising hours allocated to the First Year Experience Program	Yes	By creating two FYE/MESA pathway cohorts, that would quickly add about 60 students to the MESA program. The extra support of FYE should also help with retention and success in the program.	
First Year Experience	Establish an Online Summer Bridge Program	Create an FYE Summer Bridge Program program that supports graduating high school students in their transition to college life, by helping them build connections, ease anxiety, and learn success strategies.	TBD	We will need to develop the program, recruit students, and fund faculty to teach it.		Yes	El Camino College enrollment metrics continue to show a loss in minoritized communities of color and this is especially true for Black and Latino males. Do we use FYE data or general data here?	
First Year Experience	Financial Aid Training for DI Student Populations	To decrease the number of DI population students who end up on satisfactory academic appeal	The Office of Institutional Research provides a pre- and post- survey of the program each summer.	Staff is needed to continue this program as well as funding	Staffing during the summer to ensure this program continues to be offered to new students	Yes	The program has been in existence for over five years, and the Office Of Institutional Research has consistently kept data to track the increase in student knowledge regarding financial aid policies.	
First Year Experience	Increase Enrollment of Black students into the First Year Experience Program Learning Communities	Improve the recruitment of Black Students into FYE Guided Pathway Cohorts	Once we have recruited and placed African-American students in the program, we can compare to earlier data to see if the numbers and/or percentage have gone up.	Design Intentional outreach to Black students, partnerships with college access organizations working with high populations of Black students, and stronger alliances with high schools that service Black students.	TBD	Yes	After the implementation of AB705, which FYE began even before the law was required, there was a discernable drop in African-American students in the program, both in raw numbers and as a percentage of the our students. Covid seems to have magnified that drop. We would like to increase the number of Black students participating in FYE learning communities.	
First Year Experience	Promoting First-Generation Awareness through professional development and student activities	TBD	TBD	tba	tba	Yes		
First Year Experience	Provide Online Comprehensive Educational Plans to Increase Graduation and Transfer Rates for Black and Brown Students	Provide high quality intrusive counseling interventions to better prepare students to complete their associate degree and or transfer to a UC/CSU university.	The goal is measured by reviewing reporting services for online educational plans through Starfish and through graduation and transfer reports via the Student Success Metrics Dashboard	Funding of adjunct counseling services for FYE to continue the work already being done to increase success date for the college	Funding resources are needed to complete this action	Yes	The Office of Institutional Research through the student success metrics shows a 90% completion rate for FYE students who have a comprehensive educational plan on file.	
General Counseling	Articulation Equity Across Campus	Increase transfer articulation to colleges and universities outside of local area and build transcript log in TES system or other platform for ease of transcript evaluation for counselors and admissions and records.	a functioning transcript evaluation log will be accessible to admissions and records, counselors and transfer center to utilize on campus or remote working environment	develop training on TES or other platform that ECC utilizes, hire a full time designated clerical/technician/specialist to assist with implementation' this person may be split with the transfer center and articulation office to assist with services to increase transfer numbers, articulation, and transcript evaluation programming.	technician with bachelor's degree, additional computer or designated space for the person to work, full access to all computer functions for Elucian, TES, Docuware, etc., salary with full health, retirement benefits as awarded to all classified personnel	Yes	Currently ECC does not have a viable web based system to utilize and a repository for course equivalencies/substitutions for courses taken outside of ECC. Elucian and other programs are not fully implemented and does not have the staff to implement the program at the college. Other CCC's (Irvine Valley College, Cypress College), and several four year universities) are utilizing TES as a platform to input courses from other colleges and universities to improve course evaluation for counselors and evaluators and have 100% clerical assistance or an articulation specialist to assist with data collection and inputting. Unless our college is willing to invest in staff to fully operate then admissions and records or other departments can continue to do this as a manual process and maintain status quo. However, with technology moving quickly and ECC being forced to do things more electronically due to the pandemic, the request really should not be a hesitation but a commitment and investment in the future of the college.	
General Counseling	Counseling and Student Success: Guided Pathways	Develop a common vision for Guided Pathways among Student Services programs	Clarify the goal - students who have expressed confidence with major and career decisions; Stay on the Path - ed plans, success rates, reduced probation rates			Yes		
General Counseling	Counseling and Student Success: Improve effectiveness and efficiency	Reduce manual tasks and simplify processes for Student Services	improved effectiveness and efficiency; easier access to services			Yes		
General Counseling	Counseling and Student Success: Improved integration with Academic Affairs	In collaboration with Academic Affairs, improve curriculum supporting pathways, orientation and learning communities and awareness and access to student support services.	Curriculum for Pathways or Orientation, increase in student referral for support services, increase in completion and retention; course offerings to meet student demand	create non-credit and credit counseling courses; counseling courses tied to meta majors; create orientation non-credit course; offer courses based on course demand - use ed plans to inform section planning; course to support adult reentry population - key student skills (canvas, etc.) In light of changes with the pandemic, improve training on recruitment processes across programs; provide adequate support for Early College and Dual Enrollment efforts;		Yes		
General Counseling	Counseling and Student Success: Increase Enrollment	Improve resources and processes to support increase in enrollment.	increase in enrollment; improved enrollment processes			Yes		
General Counseling	Counseling and Student Success: Intentional support for DI Pop/Non-Traditional Students	Provide comprehensive student support to increase student success and retention for disproportionately impacted students and non-traditional students.	increase success and retention rates among these student groups; increase in non-traditional student programming, enrollment and completion		dashboard and tools to better identify students for intentional support; layered staffing support for intrusive and intentional support	Yes		
General Counseling	Counseling and Student Success: Remove Barriers	Improve communication and community building with students and between campus departments, and address/remove system and process barriers to increase enrollment, recruitment, and access to student support services.	increased enrollment, less time to onboarding, more students eligible for priority registration and successfully enrolled, fewer manual work arounds e.g. add/drop requests due to prerequisites or other system issues with registering	improve onboarding (myPath and PSP to connect with support services and address basic needs/financial aid, review and improve communication to students), increase career presence with onboarding		Yes		

				The institutionalizing of the program coordinator position will allow for the FIRST program to continue the weekly check-ins with our students via ECC Connect, hold group counseling sessions while also creating workshops for our students to help them get more acquainted with technology and the El Camino College system (such as Canvas Training, Microsoft suite training, smartphone 101, and others). We also help guide them in FAFSA/Dream Act assistance, CalFresh, laptop loan/hot-spot program and established emergency grant on campus aimed at helping students with emergency funding. FIRST launched its first summer bridge program, which offered community building, campus support services, intro to career services, and soft skill development activities to prepare students for the college landscape. This project will be continued in the winter session to help retain our students and keep them engaged in our program and campus as a whole.				Based on the continued growth of the FIRST program, the supervision/ coordinating of program will be needed who can oversee the day to day operations of the program and continued development of programmatic functions such as recruitment, professional development and equity programming aimed at helping our system impacted students. The need for this position will continue to increase as a result of the growth and development of this student equity program/group.
