EL CAMINO COLLEGE
Student Services
Counseling Department 2013

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

The Counseling Department's mission is to collaborate with instructional faculty, management, and the administration to offer quality comprehensive services to ensure the educational success of students from our diverse community. As the college of choice the department will continue to provide caring student services, opportunities for successful student learning and open access. The Counseling Department creates a learning environment which promotes respect, integrity, diversity and excellence.

According to El Camino College 2011-12 annual Plan the Strategic Initiatives stem from the college's mission statement and values. They guide decision-making and planning at all levels and help the college achieve its goals in serving the community.

The counseling department has embraced initiatives B, C, D, E and F as goals which guide the delivery of services and create a learning environment that promote student success. The objectives of the department are linked to the Strategic Initiatives of the College and they are as follows:

SI-B: Strengthen quality educational and support services to promote student success.
- To enhance and collaborative efforts with campus community resources, establishing strong links with other faculty and academic divisions on both campuses. This is done to ensure that the knowledge of the nature and requirements of the various disciplines offered is accurate. Maintain a close linkage with other Divisions and Student Services to assure a high quality in information disseminated to students
- To provide competent academic, career, vocational, personal, and crisis intervention counseling services to students by providing continuous professional development activities for all counseling faculty.
- Collaborate with Faculty to provide outreach counseling in classrooms to make students aware of programs and services provided to meet their educational goals. To provide follow-up activities that will impact student successes.
- Increase participation in The New Student Orientation online/in person.

SI-C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
- Increase student participation in the New Student Welcome Day Event.

SI-D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
- To create on-going partnerships with CTE faculty and private industries for the purpose of staying current on local labor market trends, private industry and employment

demands. Establish liaison relationships with other career-related programs, such as work experience and job-training programs, in the community.

SI-E: Improve processes, programs and services through the effective use of assessment, program review, planning and resource allocation.

- To improve counseling services processes and provide detailed consistent standards of delivery to all students
- To develop two (2) Service Area Outcomes that will evaluate the effectiveness of services, increase student success and advocate for needed resources.

SI-F: Support facility and technology improvements to meet the needs of students, employees, and the community.

- To use technology to accurately and efficiently document student use of services.

The Institution Learning Outcomes (core competencies) of the College are also a common thread that runs throughout the services provided through individual and group counseling and transfer/career/vocational counseling, enhancement workshops, educational planning, Human Development Instructions and student orientation.

As an integral part of matriculation, counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on students 'goals, aptitudes, academic strengths and interest (Content Knowledge I: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career).

Through the Human Development courses students are provided strategies that assist them to accept personal responsibilities discover self-motivation, master self-management and employ interdependence (Professional and Personal Growth IV: Students exhibit self-esteem, responsible behavior and personal integrity). In the Human Development classes students effectively communicate through class participation, written assignments and discussion topics (Communication and Comprehension V: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others).

The Counseling Department's mission is to prepare students to succeed in a variety of career and professional endeavors by teaching them effective decision making skills as they pursue their college education (Critical, Creative and Analytical Thinking II: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills).

Counselors provide online educational plans which allow student access using their MyECC web portal to view their plans and to communicate with faculty and student service personnel (Information and Technology Literacy VI: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.
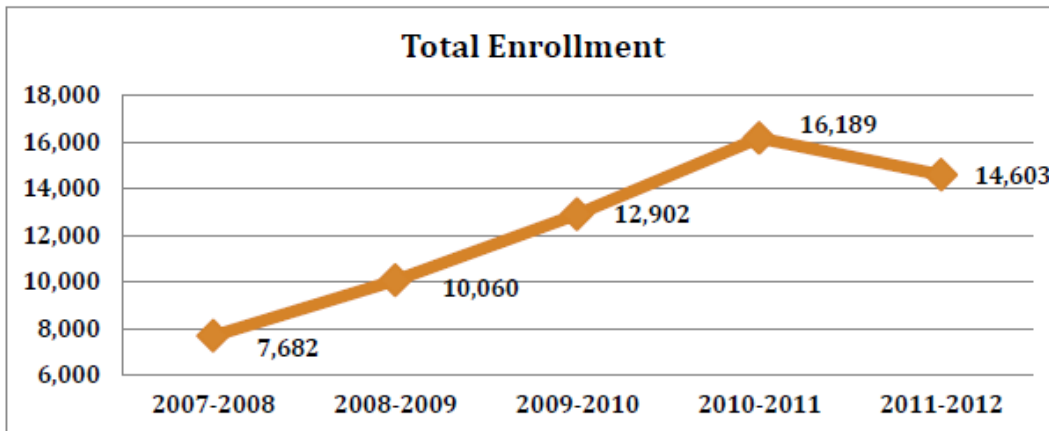
2. **Describe the student population served by the program using available data.**

The El Camino Compton College student population is not homogenous; the department has an obligation to offer eclectic services that represent the multi-diverse backgrounds of our students.

An overarching principle that underlies all counseling activities in the Department is an appreciation of and respect for the diversity of the student population.

At the beginning of the partnership with El Camino College, the ECC Compton Center experienced a significant increase in unduplicated student headcount. There was a 31% increase in enrollment from the 2007-08 to 2008-09 academic years and a 25% enrollment increases from 2009-10 to 2010-11. In 2011-12, however, there was a 9% decrease in enrollment from the previous year. This decrease is likely due to growth limits on state apportionment funding which resulted in a reduction of class offerings.
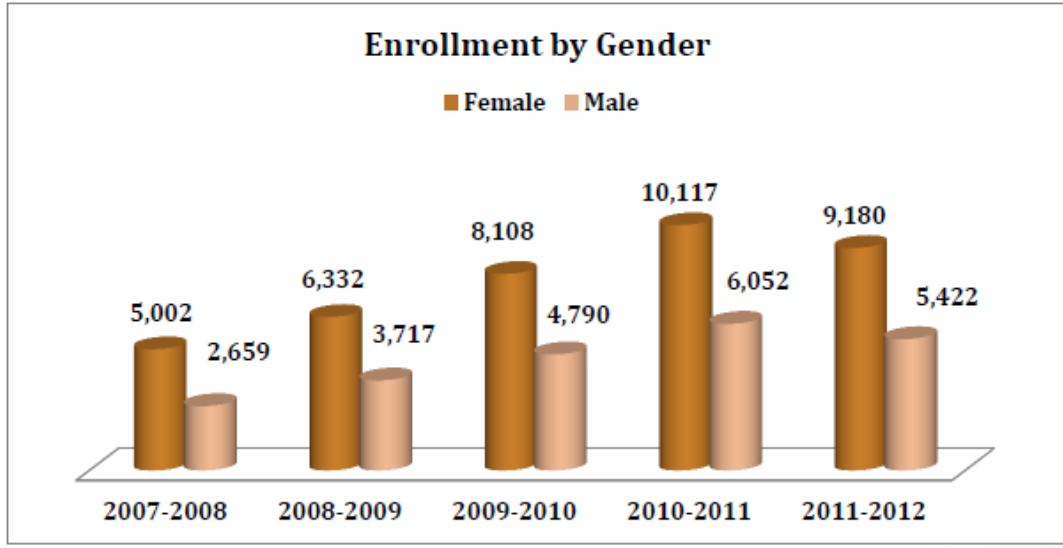
Table 1. Total Enrollment 2007-2012

Total Enrollment

| Year	Enrollment
2007-2008	7,682
2008-2009	10,060
2009-2010	12,902
2010-2011	16,189
2011-2012	14,603

Enrollment by Gender

The Compton Center has a large female population. In 2011-12, Sixty-three percent of students were female while 37% were male.

Table 2. Enrollment by Gender 2007-2012

Enrollment by Gender
■ Female ■ Male

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Female	5,002	6,332	8,108	10,117	9,180
Male	2,659	3,717	4,790	6,052	5,422

Sixty percent of enrolled students in 2011-12 were between the ages of 18 to 24. Working adults ages 25-44 comprise 33% of enrolled student while 7% of students were ages 45 and older. The majority of enrollment growth in the last year was among students ages 20-24, which increased by 9%. Working adults ages 25-44 decreased by 4% in 2011-12 while ages 45 and older decreased by 8%.

Table 3. Enrollment by Age
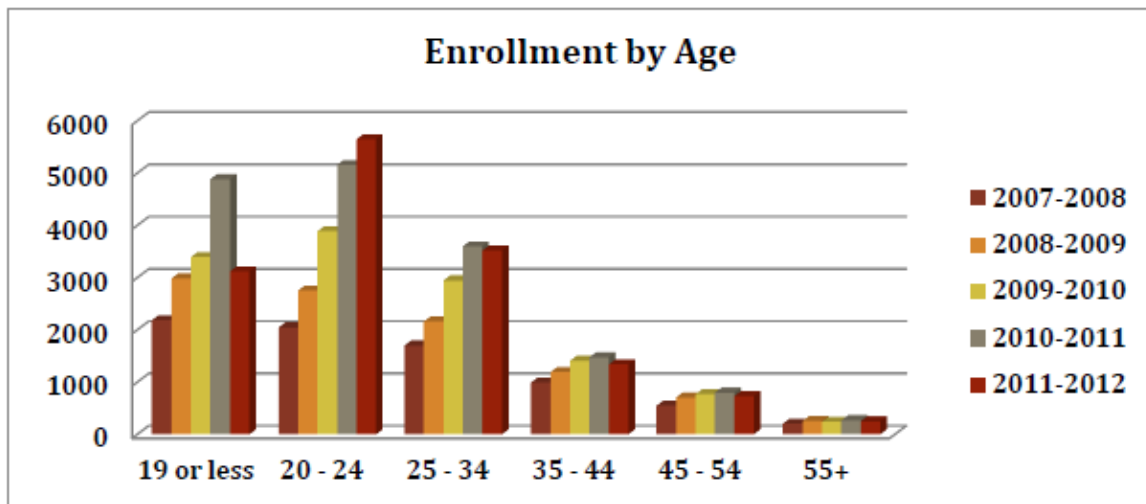
Age	2007-08	2008-09	2009-10	2010-11	2011-12
19 or less	2,185	2,984	3,394	4,886	3,118
20 - 24	2,047	2,754	3,888	5,158	5,649
25 - 34	1,700	2,161	2,945	3,600	3,517
35 - 44	993	1,193	1,407	1,476	1,338
45 - 54	549	706	768	800	731
55+	206	255	239	269	250
Unknown	2	7	261	0	0

Age	2007-08	2008-09	2009-10	2010-11	2011-12
19 or less	28.4%	29.7%	26.3%	30.2%	21.4%
20 - 24	26.6%	27.4%	30.1%	31.9%	38.7%
25 - 34	22.1%	21.5%	22.8%	22.2%	24.1%
35 - 44	12.9%	11.9%	10.9%	9.1%	9.2%
45 - 54	7.1%	7.0%	6.0%	4.9%	5.0%
55+	2.7%	2.5%	1.9%	1.7%	1.7%
Unknown	0.0%	0.1%	2.0%	0.0%	0.0%

African-American and Latino students represent the largest ethnic groups on campus. African-Americans comprise 40% of the student population, a 2-point decrease from the previous year. Latino students make up 41% of the student population in 2011-12, a 7-point increase from 2009-10.

Table 4. Enrollment by Ethnicity
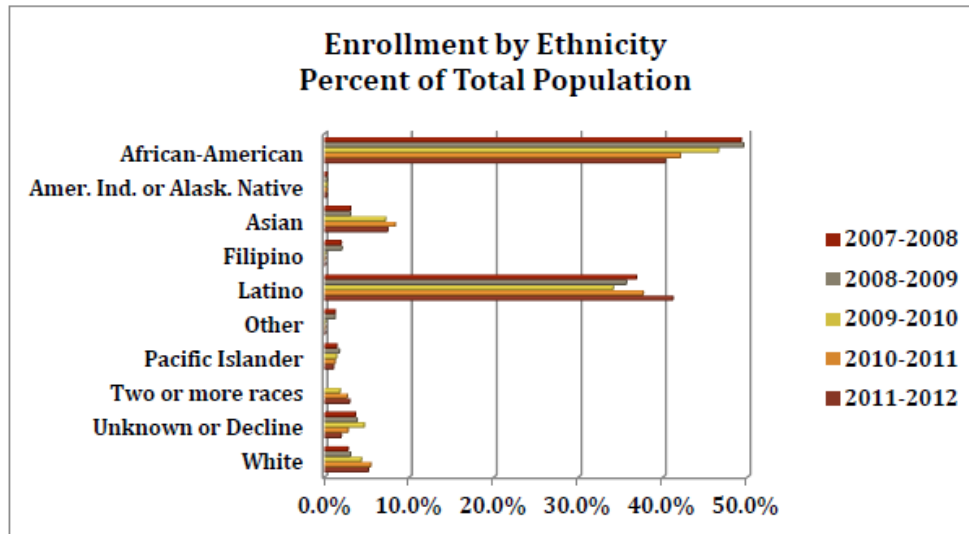
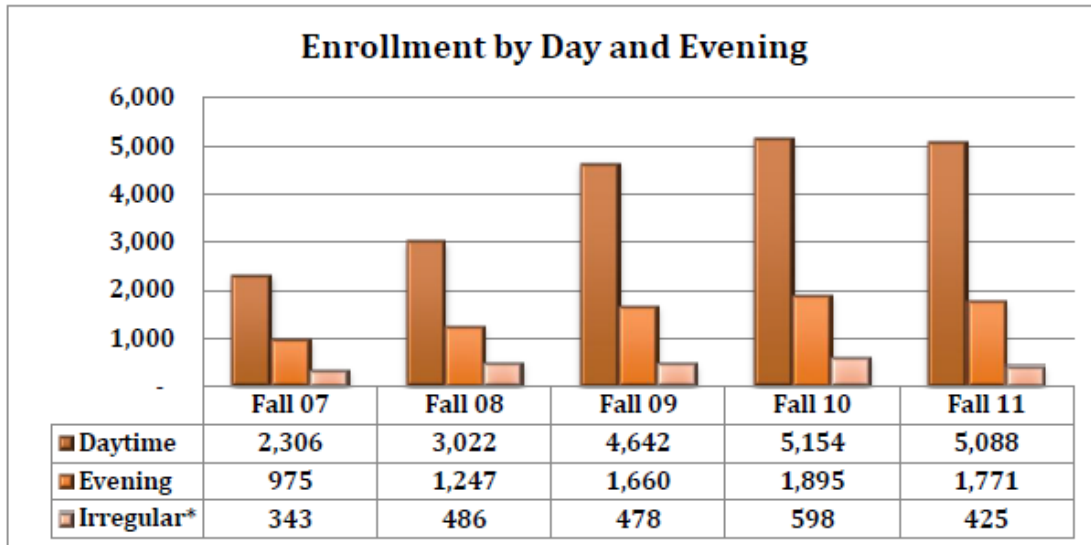| Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
African-American	49.2%	49.5%	46.5%	42.0%	40.2%
Amer. Ind. or Alask. Native	0.2%	0.3%	0.2%	0.2%	0.2%
Asian	3.0%	3.0%	7.2%	8.3%	7.4%
Filipino	1.9%	2.0%	*	*	*
Latino	36.8%	35.6%	34.0%	37.6%	41.1%
Other	1.2%	1.2%	**	**	**
Pacific Islander	1.4%	1.7%	1.4%	1.2%	1.0%
Two or more races	***	***	1.8%	2.6%	2.9%
Unknown or Decline	3.6%	3.8%	4.6%	2.7%	2.1%
White	2.7%	3.0%	4.3%	5.4%	5.1%

*Filipino included in Asian count
**As of Fall 2009, "Other" no longer reported
***New ethnic category as of Fall 2009

Sixty-four percent of students enrolled in at least one daytime course while 22% were exclusively in evening courses. Student enrollment in evening courses decreased by 7% in the last year while enrollment in daytime courses decreased only by 1%. There was also a decrease in irregular courses, which include distance education. In the last year, there was a 29% decrease in students who enrolled in irregular courses.

Table 5. Enrollment by Day/Evening Fall 2007- 2011

Enrollment by Day and Evening

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
Daytime	2,306	3,022	4,642	5,154	5,088
Evening	975	1,247	1,660	1,895	1,771
Irregular*	343	486	478	598	425

*Irregular meeting times, including distance education.