General Counseling	FIRST Planning Priority #1	Gain permanent funding for the FIRST Program Coordinator:  The FIRST Program provides support to formerly incarcerated/system impacted students by helping them obtain their educational goals. A wide range of services are being overseen/created by this position to help students achieve their goals such as case management, recruitment and enrollment assistance, peer to peer mentorship, and connection to community resources with heavy emphasis with re-entry assistance.	Ongoing Student Success Metrics (retention, English/math completion within 1 year, degree/certificate completion within 2 years, etc)		Fiscal/Staff	Yes		
General Counseling	FIRST Planning Priority #2	Gain permanent funding for the FIRST Program Adjunct Counselor  Based on the continued growth of the FIRST program, a dedicated funding source to offer academic counseling is needed to continue counseling appointments for our student population. They will also bring in a specialized view and understanding of policies and opportunities tied to system impacted individuals in regards to Career/Transfer counseling, job placement and workshops aimed at advocating and strengthening system impacted goals and objectives of program plan.	Successful Student Enrollment - The percentage of students who enroll for the following term (Spring to Fall) Retention - Term Retention: The percentage of students who return the following term (Fall to Spring or Spring to Fall) - 2 Term Retention: The percentage of students who return the next year (Fall to Fall or Spring to Spring) - The percentage of students who did not withdraw or drop	Continued access to counselors who help facilitate Advocacy training seminars, Weekly hour-long contacts with counselors/peer mentors, Independent living skills training, educational guidance and Career development trainings.	Fiscal support	Yes	Please see retention data below to counseling impact	
General Counseling	FIRST Planning Priority #3	Gain permanent funding for the FIRST Program Success Coach and Advisors  Based on the continued growth of the FIRST program, the need for a success coach and peer mentors has grown as we have begun to outreach and recruit more students into the program. The Success Coach role would be aimed at helping with many of outreach/inreach projects as well as the daily tasks needed for FIRST Program to function. The peer mentor role is one that has grown based on the continued development of our student participants in FIRST and a leadership opportunity for them to be advocates for themselves and the student population they are mentoring. Additionally, the intent for both positions would be for someone who has been system impacted or formerly incarcerated to be hired under these roles.	These positions help supplement the work of the program by assisting with the weekly check-ins with our students via ECC Connect, counseling sessions while also facilitating workshops for our students to help them get more acquainted with technology and the El Camino College system (such as Canvas Training, Microsoft suite training, smartphone 101, and others). These positions help guide students through the FAFSA/Dream Act assistance, CalFresh, laptop loan/hot-spot program and established emergency grant on campus aimed at helping students with emergency funding.	Institutionalizing the positions.	Fiscal	Yes	Please see two term retention data below	
General Counseling	FIRST Planning Priority #4	Fund FIRST Program/Student Grant/Professional Development Offerings  Based on the continued growth of the FIRST program, the program has started to create extensive professional development programming aimed at students, staff, faculty and administrators to introduce them to FIRST as a resource for their system impacted individuals. Ally trainings to foster a college culture of allies to help with our system impacted students and dialogue sessions to help with giving students a space to speak on their resiliency and support needed for them to attain their academic success.	Professional development trainings (ally trainings, film screenings, system impacted week of action, etc.), student grants colleague and through the student success dashboard. Additionally, with the creation of a cohort, following up with student regarding their AB 540 clearance, or CA Dream act applications will be easier to see which have a more balanced number of identified undocumented student and students who are recipients or AB 540 and the Ca Dream Act. Through the Undocumented student cohort, we will be comparing success metrics to students not in cohorts. According to the student services dashboard, undocumented students are 1.7% more likely to be successful passing their classes than students not in an identified cohort. We will know our institutionalized efforts have been successful by aiming to see that success percent increase by 10% in the next year. This will let us know that the services have helped alleviate barriers that prevent undocumented students from focusing on their school work. Additionally, we will measure success by tracking how many students have been able to get connected to our Immigrant Student Success Counselors and created a comprehensive Education Plan.	Continued funding	Fiscal	Yes	Retention metrics and student engagement data	
General Counseling	Immigrant S Success Priority #1   Strengthen Undocumented Student Program	Grow campus visibility and support for intersectional undocumented students and students impacted by immigration status. This will take the form of bringing in guest speakers, institutionalizing UndocuAlly Trainings, campus resource and service visibility campaigns, and institutionalize community building events like UndocuWelcome, Undocumented Student Graduation celebration, and Undocumented Student Week of action.		Ongoing District funding. Because this is a brand-new program, institutionalized UndocuAlly trainings have to be developed, outreach material has to be created and ordered. Logos and symbols to create a sense of identity has to be finalized. Language surrounding program needs have to be standardized.	1. Bilingual Special Program's Clerk to manage logistics for guest presenters, acquiring venues, and delivering targeted workshops to key allies of undocumented students (salary schedule 28). 2. Annual subscription to Canva.com (\$120/year). 3. Printed promotional media and mailing materials (\$1500).	Yes	Because a cohort to track success, retention, and completion of Undocumented students was just created, our best captured numbers of undocumented students come from Ca Dream Act applicants. Currently we have 735 undocumented students enrolled with active Ca Dream Acts. However, we know that realistically there is a much higher number of unidentified undocumented students who have not applied for the Ca Dream Act as Financial Aid continues to be the Most pressing need according to the 2019 California Community Colleges Dreamers Project   Complete Report. A more realistic number of undocumented students is around the 1,200-1,800 count range. With institutionalizing services being relatively new, programming to increase support, retention, completion, and success are currently under development. A readily available outline of recommended institutionalized services and efforts can be found in the California Community Colleges Undocumented Student Support E-Handbook, 2022 which highlights these events and institutional efforts as they directly impact retention, completion, and success of this (DI) student population. N/A	