The majority of enrolled students come from local high schools within the Compton district. The top three high schools are Compton High, Dominguez High (in Compton) and Lynwood High School. In the last year, enrollment from Lynwood High decreased by 25% while enrollment from Paramount High increased by 19%.

Table 6. ECC Compton Center Feeder High School

High School	2007-08	2008-09	2009-10	2010-11	2011-12
Carson Senior High*	55	76	105	160	166
Centennial High	65	82	110	110	110
Compton Senior High	188	258	299	309	299
Dominguez High	184	223	286	308	299
Jordan Senior High*	101	133	184	215	196
King/Drew Medical Magnet	37	55	89	121	116
Locke (Alain Leroy) High	20	25	48	56	57
Lynwood High	126	161	186	229	171
Paramount High	52	55	70	95	113

*High schools outside Compton district boundaries

Other Non-District High Schools

| High School	2007-08	2008-09	2009-10	2010-11	2011-12
Non District High Schools	780	1,160	1,787	2,643	2,423

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

The Counseling Department provides counseling services which assist the students in assessing, planning, and implementing their immediate and long-range academic goals. According to Institutional Research the ECC Compton Center awarded a total of 1,141 degrees and certificates in the last five years. From 2010-11 to 2011-12, the number of degrees and certificates awarded increased by 27%. The majority of the growth was among certificates awarded which nearly doubled from 51 in 2010-11 to 102 in 2011-12. Associate in Science and Associate in Arts degrees awarded slightly increased between the 2010-11 and 2011-12 academic years.

Table 7. Degrees and Certificates Awarded 2077-2012

Degrees and Certificates	2007-08	2008-09	2009-10	2010-11	2011-12
Associate in Arts	66	102	99	158	161
Associate in Science	40	48	58	53	69
Certificates	29	27	78	51	102
Total Degrees	*135*	*177*	*235*	*262*	*332*

Degrees and Certificate Awarded

Degrees and Certificates Awarded

2007-08 2008-09 2009-10 2010-11 2011-12
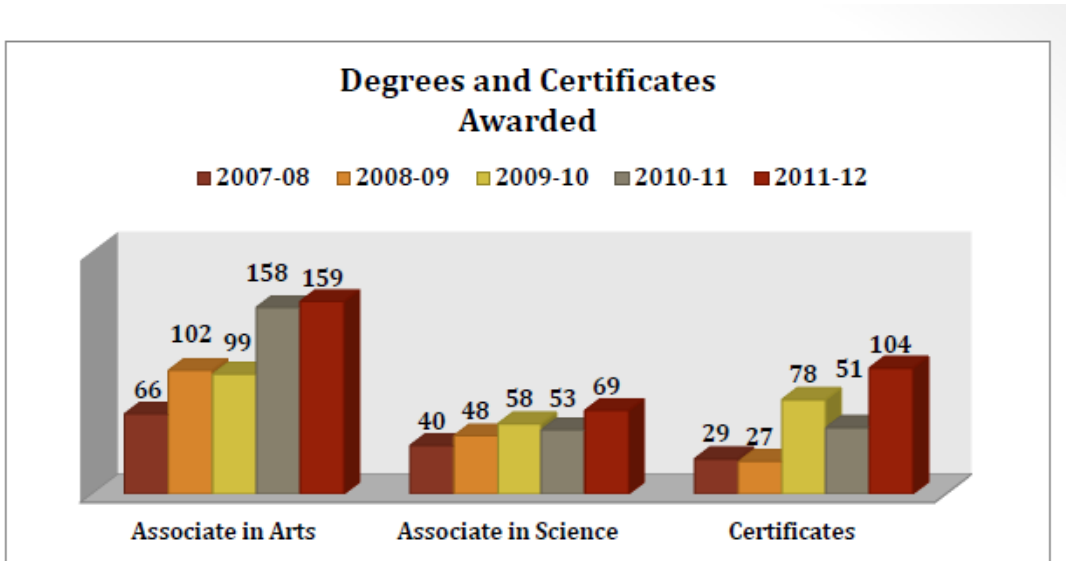
Transfer Rates

In Fall 2011 a full-time counselor was assigned to the Transfer Center to provide academic planning for transfer students. This counselor conducts transfer workshops and participates in "College Day" events. She also works closely with the Transfer Coordinator to insure that resources such as transfer guides and articulation agreements are accessible to students.

The number of ECC Compton Center students who transferred to a 4- year institution has steadily increased since the beginning of the partnership with El Camino College. The number of UC transfer students increased from 12 in 2007-08 to 86 in 2011-12. The top UC destinations for ECC Compton Center students are UCLA and UC Irvine. For the Cal State system, transfer students increased from 114 in 2007-08 to 414 in 2011-12 which is significant. The top Cal State destinations in 2011-12 are Dominguez Hills and Long Beach with 172 and 91 transfers, respectively. In 2011-12, there were 18 ECC Compton Center students who transferred to a private institution while 81 transfers attended an out-of-state institution.

Table 8. UC System Transfer Rates

UC System

Name	2007-08	2008-09	2009-10	2010-11	2011-12
University of California, Berkeley	1	2	4	8	12
University of California Davis	2	0	3	7	0
University of California, Irvine	3	3	8	14	24
University of California, Los Angeles	2	6	6	23	27
University of California, Merced	0	0	1	3	2
University of California, Riverside	1	0	1	0	0
University of California, San Diego	1	3	6	7	10
University of California, Santa Barbara	1	1	5	9	5
University of California, Santa Cruz	1	1	2	5	6
Total UC Transfers	12	16	36	76	86

Table 9. Transfer Rates 2007-2012 Cal State System

Cal State System

Name	2007-08	2008-09	2009-10	2010-11	2011-12
California Maritime Academy	0	0	0	0	1
Cal Poly, San Luis Obispo	1	2	1	4	5
Cal Poly, Pomona	0	0	3	3	15
California State University, Bakersfield	0	4	7	6	1
California State University, Channel Islands	0	0	0	1	4
California State University, Chico	0	0	1	0	3
California State University, Dominguez Hills	74	68	131	178	172
California State University, East Bay	0	0	2	2	6
California State University, Fresno	0	0	2	2	1
California State University, Fullerton	5	5	3	6	22
California State University, Long Beach	19	19	33	39	91
California State University, Los Angeles	6	14	15	32	34
California State University, Monterey Bay	0	0	1	1	2
California State University, Northridge	5	6	23	25	35
California State University, Sacramento	1	1	0	0	4
California State University, San Bernardino	2	1	3	2	2
California State University, San Marcos	0	0	1	1	0
California State University, Stanislaus	0	0	0	1	0
Humboldt State University	1	0	3	1	4
San Diego State University	0	1	0	6	8
San Francisco State University	0	0	2	2	0
San Jose State University	0	1	3	3	1
Sonoma State University	0	1	1	0	3
Total Cal State Transfers	**114**	**123**	**235**	**315**	**414**

Table 10. Private Institutions and Out of State

Private Institutions

Name	2007-08	2008-09	2009-10	2010-11	2011-12
Biola University	0	3	2	0	4
Chapman University	0	0	2	1	1
Devry University	1	0	5	3	0
Loyola Marymount University	0	1	1	4	3
Mount St. Mary's College	3	0	8	10	13
National University	0	1	2	1	0
Otis College of Art and Design	0	0	0	2	0
Pepperdine University	0	0	0	0	1
University of Phoenix	9	10	17	24	6
University of Southern California	1	3	10	5	8
Other Private Institutions	3	9	21	27	18
Total Private Transfers	17	27	68	77	54

Out of State Transfers

Name	2007-08	2008-09	2009-10	2010-11	2011-12
Total Out of State Transfers	41	68	100	122	81

Source: National Student Clearinghouse[1]

12

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

The Counseling Department established seven (7) recommendations (2007-09) which were designed to improve the delivery of counseling services that assist students in meeting their educational goals.

1. Identify a Student Success Coordinator/Counselor
2. Hire a full time Financial Aid Counselor
3. Identify and assign a full-time Counselor to the Transfer/Career Center.
4. Hire Full-time FYE Coordinator/Counselor
5. Provide On-Course I training to all full-time Teaching Faculty
6. Hire Adjunct Counseling Faculty
7. Complete SLO assessment reports for the Counseling Department, Matriculation and Human Development Courses.

Table 11. Notable achievements that were met

Goals	Objectives	Achievements
SI-B Strengthen quality educational and support services to promote student success.	Hire a Full-time Counselor to the Financial Aid Department	Hired a Full-time Counselor to the Financial Aid Department
	Identify and assign a full-time Counselor to the Transfer/Career Center.	Assigned a full-time Counselor to the Transfer/Career Center August 2011.
	Hire a Full-time Counselor/FYE Coordinator	Hired a Full-Time FYE Counselor/Coordinator August 2012
	Hire Adjunct Counseling Faculty Provide On-Course I training to all full-time teaching faculty	Interviewed and selected eight Adjunct Counseling Faculty Fall 2012 Seven out of nine full-time teaching faculty completed On-Course I
SI-E Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation	Complete Student Learning Outcomes Assessment Report for Human Development Courses according to the Districts timeline.	SAO Assessment Reports submitted by due date established by the District.

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

Although most of the programs recommendations were implemented there was one that was not. Recommendation: Identify a Student Success Coordinator/Counselor for the Counseling Department.

- Rationale: A Student Success Coordinator/Counselor would collaborate with the Counseling Department on both campuses in implementing the three funded core services

of the Student Success Act of 2012. The funded core services are: Orientation, Assessment, Counseling/Advisement and student educational planning. The Student Success Coordinator/Counselor would be responsible also for:

- Attend matriculation committee Region 7 meetings and make presentations to the counseling department and other Divisions as related to student success.
- Chair the Student Success (Matriculation) Program Review and Plan Builder to improve the effectiveness of services, increase student success, and advocate for needed resources.
- Chair the Service Area Outcome (SAO) assessment cycle.
- To enhance collaboration efforts within the college community resources relative to student needs in meeting their educational goals.

Impact: The El Camino Compton Center does not have the data to verify that Orientations is being provided for students. SAO's were not assessed ongoing and used for continuous quality improvement. Dialogue about assessment data results did not take place continuously. The Counseling program was unable to maintain and enhance the counseling services delivered to all El Camino College Compton Center students because there was not a Student Success Coordinator/Counselor. The lack of coordination of counseling services resulted in the Counseling Department being unable to retrieve or view metrics related to the number of educational plans completed by students that would be used to improve program services.

Service Area Outcomes (SAO)
1. **Describe how program personnel are engaged in the creation, discussion, and review of SAO - statements, assessment results, and reports.**

The Mission of El Camino College is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Central to this mission is student learning, which is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student learning in all of our courses, programs and services.

Assessments of student learning offer the institution a vital measurement of how effectively El Camino College is fulfilling its mission. Assessment results provide evidence upon which to base curricular, planning and budget decisions, which lead to greater student success. Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all of its courses, programs and services.

The Counseling Department has established Student Learning Outcomes and measurement data that will be used to improve the effectiveness of services, increase student success and advocate for needed resources. The Counseling Department has established Student Learning Outcomes and measurement data that will be used to improve the effectiveness of services, increase student success and advocate for needed resources. Counseling Faculty and Staff of the Department (Torrance and Compton Center) and worked together in identifying what the students should produce at the end of a set of learning experiences.   An SLO was drafted and an assessment plan was written. It was determined that a survey would be given to students after each counseling session. A period of time was identified to administer the survey to students. The data was collected at the end of the scheduled time and sent to institutional research (IR) to be analyzed.

The results are compiled and sent back to the counseling department to be analyzed. The faculty and staff come together again (in a scheduled counseling meeting) to discuss the results. The results are compared to expected standards and an assessment report is completed which includes a reflection of the assessment results. This dialogue includes a discussion about the meaning of the results, the most important findings from the data, resources needed to make the changes, if there needs to be changes to the SAO and how it could be used to improve student learning.

2. **How does the program ensure that Service Area Outcomes (SAO's) are assessed consistently?**

The Counseling Department follows a scheduled SLO cycle developed by the College. Assessments (See Exhibit A) are completed and the reports are maintained in the Department as well as sent to the Division SAO coordinator and entered in CurricUNET.

Table 12. The Counseling Department-Matriculation

Support Services	SAO Statement	Assessed Last	Next Assessment Cycle
Counseling Department	Yes	Spring 2012	Spring 2013
New Student Welcome Day	Yes	Fall 2012	Fall 2013
New Student Orientation	Yes	Pending	Current
Matriculation	Yes	Fall 2012	Fall 2013
Student Enhancement	Yes	Spring 2012	Spring 2013

Table 13. Human Development Courses

Course	SLO Statement	Semester Assessed Last	Next Assessment Cycle
HDEV 5	Yes	Spring 2010	Spring 2014
HDEV 10	Yes	Fall 2010	Fall 2014
HDEV 20	Yes	Spring 2011	Spring 2015
HDEV 8	Yes	Fall 2011	Fall 2015

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

Examples of how the SLO results were implemented to improve services to students are as follows:

- During an assessment of the Counseling Department it was determined that to decrease the learning gap between students learning about the resources and the choices they have in defining and clarifying their goals, counselors will recommend that students participate in a New Student Orientation, attend workshops provided by the Student Success Transfer and Retention Services, and/or register for any Human Development course which re-enforces strategies for creating success in college and in life.

- A New Student Orientation power point presentation was developed and distributed to all Counseling Teaching Faculty to be viewed in the Human Development Courses during the first week to increase student awareness of the Student Support Services offered on campus and how to interpret ones assessment scores.

- To ensure that every student who enrolled in the Human Development 8 was able to identify and apply resources, an "Educational Portfolio" was created by the counseling teaching faculty which includes an Educational Plan Worksheet listing an educational goal, major and general education requirements. This educational portfolio is completed during the semester and is required of every student to pass the course.

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

- Transfer: A full-time counselor (50%) was assigned to the Transfer Center Fall 2011 to assist students in transitioning to baccalaureate-granting institutions. Services provided include transfer information workshops, university application workshops, monitoring the progression of transfer students, and maintaining up-to-date transfer guides and articulation information and agreements.

- Career: A full-time counselor (50%) was assigned to the Career Center Fall 2011 to provide career counseling services which include assisting students in clarifying career goals through administration and interpretation of career assessment instruments, and workshops to assist students in declaring a major, career orientations, eureka orientations and individual career counseling appointments.

- A full time financial aid counselor was hired Fall 2012 to provide workshops and address the needs of students receiving financial aid and to ensure that an educational plan is being followed. This assignment strengthens the partnership between counseling and financial aid, allowing students to receive counseling services such as Lock-In-List, financial aid workshops, and academic advisement.

- A full-time First Year Experience (FYE) counselor/coordinator was hired Summer 2012. The FYE program is a Learning Community that assists students to select classes and receive support services while they attend El Camino College Compton Educational Center the first year.

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

Academic counseling services include educational planning for transfer, associate degrees, and certificate programs. The Counseling Department plays a key role in helping students succeed. Metrics data of graduation, certificate and transfer rates (See tables 7-9), educational plans completed online by students and the three funded core counseling services indicated by the Student Success Act 2012 SB 1456 are reviewed and the data are used to determine strategies to improve the delivery of the department services.

An Evaluation of the data extracted from the California Community College Chancellor Office Matriculation Services Summary Report for El Camino College Compton Educational Center revealed that in the fall of 2011, there were 7,912 students enrolled and of that number 1135 met with a counselor to have an electronic Educational Plan completed. These findings show that only 14% of the student population had an educational plan which indicates the need to increase the number of students with educational plans.

This report below also revealed that in the fall of 2012, there were 7,531 students enrolled and of that number 1137 met with a counselor to have an electronic Educational Plan completed. These findings show that only 15% of the student population had an educational plan which showed a slight increase however there continues to be a need to increase the number of students with educational plans.