General Counseling	Immigrant S Success Priority #2   Professional Development for undocumented students	Accelerate the path to self-sufficiency for undocumented students entering their professional fields after graduation and during economic uncertainty, especially those who do not qualify for work permits through Deferred Action for Childhood Arrivals (DACA).	1. Evaluation surveys will be handed out after entrepreneurship for undocumented immigrant workshops to measure the retention of learning outcomes. 2. Per semester, paying entry fees for a minimum of 30 undocumented students to professional development events like Networking Workshops/Events, Resume Writing Workshops, Etiquette Workshops, and other field specific conferences identified by their respective departments. 3. Providing professional headshots to a minimum of 50 immigrant students per semester.	1. Contract Michelle Segura Padilla, MBA, to provide 6 specialized workshops specifically focused on Undocumented Immigrants without DACA. 2. Implement an application and disbursement system to pay fees for immigrant students seeking to enroll in professional development workshops and events. 3. Provide an annual Professional Headshot event for immigrant students to use for self-promotion, LinkedIn, and other professional venues.	Ongoing funding to 1. develop an annual contract with Michelle Segura Padilla, MBA to provide 6 specialized workshops per year for direct actionable plans including resource handouts for undocumented entrepreneurs (\$8,000) 2. Connect with staff skilled in photography to take and edit professional headshots of immigrant students. 3. Special Program's Clerk to manage logistics for workshops, student outreach, and manage received applications for professional development event fees (salary schedule 28).	Yes	According to the United States Small Business Administration, "business ownership rate is higher for immigrants than non-immigrants." Their 2012 report also warns that "Business formation among immigrants follows the same general time-series pattern as the national rate: rising in recessions and declining in strong economic growth periods". As economists predict a coming recession, focus on entrepreneurship and professional development for immigrant students is imperative to allow them to practice their degrees when businesses are hiring less. Moreover, the continued risk to DACA and access to work permits leaves a yet unaddressed need for entrepreneurial skills in our students. Targeted professional development and entrepreneurial skills specifically for undocumented students increases confidence in the completion of formal education for a population of students who face an uncertain job market after graduation. N/A	
General Counseling	Immigrant S Success Priority #3   Creating a Pipeline to College for Undocumented Students through Workshops and Outreach in Local K-12 schools	Increase the presence of higher education at El Camino College for local immigrant students at every stage of their educational journey by creating a network of parents, teachers, counselors and students who are educated on Higher Ed resources and accessibility specifically for immigrant students.	@@@@	Ongoing District Funding		Yes	Although there is no quantitative data specific to the needs of undocumented students, first accounts by students meeting with our Immigrant Success Counselors supports a visible lack of interventions meant to promote Higher Education for underrepresented students in K-12 settings. Undocumented students who may already face institutional barriers due to racialized identities, lack of social capital, and low-income backgrounds must also battle against misinformation on whether it is even legal for them to apply to college. Training key stakeholders like teachers, counselors, parents, and undocumented students at every stage of their educational journey will combat misinformation that prevents undocumented students from applying to college. These interventions will increase the presence of El Camino College as an accessible higher education option for undocumented students, and will also tackle misinformation stemming from constantly-changing policies pertaining to resource eligibility for undocumented students. Early interventions for immigrant parents of young undocumented students will also facilitate entry into college as many institutional barriers to resources for undocumented students arise from their parents' tax history. N/A	

General Counseling	Immigrant S Success Priority #4   Securing an Immigrant Student Success Center and Furniture	Enhance and strengthen Immigrant student identity and sense of belonging in El Camino College campus. Create and furnish a physical space to establish belonging for disproportionately Impacted (DI) immigrant students.	There will be a physical and centralized space that can be accessible for students impacted by immigration status. The number of students who use the space will be collected as well as data on the most common reasons students seek the spaces, for example: rest, work space, networking, or immigration resources.	1. Secure space and furnishing. 2. Create a communal space for all immigrant students that provides safety to discuss their needs, networks of immigrant peers, and reflects the diversity within the immigrant experience. 3. Create a secure system to capture the number of students who use the space throughout the semester.	1. Furniture like chairs, tables, computers, and covid-19 safety items (air purifiers, masks, hand sanitizer) will help create a common space for undocumented and transitioning status students to congregate. 2. Culturally relevant and appropriate art that reflect the diverse and intersectional identities of our students. 3. Swiping-in or manual student sign-in system. A one time allocation of \$8,000 is being requested to fully secure these resources and furnish the Immigrant Student Success Center.	Yes	In the 2019 California Community Colleges Dreamers Project   Complete Report, the Chancellors office highlighted "the importance of creating dream resource centers or undocumented student programs throughout the state to provide a safe place on campus with culturally competent staff." Currently there are roughly 59 Physical Undocumented Student support centers out of the 113 California Community Colleges (California Community Colleges Undocumented Student Support E-Handbook, 2022). El Camino College is part of the 54 college campuses that lack a physical center. Currently there is conversations with Vice President Ross on allocating a space on campus to house our Immigrant Student Success Program. Research also links a sense of belonging as an important factor in student retention, especially for students who enter college without the benefit of generational knowledge or social capital, which is very true of immigrant students.	N/A
General Counseling	Immigrant S Success Priority #5   Immigrant Student Success Counselors	Secure incoming and continuing undocumented students' matriculation process through residency and financial aid.	The number of California Dream Act applications and ABS40 affidavits submitted to El Camino College are measurable and can be compared to previous years when ECC did not employ Immigrant Student Success Counselors.	Hire and train two (2) part-time counselors dedicated to serve the complex needs of undocumented students seeking to access equitable resources in higher education.	A budget allocation to cover salary based on 16 hours per week for Summer/Winter and 32 hours per week for Fall and Spring semesters at a total of 1,376 hours taking into account an average rate of \$65.74 per hour.	Yes	This goal was informed by data circa 2019 by the California Community Colleges Chancellor's Dreamer Project Full Report	