Education Plan (ED Plan)	Total # of Students Fall-2011	% of students w/ ED Plans
1135	7,912	14%
Education Plan (ED Plan)	First Year Student Fall 2012	
1137	7,531	15%

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

There are several initiatives currently active at ECC that focus on students' success in specific majors. These initiatives include Career and Technical Education (CTE); Science, Technology, Engineering and Mathematics (STEM); and Science, Engineering and Mathematics (SEM). CTE programs are technical or career oriented in nature, ranging from Administration of Justice to Welding. Some CTE programs, mostly in the technical area, are also part of the STEM initiative. STEM includes three divisions— Industry and Technology, Mathematical Sciences, and Natural Sciences. SEM includes only Mathematical and Natural Sciences.

The primary difference between STEM and SEM is the latter's focus on transfer programs as opposed to technical ones that include options for certificates. With the exception of two majors (Computer Science and Environmental Horticulture), SEM and CTE majors are mutually exclusive. Currently, the Compton Center has only CTE initiatives.

To respond to the increase in degrees and certificates awarded in CTE, STEM and SEM majors a recommendation to hire a full-time CTE/Stem counselor was included in this review. The Table below outlines the number of degrees and certificates awarded in CTE, STEM and SEM majors:

Table 14. CTE, STEM and SEM Degrees and Certificates 2007-2012

Initiative	Award Type	2007-08	2008-09	2009-10	2010-11	2011-12	1-yr change (%)
CTE	Degrees	42	62	81	88	95	8%
	Certificates	29	27	77	50	102	
STEM	Degrees	0	1	2	2	4	100%
	Certificates	0	0	1	1	1	0%
SEM	Degrees	0	1	2	2	3	50%
	Certificates	0	0	0	0	0	0%

According to El Camino College Institutional Research and Planning, recent patterns in degrees and certificates awarded provide insight regarding students' interests. Students continue to earn degrees and certificates at an increasing rate as a result of previous enrollment patterns and various initiatives' efforts.

Associate of Arts (A.A.) Degrees awarded to Compton Center students' have increased at a higher rate than Associate of Science (A.S.). From 2007-08 to 2011-12. A.A. and A.S degrees awarded grew by 144% and 73%, respectively. Overall, (during the 5-year period) degrees awarded increased by 117%.

Following a brief decline in 2010-11, certificates awarded at Compton Center increased by 100% in 2011-12. Two particular programs that increased considerably were Childhood Education and Cosmetology. Childhood Education's one-year increase of 71% may be attributed to the efforts of the counseling department and faculty members, who informed and encouraged eligible students to apply for a certificate. Over the last five years, certificate counts at Compton Center increased by 252% (See Table 7).

The majority of the enrollment growth is in students between the ages of 19-25 with an average of 59.5% of the students served within the three academic years (See Table 3) The impact of these trends on the counseling Department is that the current counselors will see more students and will be expected to provide services that require transfer and career preparation. Increased use of new technology by Counseling faculty and staff will be required to provide services to this age group. The program will be required to supplement on-campus student contacts by providing online services. Distance education courses offered by counseling faculty have also been discussed and planned for Fall 2014.

Looking at all courses across the curriculum; there is an average success rate of 61% and retention rate of 75%. Success and retention rates remained stable in the last year. To increase the success and retention rates of the College's students, the counseling faculty developed and implemented a New Student Orientation presentation to be included in every Human Development course taught.

Table 15. Overall Success and Retention

Overall Success and Retention

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Success	61.4%	59.4%	60.8%	62.0%	61.4%
Retention	71.8%	73.5%	75.2%	77.1%	77.1%
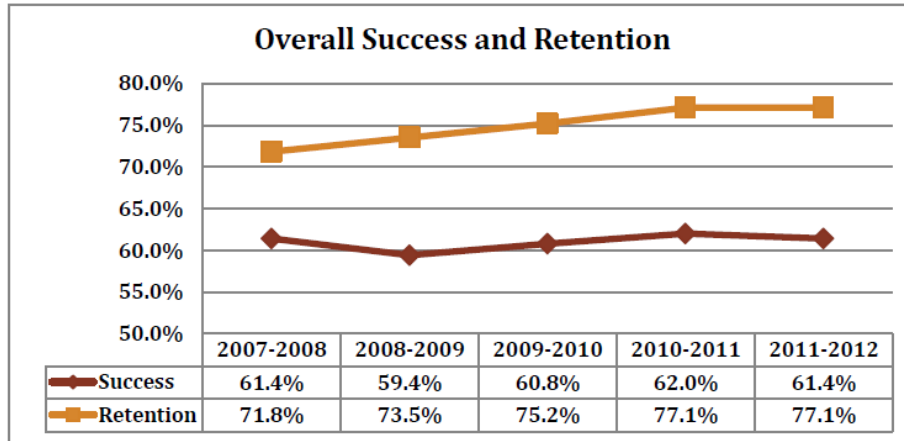
Program Environment

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

The Counseling Services program is designed to strengthen and maintain the critical two-way collaboration and referral mechanism that is critical to providing resources that increase student persistence, retention and goal attainment.

Counselors serve on college wide committees and are involved in the entire college community sponsored activities. In order to continue to strengthen student persistence, retention and goal attainment, administrative collaborations will continue to be necessary to effectively reinforce the strategic role and critical interventions of Counseling Services.

A collaborative effort with campus community program fosters academic success and achievement. These programs enable the counseling department to strengthen and maintain its services to students. There is a two-way collaboration and referral mechanism that provides resources that increase student persistence, retention and goal attainment.

There are counseling services for retention, basic skills development, student persistence, and student success (academic support program). These services are Academic Counseling, Express Counseling, EOP&S Counseling, Financial Aid Counseling, Probationary Services Counseling, Special Resource Center Counseling, Athletic counseling and Veterans Counseling. Counselors teach the Human Development courses as part of their regular counseling load and are assigned to each discipline on campus.

All academic divisions have a reciprocal relationship with the Counseling Department programs. The unique relationship between the Student and Outreach programs and the Instructional Services area is based on the retention of students to increase persistence and movement toward academic goal attainment and ultimately exiting from the community college setting in order to meet personal goals and commitments.

When students experience academic difficulties, there are academic strategies courses that focus on specific academic skills; (e.g., study techniques, math anxiety, listening and note-taking, etc.), tutoring services, Human Development courses, academic support programs; (e.g., EOP&S and the Special Resource Center, Student Development, Library Science courses, the Writing Center, the Student Enhancement Program, the Technology Center, and additional services available for students).

This partnership has been effectively strengthened through faculty participation in the following areas: curriculum development (College Curriculum Committee, Division Curriculum Committees, and academic departments), faculty governance (Academic Senate), Career and Major Fairs (academic department faculty participation), enrollment management (committee participation), academic advisement (probation, transfer, vocational, orientations and virtual accessibility), awards programs for students, Admissions and Records, Information Technology Services (ITS), and Testing & Assessment.

The maintenance of these efforts and partnerships are being strengthened through Flex Credit Program opportunities, and planning retreats to further strengthen the partnership through collegial consultation and faculty discussions and presentations in place as well as to allow for further creativity, collegiality, goal setting and strategic planning.

All components of counseling rely heavily on ITS to support the following software applications used by counseling faculty and staff: SARS, Datatel Colleague, Laserfiche, on-line assessments, on-line educational plans, and outlook and Internet support. The department also maintains a reciprocal relationship with Outreach and School Relations, Financial Aid, Admissions and Records, and Testing and Assessment to ensure our students successfully complete the matriculation process.

Applications for admissions must be in Datatel Colleague prior to a student taking the Math or English assessment. Counseling faculty is dependent on the resulting score to place students in the appropriate course. Academic Affairs is essential to the placement in courses. Counseling faculty maintain a partnership with each academic division.

Counseling works collaboratively with all our academic divisions and instructional faculty. This partnership enables faculty to work closely with the Division Chairs and Academic and Student Services Deans to ensure enough sections are available for students and that pre-requisite courses are met to increase student success. Cooperation from all areas to perform accurate and timely processing is imperative for a successful matriculation process.

Articulation

Articulation is vital to counseling services as related to transfer at El Camino Compton Educational Center. To ensure that counselors are current on transfer requirements the Articulation officer from the El Camino College campus provides in-service workshops for counselors at the Compton Center each year. These workshops provide current data for counselors who in turn pass on the information to students who express a desire to transfer. Articulation guide (major) sheets are updated continuously on the web portal.

Counseling faculty works closely with the Transfer/Career Counselor and the transfer rates continue to increase (See Tables 9-11). Counselors have an indirect impact on transfer. This data clearly justifies the need for interaction between the articulation officer and counselors at the Compton Center. To strengthen the partnership it is anticipated that upon the hiring of a Student Success Coordinator/Counselor consistent interaction and training will take place whereby greater planning and preparation of career material will motivate students to transfer.

Athletic Counseling
Athletic Counseling is provided for all athletes at Compton Educational Center. Three full-time counselors have been assigned to share in providing services to athlete's working closely with the Athletic Director and coaches to ensure that student athletes meet the eligibility requirements relative to courses on their educational plan. An electronic Educational plan is provided for student athletes to ensure that they have a smooth transition from the community college to four year universities. When a student drops below 12 units, the student is notified to see the counselor. Continuous progress is monitored by the counselors. At least one counselor attends approved athletic conferences to stay abreast of the rules governing student athletes.

Table 16. Female and Male Athletes by Sport
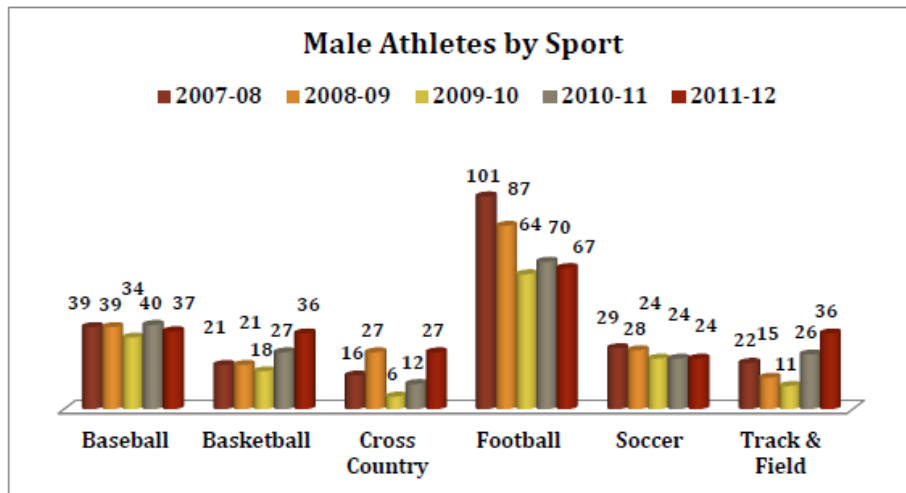
	2007-08	2008-09	2009-10	2010-11	2011-12
Baseball	39	39	34	40	37
Basketball	21	21	18	27	36
Cross Country	16	27	6	12	27
Football	101	87	64	70	67
Soccer	29	28	24	24	24
Track & Field	22	15	11	26	36

Table 17. Female Athletes by Sport 2007-2012

Female Athletes by Sport

■2007-08 ■2008-09 ■2009-10 ■2010-11 ■2011-12
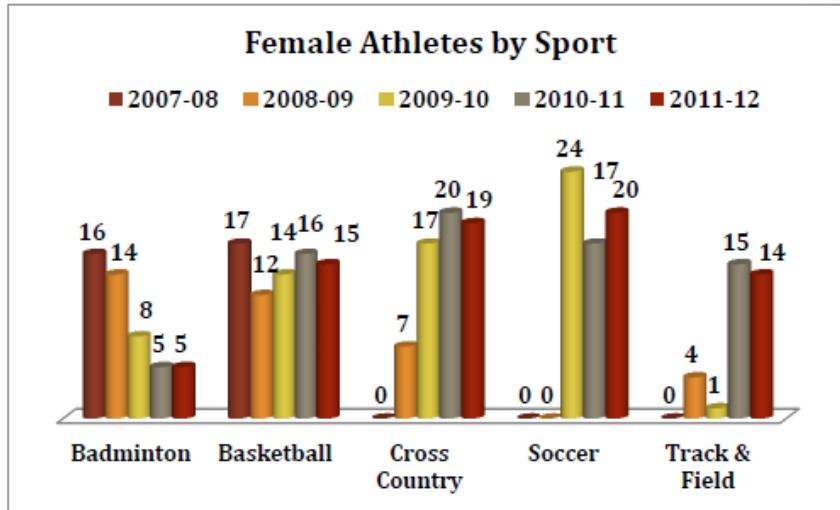
	2007-08	2008-09	2009-10	2010-11	2011-12
Badminton	16	14	8	5	5
Basketball	17	12	14	16	15
Cross Country	0	7	17	20	19
Soccer	N/A	N/A	24	17	20
Track & Field	0	4	1	15	14

EOP&S/CARE Counseling

Extended Opportunity Program and Services (EOP&S) is designed to assist low income and educationally disadvantaged students achieve their educational goals at the ECC Compton Center. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. The Center's EOPS/CARE office houses three full-time counselors and one adjunct. In addition to the above services, the counselors also assist students in being successful by meeting with each student individually at least three times per semester. Approximately 7% of ECC Compton Center students are in EOP&S. In 2011-12, there was a 42% increase in the number of students in EOP&S or CARE.

Table 18. EOPS/CARE Program and Services
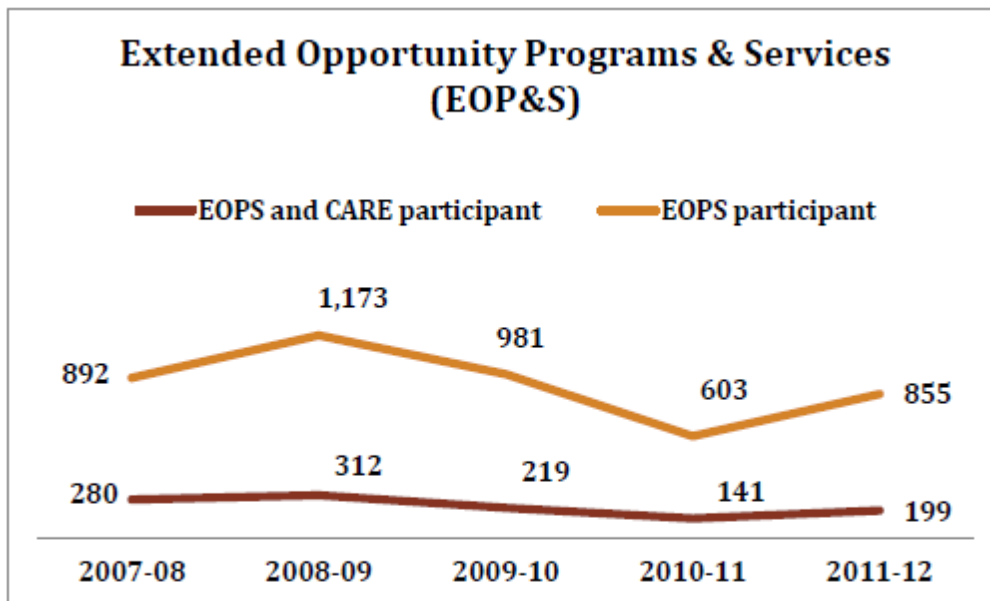
Express Counseling

Express Counseling is provided by the Counseling Department to serve students at the El Camino Compton Educational Center. This service is most effective during the peak registration period. It decreases the wait time for students and makes the registration process smooth and simple.

Express Counseling is provided as walk-in counseling when students do not make an appointment with a counselor prior to coming to the counseling center. Services provided are as follows:

- Answer questions
- evaluate transcripts
- distribute guide sheets for the Certificate, A/AS, CSU and UC
- make referrals to academic divisions and other services

Financial Aid Counseling

Counseling is the common thread between students receiving Financial Aid. All students receiving financial aid at the El Camino Compton Center are required to have an electronic educational plan. Educational planning takes place with the counselor who assists students in selecting courses that meet their educational goal.

A full time financial aid counselor was hired Fall 2010 to provide workshops and address the needs of these students receiving financial aid ensuring that an educational plan is being followed. This assignment strengthens the partnership between counseling and financial aid by allowing students to receive counseling services such as Lock-In-List, financial aid workshops and academic advisement.