General Counseling	Increase Transfer Center Student Worker Budget	Federal work study funds have failed to keep up with the recent California minimum wage increase. This has led to a consistent need to establish an on-going Transfer Center student worker budget. The long overdue budget augmentation will help supplement student worker pay and will grant the Transfer Center the ability to tap into student worker coverage for the entire academic year and not run out of funds; especially during transfer season peak periods when student workers are needed the most. This goal will help improve effectiveness and efficiency, one of the key counseling division goals.	The goal will be achieved when no lapse of student worker coverage occurs during non-holiday weeks and when the Transfer Center work study budget has the ability to cover what federal work study is not able to cover.	Hire a minimum of 5 students workers for 12 hours per week for 52 weeks per year at \$15.00 per hour.	\$10,000 is a good starting base but depending on how much federal work study monies are allotted per student worker, including any potential increases.	Yes	Effective December 2021, the minimum wage increased to \$15.00 pr hour. Chancellor's Office student equity transfer data at: <a href="http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp">http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp</a> and similar UCOP transfer data at: <a href="https://www.universityofcalifornia.edu/infocenter/admission-source-school">https://www.universityofcalifornia.edu/infocenter/admission-source-school</a> . Out of 115 community colleges, the 2018-2019 and 2019-2020 Transfer Statistics found in the "documents repository" show that El Camino College has placed # 1 in transferring African American students to the CSU system and # 2 in transferring them to the UC system for both back-to-back academic years. Despite ECC's Black transfer success there is work to be done and the Transfer Center's goal is to move the needle toward reaching # 1 for the UC system. The Transfer Center hopes to mirror the success achieved when placing # 3 in transferring Hispanic students to the CSU system (up from #4 in 2018-2019) and # 7 in transferring Hispanic students to the UC system (up from # 10 in 2018-2019).	
General Counseling	Transfer Center Equity Plan # 1	Create an intentional Transfer Center Outreach Plan that targets equity student groups not part of a Student Support Program to connect them to Transfer Services (counseling, advising, workshops), ensure their transfer readiness and support them throughout the application transfer process. The Transfer Center has reached out and has committed to work collaboratively with the Black Student Success Center coordinator, Keina Daniel in order to co-ordinate and co-offer culturally-centered workshops, activities and events with the purpose of fostering Black student transfer success.	The Goal set is to outreach (via various modalities) to 100% of the students on the list (1854 students) and have at least 20% (371) of them participate in Transfer Center Services/Events and/or meet with a counselor/advisor to ensure they have a current ed plan that incorporates their transfer goal. The Transfer Center will also collaborate with Meta Major Team data coaches in order to share the list of students and ask each team to develop a major-specific outreach plan to include, group counseling, workshops and ed planning.	Hire a full time Transfer Center/Articulation Technician to provide the technical support in creating a database of "Transfer Ready" cohorts and work with counselors and advisors in implementing a case management model to ensure outreach and follow-up services for African American and Hispanic students, wit a more intentional focus on African American students since it supports the college wide annual priority. In addition, this position will provide an "in-person" and "virtual" delivery of transfer services to students. This will include the continual creation of virtual workshops and events via zoom and other virtual platforms. The Transfer Center has had past success in virtual offerings. For example, in the Fall of 2020, The Transfer Center offered 841 virtual Transfer Counselor contacts, 373 virtual Transfer Advisor and 139 specialist student contacts via chat on campus collaborate, served 1698 students in 49 virtual workshops and hosted a virtual university fair attended by 718 students.	The financial augmentation required to hire a transfer center/articulation technician is \$72,286 [Salary (\$52,764) + Benefits (\$72,286)]	Yes	The transfer center's equity efforts support the counseling division goal (see table below): Intentional support for DI Pop/Non-Traditional Students. Like the division, the Transfer Center seeks to increase student success rates (specifically, transfer rates) and make full use of dashboard and institutional research data to better identify students for intentional support and sees to increase staffing for intrusive and intentional support.	
General Counseling	Transfer Center Equity Plan # 2   Ensure Disproportionally Impacted (DI) student participation in the annual northern University of California (UC) Tour Experience.	Increase the number of African American, Hispanic, Hawaiian/Pacific Islander and American Indian students that consider University of California (UC) transfer options, especially beyond the southern California area. This tour experience will directly address students' perceived barriers to transferring outside of the southern California area such as cost and distance concerns (isolation, familial/cultural separation, homesickness, etc.)	The intended achievement goal is to have 10% (consistent with past yearly percentages) of the participants to either apply and/or submit a Statement of Intent to Register to one of the northern California UC campuses that were toured.	The Transfer Center plans to bring back the annual northern California Tour of all four University of California campuses (UC Berkeley, UC Santa Cruz, UC Merced and UC Davis) during spring break 2023, though the number of slots may be reduced to accommodate on-going Covid 19 safety measures. The tour experience includes in-person campus tours, admissions presentations and student panels primarily composed of ECC alumni that are currently matriculated at all 4 UC campuses. In recent years, the panels included past northern California tour participants, which added an extra element of peer cultural role modeling and mentoring for ECC's prospective students.	Due to post pandemic rising transportation, hotel and meal costs, an augmentation will be required in order to increase the No Cal Tour Budget to \$15,000. The Transfer Center requests a separate line item in fund 11 designated solely for the annual northern California UC Tour to ensure protection from having to shift funds from a different Transfer Center Budget fund 11 line item.	Yes	University of California (UC) Tour experience to 48 students per year from 2015-2019. The student participants were actively recruited from Student Support Programs that serve student equity groups including Hispanic, African American, first generation, low income and/or undocumented student populations. Every year, 100% of all student participants have been intentionally recruited and selected for the tour experience. UC northern California data from 2017-2020 highlights an increase in student of color applicants (Hispanic/Latino, African American and American Indian). More importantly, all 4 UC campuses showed an increase of African American applicants clearly demonstrating that the northern California UC tour experience highly encourages students of color to consider northern California universities. UCB shows a 21% increase in African American applicants from 2017(28) to 2020 (34); UC Davis had a 50% increase from 2017(16) to 2020 (24); UC Santa Cruz had a 46% increase from 2017(13) to 2020 (19) and UC Merced had a 20% increase from 2017(10) to 2020 (12). The Hispanic/Latino number of applicants to UCB fluctuated over the 2017-2020 time period but the number of students that made the commitment to enroll after the northern California UC tour experience jumped 75% from 2017 (8) to 2020(14). Finally, although the number of American Indian students is small in comparison to other student of color populations, there was a 300% increase	