An average of 39% of ECC Compton Center students received financial aid in 2011-12. The largest Financial Aid program is the Board of Governor's Fee Waiver (BOGW). There were a total of 6,370 BOGW recipients in 2011-12. The second largest program is the Federal Pell Grant with 2,769 recipients in 2011-12.

Table 19. Financial Aid Students Percent of Enrollment

Financial Aid Students Percent of Enrollment

2007-08	2008-09	2009-10	2010-11	2011-12
36.9%	30.9%	36.1%	33.2%	39.1%
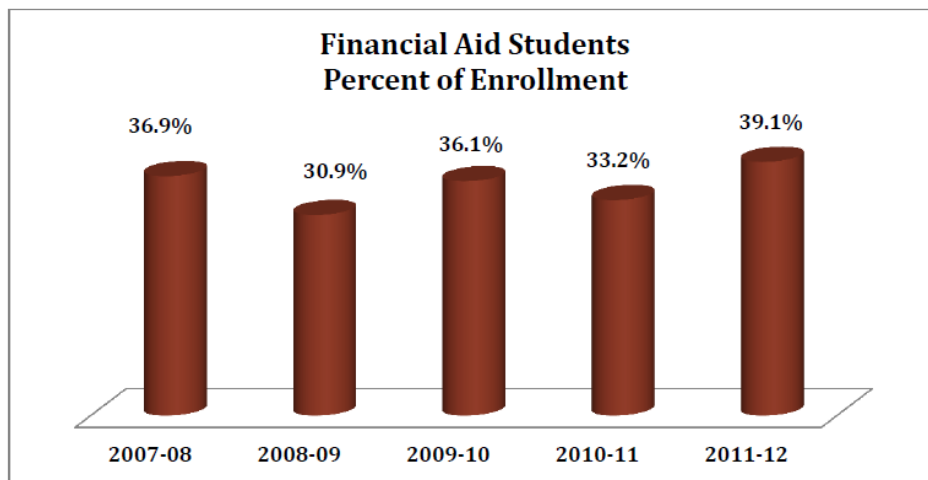
First Year Experience

The First Year Experience (FYE) program is a Learning Community that assists students to select classes and receive support services while they attend El Camino College Compton Educational Center the first year. In Learning Communities, the subject matter of two or more classes is integrated. The classes may be designed around a unifying theme to reinforce the students' learning. Students and faculty learn from each other and build a sense of community.

Counselors play a key role in that they are able to identify those students who would benefit educationally from participating in the First Year Experience Program. They also teach the Human Development courses which provide students with strategies for creating success in College and in life. To strengthen the program and develop greater interaction between the First Year Experience, Academic Divisions and the Counseling Department a full-time coordinator/counselor was hired Summer 2012.

GAIN/CaLWorks Counseling
CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. in coordination with the Los Angeles Department of Public Social Services the program assist single parents receiving Temporary Assistance for Needy Families (TANF) to transition off public assistance and achieve long-term self-sufficiency through specialized career ladder services, including case management and on campus work study. Approximately 4% of the student population participates in CalWORKs. In the last year, the number of CalWORKs participants decreased by 18%.

Table 20. CalWorks Participants
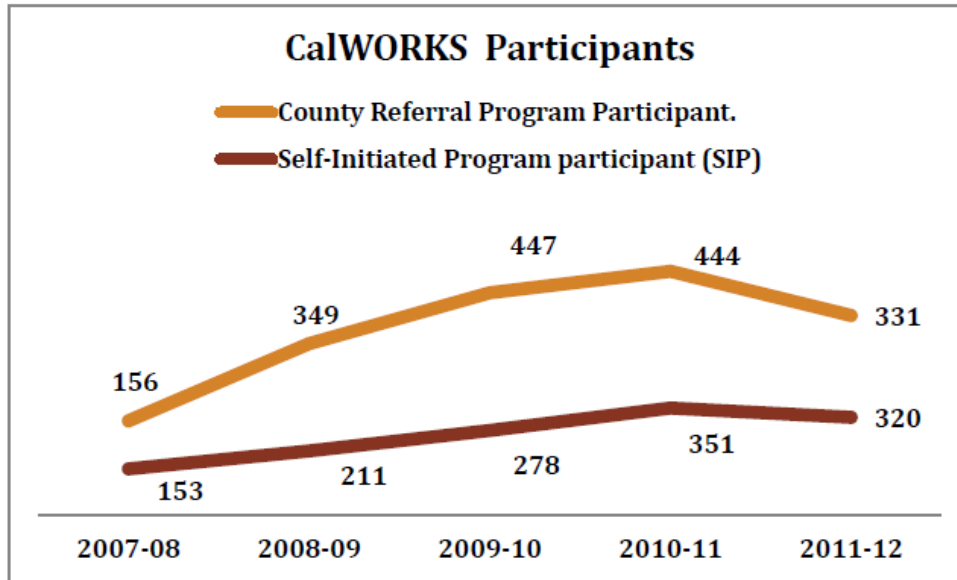
Adjunct Counseling Faculty provide academic, vocational and personal counseling to students in GAIN and CALWorks program. Other services provided by counselors are as follows:
- Develop and revise student educational plans
- Interpret assessment scores
- Facilitate group orientation and information sessions
- Track students' progress each semester
- Monitor and update students' records
- Assist and refer students to appropriate campus support services
- Provide alternative or academic strategies to students when they are not experiencing academic success
- Teach Human Development classes designed for GAIN/CalWorks students

Outreach and Community Relations Counseling
The function of Outreach Counseling is to effectively address the educational needs of district high school students, an effective outreach program present El Camino College Compton Educational Center as a convenient, user-friendly, and strategic higher education option as well as ensure that high school students understand the college and career opportunities available. Outreach and Community Relations staff works with schools within our district, churches,

organizational groups, and other community organizations. The growth of the college depends on how well the college can convey to the community the importance of continuing their education.

Counselors are assigned to schools within the district, presenting the college's course offerings and student services. Counselors also participate in the New Student Welcome Day events. The table below indicates that 39% of participating students heard about this event from a Counselor. Counselors serve as a resource to the outreach program and the outreach program provides an opportunity for counselors to become familiar with the community they serve. To continue to increase the current enrollment trend, counselors will strengthen participation in outreach activities such as:

- High school collaboration
- Involvement in Community activities
- New Student Welcome Day

Table 21. New Student Welcome Day Survey

1. How did you hear about this event?

Response	Frequency	Percent	
Website	28	15.56	
Flyer	42	23.33	
Word of mouth	38	21.11	
Postcard Mailing	13	7.22	
In-Person Orientation	49	27.22	
Counselor	70	38.89	

Matriculation

Matriculation is an ongoing process whereby students are provided the opportunity for realizing their educational objectives through orientation, assessment, counseling and advisement, program and course planning, and follow-up services. It is designed to help students match their interests, abilities, needs, and goals with the college's courses, programs and services. Two Counselors are assigned to attend Region 7 Matriculation meetings. Referrals are made to counseling services related to matriculation which are ongoing.

- Individual counseling
- Group counseling and advisement
- Assessment interpretation and placement
- New Student Orientation Workshops
- Information relative to certificates, AA/AS degrees and Transfer Requirements
- Evaluation of transcripts
- Prerequisite review and clearances
- Student Enhancement workshops

Probationary Services Counseling

Student Enhancement Program workshops are conducted by counselors for students who are on academic/progress probation or dismissal status. Students are informed of their substandard

academic status by mail at the end of each semester. Presentations on probationary policies are conducted during the New Student Orientation and the Human Development 8 courses. Flyers and Service Referral Forms are sent to each division and are distributed to the faculty as an Early Alert measure so they can notify and refer at risk students to the Student Enhancement Program (SEP) and for counseling.

There are more than 1200 students every semester who are required to appeal to receive financial aid. The high number on probation conveys how significant it is to strengthen partnerships with divisions to ensure that students attend the Student Enhancement Program.