General Counseling	Transfer Center Equity Plan # 3   Increased Student Equity Participation in University Tours	Increase the number of students that participate in university tours to provide the necessary experiential experience required for students to feel empowered by an informed decision making process. An intentional outreach component will ensure that tour participants come from equity groups, in particular, African American students. In addition to the usual outreach to Special Programs (EOP/s, FYE, PUENTE/JMOJA, etc.), the Transfer Center will utilize list of students that come from equity student populations to inform and encourage such students (via a more personal outreach) to attend the annual university tours.	Evaluations surveys will be passed out at all university tours in order to measure the SAO's effectiveness and the target goal is to have 80% of the student participants to agree or strongly agree that the campus tours increased their awareness of university options.	In order to adhere to on-going Covid 19 safety measures, it would be more effective to reserve charter buses versus utilizing smaller campus vans with limited seating, making it difficult to achieve social distancing. Additional challenges that come with reserving campus vans include: 1) unavailability due to the priority granted to campus sports teams; 2) the lack of a deep cleaning protocol; 3) the liability inherent when asking classified staff to drive the vans, especially to long distances in San Diego, Orange and San Fernando counties.	An augmentation is requested to increase the transportation budget to \$20,000 in order to accommodate tour visits to the two local private (USC & LMU), all 9 UC campuses, and the 8 most local CSU campus (CSUDH, CSULB, CSUF, CSULA, CSUN, Cal Poly Pomona, San Diego State & Channel Islands). The Transfer Center visits UCLA, USC and CSULB twice per year due to the campuses' high student interest.	Yes	Recent pre-pandemic evaluation data has shown that 80% of students that have participated in university tours agree or strongly agree that the campus tour(s) increased their awareness of university options.	

Applied filters:  
Unit does not contain 'template' and does not contain 'sandbox'  
Unit is Division - Counseling & Student Success, First Year Experience, or General Counseling  
Plan Type is Annual Planning Goals  
parentUnitid is 1302

Unit	Annual Planning Year	Type of Funding Request	Funding Category	Funding Request	Rationale for Request	Addresses Critical Risk?	Supports College-wide Annual Priority?	Derived from Program Review?	Amount Requested (Annual Planning)	Estimated Total (Maintenance)	Estimated Years of Use (Maintenance)
General Counseling	2022-23	Equipment replacement cycle	Software/Hardware	Provide laptop computers for all part-time counselors		No	Yes - indirectly	Yes			
Division - Counseling & Student Success	2022-23	One-time funding	Contracts/Services/Memberships/Travel and Conferences	#1 SSP Incentives to students (one-time)	Provide incentives/support to students to remove financial barriers. This will support the goal of removing barriers for students to continue in their education when they are facing economic challenges	No	Yes - directly		\$10,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Staffing	#2 SSP PT Counselors (one-time)	Supplement counselors trained in probation/dismissal and financial aid to meta majors to assist students on probation. Anticipate greater students returning and support to navigate SSP process and address basic needs to continue their academic journey.	No	Yes - directly	Yes	\$57,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Staffing	#3 Funding for success coaches (grad interns) (one-time)	We are using grad interns as success coaches and equity and retention advisors to assist with directed intervention in meta majors, embedded support in English 1A with support classes, Guided Pathways, Personal Success Plans and early alert follow-up. These positions perform the main student-facing function necessary in a case-management approach. Their duties include: Planning meta-major-specific events for students in their meta-major; Helping with student onboarding and orientation, including helping students fill out a "personal success plan" as they start at the college; Reviewing PSPs and following up with students; Following up with tracking items in ECC Connect, particularly referrals; Checking in with students at important points throughout the semester and at various milestones and momentum points; Supporting counselors in follow-up efforts.	No	Yes - directly	Yes	\$207,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Staffing	#4 FIRST - PT advisor (TC) (one-time)	Requesting funding to augment Rising Scholars funding to provide TC advisor support for the growing population of system impacted/formerly incarcerated students. These positions help supplement the work of the program by assisting with the weekly check-ins with our students via ECC Connect, counseling sessions while also facilitating workshops for our students to help them get more acquainted with technology and the El Camino College system (such as Canvas Training, Microsoft suite training, smartphone 101, and others). These positions help guide students through the FAFSA/Dream Act assistance, CalFresh, laptop loan/hot-spot program and established emergency grant on campus aimed at helping students with emergency funding.	No	Yes - directly		\$20,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Staffing	#5 Immigrant Student Success - PT Counselor (one time)	Counselors to support incoming and continuing undocumented students' matriculation process through residency and financial aid as well as educational planning and support. Hire and train two (2) part-time counselors dedicated to serve the complex needs of undocumented students seeking to access equitable resources in higher education. A budget allocation to cover salary based on 16 hours per week for Summer/Winter and 32 hours per week for Fall and Spring semesters at a total of 1,376 hours taking into account an average rate of \$65.74 per hour. This request is to augment funding from Dream Resource Liaison funding. SEA funding may be an option.	No	Yes - indirectly	Yes	\$46,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Contracts/Services/Memberships/Travel and Conferences	#5 Professional Development for Undocumented Students (one-time)	Accelerate the path to self-sufficiency for undocumented students entering their professional fields after graduation and during economic uncertainty, especially those who do not qualify for work permits through Deferred Action for Childhood Arrivals (DACA). 1. Contract Michèle Segura Padilla, MBA, to lead Certifiable Entrepreneurial Workshops specifically focused on Undocumented Immigrants without DACA. (UndocuHustle) 2. Implement an application and disbursement system to pay fees for immigrant students seeking to enroll in professional development workshops and events. 3. Provide an annual Professional Headshot event for immigrant students to use for self-promotion, LinkedIn, and other professional venues.	No	Yes - indirectly	Yes	\$8,000.00		
Division - Counseling & Student Success	2022-23	One-time funding	Software/Hardware	Laptop Computers for all Adjunct Counselors (equipment)	As the college moves to docking stations and laptops, PT counselors will not have a computer to work with when in the office without office sets. Working remotely, counselors require access to VPN to view transcripts in docuware and access colleague for information or input prerequisite clearances. At the time of stay at home orders, we were asked to prioritize our request and received 50 laptops when our current adjunct pool is over 70 individuals. These counselors must connect with other staff or faculty to get assistance when meeting with students if outside transcripts or information from colleague is necessary or clearances need to be inputted.	No	Yes - indirectly	Yes	\$40,000.00		
First Year Experience	2022-23	One-time funding	Staffing	A counselor to launch and manage career program, as well as "Launch you Career," a workbook for career exploration designed for first-generation students.	The workbook is a practical guide to aid first-gen students as they gain cultural capital in career exploration, with hands-on guidance from a counselor.	No	Yes - indirectly	No	\$33,000.00		
First Year Experience	2022-23	One-time funding	Staffing	To support the creation of STEM guided learning communities through the First Year Experience Program and MESA programs.	The program requires a temporary classified to assist with recruitment of DI populations with a focus on Black students	No	Yes - directly	No	\$25,000.00		
General Counseling	2022-23	One-time funding	Furniture	Furniture and equipment for Immigrant Student Success Space		No	Yes - directly	No	\$8,000.00		
General Counseling	2022-23	One-time funding	Staffing	Hire a Part-Time Counselor	A counselor will provide additional support to disproportionately impacted students by serving in meta major teams to provide educational planning and other support needed	No			\$57,000.00		
General Counseling	2022-23	One-time funding	Non-instructional equipment	Provide incentives/support to students to remove financial barriers	This will support the goal of removing barriers for students to continue in their education when they are facing economic challenges	No			\$10,000.00		
General Counseling	2022-23	One-time funding	Software/Hardware	Software that will enable material translation into different languages	Students on probation who encounter language barriers will be able to read SSP materials in their language which will help to mitigate communication hindrances	No					
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#1 FT Student Services Specialist for Career Services (staffing)	the career center has zero full-time classified professionals. For 2021-2022, request for TC was also denied. Support for planning and executing workshops, large scale events such as Meta Major Con, scheduling appointments, updating webpage, etc. falls upon counselors, Associate Dean and at times assistance from other staff. As Career Services are expanded to support onboarding process, major and career exploration and transition to employment, support staff are necessary to adequately support students. With partial funding available in Career Services fund 11, requesting match to fund a full time benefitted position.	No	Yes - indirectly	Yes	\$40,000.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#1 South Bay Promise - PT Counselor (to replace AB19) (ongoing)	With AB19 funding reductions, support for South Bay Promise Pathways programs are still necessary. To support the offering of SBP, counseling support was augmented for Outreach, Warrior Welcome Center, FYE, HTP and meta majors. Programs such as FYE increased the number of learning communities to absorb additional students as SBP expanded. Support is provided for 2 years or till completion. Amounts funded in 2022: Outreach \$200,000, FYE \$250,000, HTP \$85,000 and WWC \$30,000. Annually amounts need to be adjusted due to salary steps and COLA increases and if recruitment goals are amended for SBP. Recommend a unique activity code is generated in counseling budget to allow monitoring of these expenses.	No	Yes - directly	No	\$565,000.00		

Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#10 Student Services Advisors - Meta Majors (staffing)	A student service advisor plays a key role in a case management approach to advising students in each of the meta-majors to promote student equity and retention. The advisors duties are: Conducting initial contact with students; Analyzing and assigning students to success coaches based on the personal success plan (PSP) in ECC Connect; Filtering and assigning referrals, and managing flags and kudos in ECC Connect; Providing oversight, training and direction to student success coaches (interns); Working with success teams to provide real-time data and plan and implement strategies for providing students a meta-major community experience; Acting as a consistent resource for students as they move through their educational journey.	No	Yes - directly	Yes	\$62,592.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#2 Reorganization of existing positions (staffing)	With the transition of general counseling to meta majors, need to align staff classifications with position descriptions necessary for intrusive and intentional directed efforts. ECC Connect Coordinator, Student Services Advisor, Student Services Coordinator, Systems Analyst, etc. Amount is estimated dependent on reorganization approved. Further some positions are funded by SEA.	No	Yes - indirectly	Yes	\$100,000.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Contracts/Services/Memberships/Travel and Conferences	#2 UC Northern California tour (ongoing)	An augmentation is requested to increase increase the northern California Tour Budget by \$15,000 due to post pandemic rising transportation, hotel and meal costs. The Transfer Center requests a separate line item (activity code) in fund 11 designated solely for the annual northern California UC Tour. In the past Transfer Center was provided augmentation for Northern California tour, but with budget reductions was reduced and not reinstated. In the past, 4 students were assigned to a room, with sharing beds, moving forward recommend 2 students per room.	No	Yes - indirectly	Yes	\$15,000.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#3 FIRST - PT Counselor (ongoing)	PT counseling funding to support regional outreach plan and anticipated growth of program. This funding is to supplement funding from Rising Scholars program. Proposal for SEA funding will also be submitted.	No	Yes - directly	Yes	\$68,000.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#3 FT Student Success Coordinator for FIRST (staffing)	With the initial grant, 50% reassigned time was provided for FIRST coordination. With Rising Scholars funding, growing population and community partnerships, provide permanent funding for the FIRST Coordinator. The FIRST Program provides support to formerly incarcerated/system impacted students by helping them obtain their educational goals. A wide range of services are being overseen/created by this position to help students achieve their goals such as case management, recruitment and enrollment assistance, peer to peer mentorship, and connection to community resources with heavy emphasis with re-entry assistance.	No	Yes - directly	Yes	\$65,844.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Software/Hardware	#4 Annual Subscription for ECC Connect (Starfish/EAB) (ongoing)	The college approved a four-year contract in 2020 for Starfish, but annual funding source was not designated. For the first two years, AB19 and CARES Act funding assumed the cost. Need to identify and confirm funding source for remainder of the contract. The college uses Early Alert, Degree Planner, Intake form for identifying intentional outreach and crafting Personal Success Plans, program specific Success Plans and starting July 1, 2022 scheduling across student services areas in ECC Connect. It is the colleges' primary retention software and only educational planning tool and used by stakeholders across the college, not only counseling division.	No	Yes - indirectly	Yes	\$97,000.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#4 Student Services Technician for Transfer Center/Articulation (staffing)	Hire a full time Transfer Center/Articulation Technician to provide the technical support in creating a database of "Transfer Ready" cohorts and work with counselors and advisors in implementing a case management model to ensure outreach and follow-up services for African American and Hispanic students, with a more intentional focus on African American students since it supports the college wide annual priority. In addition, this position will support a hybrid model that will provide an "in-person" and "virtual" delivery of transfer services to students. This will include the continual creation of virtual workshops and events via zoom and other virtual platforms. The Transfer Center has had past success in virtual offerings. For example, in the Fall of 2020, The Transfer Center offered 841 virtual Transfer Counselor contacts, 373 virtual Transfer Advisor and 139 specialist student contacts via chat on campus calibrate, served 1698 students in 49 virtual workshops and hosted a virtual university fair attended by 718 students. Articulation does not have any classified support, this position would assist with expanding articulation with out of area universities and assist with College Source TES data programming for transcript evaluation, a necessary step towards having a degree audit system at El Camino College.	No	Yes - directly	Yes	\$52,564.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#7 Move Associate Dean Salary to Fund 11 (staffing)	Associate Dean of Counseling and Student Success is currently paid from Student Equity and Achievement funds. This is a result of SSSP and SEA integrated planning eventually making way to SEA funding. Request this position align with all other Associate Dean positions at the college and be funded by fund 11 and not subject to SEA funding criteria.	No	No	Yes	\$135,338.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	#9 User Support Tech Position (staffing)	With early alert, degree planner and the intake form active and the calendar function being activated in the next few months, a second staff member is needed to support the system. Degree Planner requires manual catalog updates, consistent updating of courses and offerings, and will require adjustments and more programs to be built to mirror program mapper. With meta-major success teams forming, a staff member to create and manage tracking rules, messages, auto flags, attributes, etc. will be necessary. The intake form requires active involvement with filtering and sharing with the appropriate entity for follow-up with students based on responses. Last, this position as tenant admin would guide design and build tracking items and success plans specific for meta majors and special programs to support and strengthen case management efforts. Currently this role also manages and resolves import issues.	No	Yes - indirectly	Yes	\$65,844.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Software/Hardware	College Source (TES) Annual Subscription	College Source TES gives counselors, evaluators and anyone requiring access to past catalogs for ECC and other colleges and Universities. Additionally this tool has a process to track requests and approvals for course substitution. Funding for this software was funded predominantly by SSSP and some assistance by A&R. With SSSP funding moving way to SEA, need consistent funding source to maintain access to this critical resource.	No	No	No	\$17,856.00		
Division - Counseling & Student Success	2022-23	Ongoing funding	Staffing	Move FT classified professional positions from SEA to other funding source (staffing)	Several positions were grandfathered from other funding sources, ex. Child care center 2 positions - Student Services Technician and Clerical Assistant were charged to matriculation when the child care center was closed, absorbed by SSSP and later SEA. From SSSP, Operations Officer assisting with managing counselor payroll and budgets which expand beyond SEA to AB19, SB 85, and general fund expenditures; Associate Dean of Counseling and Student Success, and User Support Technician for ECC Connect. Although these positions support equity efforts, these positions are appropriately general fund; job functions are still necessary to support counseling and meta major operations.	No	No	Yes			
First Year Experience	2022-23	Ongoing funding	Staffing	First Year Experience Adjunct Counselors - Increase Comprehensive Online Educational Plans to Increase Transfer and Associate Degree Completion	FYE has consistently increased the number of degrees obtained through the campus with FYE students earning over 500 of the associates earned for the 2021-2022 academic year an increase of 22% percent and a little over 500 transfer for that same year. FYE is consistently meeting the Vision for Success by limiting the number of units students are graduating with as well as averaging full-time status for the majority of the students participating in the program. Further, FYE students are completing Math and English at higher rates than students no participating in a cohort program. FYE students have a success rate of 7.28% compared to non-cohort students who have a success rate average of 66% overall.	No	Yes - directly	Yes	\$200,000.00	\$0.00	0

					In the Summer 2021, the First Year Experience Financial Aid and Academic Student Training (F.A.A.S.T.) was held and focused on financial aid literacy for new first-year students. Students were given a pre-survey (n=1,105) at the beginning of the training to determine their knowledge about financial aid programs, policies and resources. Once the training was completed, students were given a post-survey where they were asked again about their financial aid literacy. Pre and Post Survey Results Financial Aid Programs Eight percent of students were knowledgeable or very knowledgeable about El Camino College scholarships prior to the training. The percentage increased to 74% after students participated in the training. Prior to the training, 3% of students indicated that they were knowledgeable or very knowledgeable on the COVID 19/Warrior Emergency Grant & Rent Relief Aid. By the end of the training, the percentage increased to 56%. The FASST program is effective in teaching new students skills needed to understand how to successfully navigate financial policies and services. With the current pandemic hitting low-income communities and communities of color the hardest, the challenges facing students and families have only increased during the pandemic. Research shows that students face significant hurdles on the path to college completion. Many first-generation students lack the social capital to navigate higher education institutions like El Camino College. However, many of these hurdles can be overcome with strong college advising. FYE provides a comprehensive advising approach by ensuring all students complete core services such as (admissions, assessment, counseling, and registration) to ensure a smooth transition through the enrollment process. FYE has been at the forefront of removing hurdles for new students and has created innovative practices such as registration sessions, registration toolbox, and financial aid training sessions for incoming new students. All of these practices have resulted in higher enrollment numbers for the college and have been duplicated by other student success programs on campus. FYE enrolls a cohort of 1k+ plus new students each academic year and has over 3k+ actively participating in the program. Because of our strong advising wrap around services, FYE saw its highest increase in transfers for 2020-21 with close to 503 students total compared with 2019-20 with 332 transfers. FYE advisors have been at the forefront of our graduation campaigns and this has also resulted in a 23% increase in the number of FYE students earning associate and ADT degrees for the 2020-21 year with 422 FYE students earning their degrees. Based on the continued growth of the FIRST program, a dedicated funding source to offer academic counseling is needed to continue counseling appointments for our student population. They will also bring in a specialized view and understanding of policies and opportunities tied to system impacted individuals in regards to Career/Transfer counseling, job placement and workshops aimed at advocating and strengthening system impacted goals and objectives of program plan. Continued access to counselors who help facilitate Advocacy training seminars, Weekly hour-long contacts with counselors/peer mentors, Independent living skills training, educational guidance and Career development trainings.						
First Year Experience	2022-23	Ongoing funding	Staffing	First Year Experience Financial Aid & Academic Student Training (F.A.A.S.T.)	No	Yes - directly			\$30,000.00		
First Year Experience	2022-23	Ongoing funding	Staffing	FYE Advisors-Increase Graduation and Transfer Rates for Black and Latino Students	No	Yes - directly	Yes		\$90,000.00	\$0.00	0
General Counseling	2022-23	Ongoing funding	Staffing	#3 FIRST PT Counselor (ongoing)	No	Yes - directly	N/A - Program Review is not required		\$68,000.00		
General Counseling	2022-23	Ongoing funding	Non-instructional equipment	An augmentation is requested to increase the transportation budget to \$10,000 in order to accommodate tour visits to the two local private (USC & LMU), all 9 UC campuses, and the 8 most local CSU campus (CSUDH, CSULB, CSUF, CSULA, CSUN, Cal Poly Pom)	No	Yes - indirectly	Yes		\$10,000.00		
General Counseling	2022-23	Ongoing funding	Non-instructional equipment	An augmentation is requested to increase the northern California Tour Budget to 15,000 due to post pandemic rising transportation, hotel and meal costs, The Transfer Center requests a separate line item in fund 11 designated solely for the Augmentation to Part-time Counselor budget	No	Yes - indirectly	Yes		\$15,000.00		
General Counseling	2022-23	Ongoing funding	Staffing	Career Center- Student Services Specialist	No	Yes - indirectly	Yes				
General Counseling	2022-23	Ongoing funding	Staffing	Clerical Assistant needed to increase advisors student contact availability	No				\$45,000.00		
General Counseling	2022-23	Ongoing funding	Staffing	Full-time Clerical Assistant needed to assist with SSP data entry	No				\$45,000.00		
General Counseling	2022-23	Ongoing funding	Staffing	Hire a full time Transfer Center/Articulation Technician to provide the technical support in creating a database of "Transfer Ready" cohorts and work with counselors and advisors in implementing a case management model to ensure outreach and follow-u	No	Yes - directly	Yes		\$72,286.00		
General Counseling	2022-23	Ongoing funding	Staffing	Hire a Full-Time Advisor SSP	No				\$58,392.00		
General Counseling	2022-23	Ongoing funding	Staffing	Hire a Full-Time Advisor to increase outreach, contact time, and success coaching appointments	No				\$58,392.00		
General Counseling	2022-23	Ongoing funding	Staffing	Move Associate Dean Salary to Fund 11							
General Counseling	2022-23	Ongoing funding	Staffing	Reorganization of existing positions							
General Counseling	2022-23	Ongoing funding	Staffing	A student service advisor plays a key role in a case management approach to advising students in each of the meta-majors to promote student equity and retention. The advisors duties are: Conducting initial contact with students; Analyzing and assigning students to success coaches based on the personal success plan (PSP) in ECC Connect; Filtering and assigning referrals, and managing flags and kudos in ECC Connect; Providing oversight, training and direction to student success coaches (interns); Working with success teams to provide real-time data and plan and implement strategies for providing students a meta-major community experience; Acting as a consistent resource for students as they move through their educational journey.	No	Yes - directly	Yes		\$62,592.00		

General Counseling	2022-23	Ongoing funding	Staffing	Success Coaches- MetaMajors (Grad Interns)	<p>Success coaches, along with student service advisors (above) perform the main student-facing function necessary in a case-management approach. Their duties include:            Planning meta-major-specific events for students in their meta-major;            Helping with student onboarding and orientation, including helping students fill out a personal success plan as they start at the college;            Reviewing PSPs and following up with students;            Following up with tracking items in ECC Connect, particularly referrals;            Checking in with students at important points throughout the semester and at various milestones and momentum points;            Supporting counselors in follow-up efforts.</p>	No	Yes - indirectly	Yes
General Counseling	2022-23	Ongoing funding	Staffing	Tech Support Position Transfer Center: Augmentation to Student Worker Budget	<p>With early alert, degree planner and the intake form active and the calendar function being activated in the next few months, a second staff member is needed to support the system. Degree Planner requires manual catalog updates, consistent updating of courses and offerings, and will require adjustments and more programs to be built to mirror program mapper. With meta-major success teams forming, a staff member to create and manage tracking rules, messages, auto flags, attributes, etc. will be necessary. The intake form requires active involvement with filtering and sharing with the appropriate entity for follow-up with students based on responses. Last, this position as tenant admin would guide design and build tracking items and success plans specific for meta majors and special programs to support and strengthen case management efforts. Currently this role also manages and resolves import issues.</p>	No	Yes - indirectly	Yes
General Counseling	2022-23	Ongoing funding	Staffing			No	Yes - indirectly	Yes

Applied filters:  
 Unit does not contain  
 'template' and does not  
 contain 'sandbox'  
 Unit is Division -  
 Counseling & Student  
 Success, First Year  
 Experience, or General  
 Counseling  
 Plan Type is Funding  
 Request  
 parentUnitId is 1302