Registration Assistance
Registration Assistance Program is implemented by the Outreach Program who provides student assistance (student ambassadors) to counselors during the registration period. An orientation workshop is conducted by a counselor who provides training as to the assistance to be provided. These assistants have direct access to counselors to answer general questions, make alternative course choices and clear prerequisites. They also help students find classes after the student has seen the counselor. Registration Assistants help to make the open registration process smooth. Time is expedited when the student is referred to a Registration Assistant by a counselor.

In order to strengthen the program's relationship with the counseling department, more workshops are to be provided to better prepare Registration Assistants on how to assist students with the registration process. A counselor will continue to serve on the registration committee to provide input on registration services, answer quick questions and complete pre-requisite clearances.

Student Success Transfer and Retention Services (SSTARS)
The Student Success Transfer and Retention Services (SSTARS) support the collaboration, communication, and development of services for student success, transfer and retention. SSTARS goals are to improve communication between programs and the community, to increase student retention rates and ultimately success in college, to share information about our programs and services and to celebrate student accomplishments. The Transfer/Career counselor serves on this committee and continues to conduct workshops that assist students with the transfer workshops.

Special Resources Counseling
The Special Resources Program ensures that equal access to higher education is provided by the college for students with disabilities. The academic success of students is facilitated through counseling services and the relationship of the counselor with the disability specialist, faculty, staff and community resources in providing needed accommodation for students.

During the 2011-12 academic year, 381 (2%) of the ECC Compton Center students had registered disability. The most common disability is psychological disability followed by mobility impaired. Because of this increase an additional counselor has been interviewed and will be selected by Fall 2013.

Table 22. Disabled Students Programs & Services 2007-2012
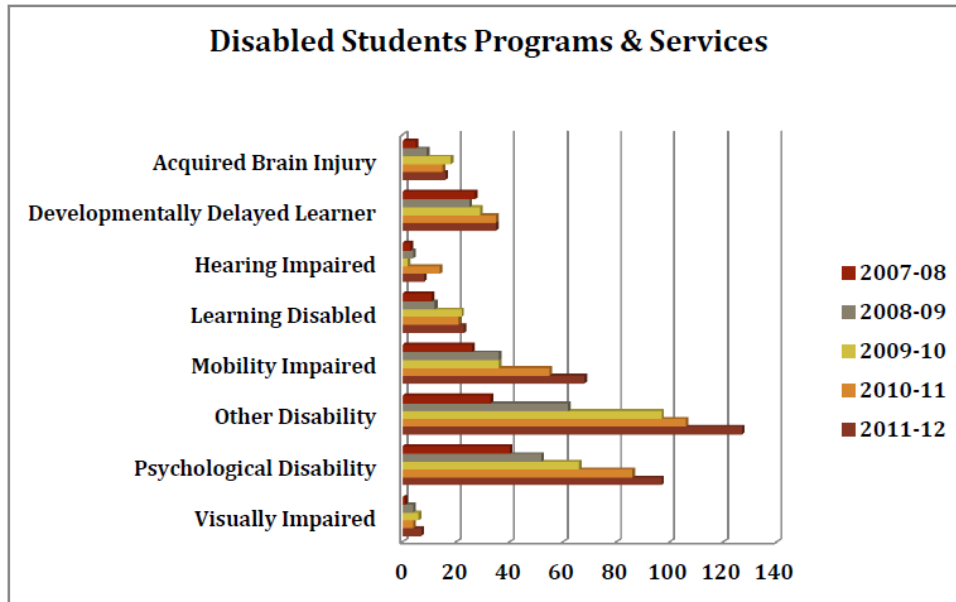
Primary Disability	2007-08	2008-09	2009-10	2010-11	2011-12
Acquired Brain Injury	5	9	18	15	16
Developmentally Delayed Learner	27	25	29	35	35
Hearing Impaired	3	4	2	14	8
Learning Disabled	11	12	22	21	23
Mobility Impaired	26	36	36	55	68
Other Disability	33	62	97	106	127
Psychological Disability	40	52	66	86	97
Visually Impaired	1	4	6	4	7
Total	*146*	*204*	*276*	*336*	*381*

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

The Counseling Department at El Camino College Compton Center (see Exhibit E), supervised by the Dean of Students Services consists of ten (10) full-time counselors. Four counselors are housed in the Administration Building; three are assigned to the EOPS/CARE program; one is in the Transfer/Career Center; one is in the Financial Aid; and one is assigned to the Student Resource Center. There are also 8 adjunct counselors working in various programs on campus including EOPS, Cal Works and the FYE program. In addition to the counselors, there are one full-time Administrative Assistant and student workers.

3. **Describe facilities or equipment needs for the next four years.**

The Counseling Department has the following facilities or equipment needs:
- Replace all 8 computers in the Counseling Department
- Online New Student Orientation Software
- Updated Microsoft Software for Computers
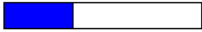
- A new student center with A&R, Counseling, Outreach, Assessment and other student services programs. (One time cost of construction of new student center)

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

The counseling office is open to staff and the public, via email and phone, Monday through Thursday from 8:00 a.m. to 6:30 p.m. and Friday from 8:00 a.m. to 12:00 p.m. According to the Student Customer Service Survey 70% of the students indicated that they were satisfied with the hours of operation.

Table 23. Hours of Operation Fall 2012 Counseling Survey

1. Hours of operation

Response	Frequency	Percent	
Excellent	11	35	
Good	11	35	
Fair	6	19	
Poor	2	6	
NA	1	3	

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

The most significant external factor that has affected the Counseling Department over the past year has been the rapid increase in student enrollment (See Table 1). This increase required the department to hire additional adjunct counselors to assist in providing adequate counseling services. A full-time counselor was be assigned to the Counseling Department in Spring 2013 to address this increase as well. Changes in state regulations also affect the Counseling Department as follows:

- The California Dream Act of 2011 is the result of AB 130 and AB 131. Together, these bills allow undocumented and documented students who meet certain provisions of AB 540 to apply for and receive private scholarships funded through public universities (AB 130), state administered financial aid, university grants, and community college fee waivers (AB 131). AB 540, passed in 2001, allows students meeting all of the following criteria to pay the same tuition and fees as resident students at California public colleges and universities.

- Important changes affecting all financial aid students effective July 1, 2012. This change states that all students receiving Federal Pell Grants now have a lifetime limit of only 12 semesters which is equal to four to six years of undergraduate enrollment. Financial Aid does not pay for repeated courses
- The Student Transfer Achievement Reform Act (Senate Bill 1440, Padilla) became law in 2010 and requires the California Community Colleges and California State University to collaborate on the creation of AA-T and AS-T degrees. Upon earning these degrees,

students will be guaranteed admission to a California State University campus with junior standing.

These external factors will require students to complete an (online) educational plan, seek support services, and understand the transfer requirements for the California State University System.   The counseling faculty will have to work closely with articulation officers to ensure that they have ready access to accurate, up-to-date transfer requirements and articulation agreements. The faculty will work with the academic division to develop curriculum and offer courses and workshops that encourage the holistic development of the student as a functioning member of society.

These workshops will include strategies in academic success, such as study skills, note taking, time management; introduce students to Internet resources and software related to college services; and transfer, and career options in order to assist them in becoming more self-reliant, critical, and independent researchers and learners.

Customer Service
1.   **Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**
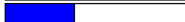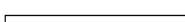
The Counseling Department Customer Service Survey is administered once a year and it asks students to rate their counseling experience (See Exhibit D). In Fall 2012, the survey indicated that 94% of the students felt that they had enough privacy to discuss their concerns when talking to a counselor at the Center. The students surveyed (87%) also felt that their overall quality of service from the counseling department was good or better and the Counselors were knowledgeable and helpful.

Table 24. Fall 2012 Counseling Department Customer Service Survey

9. Overall quality of service

Response	Frequency	Percent	
Excellent	15	50	
Good	11	37	
Fair	1	3	
Poor	3	10	
NA	0	0	

10. When talking to a counselor at the Compton Center, I feel I have enough privacy to discuss my concerns.

Response	Frequency	Percent	
Strongly Agree	17	55	
Agree	12	39	
Disagree	2	6	
Strongly Disagree	0	0	
Not Applicable	0	0	

7. Helpfulness & knowledge of counselors

Response	Frequency	Percent	
Excellent	20	67	
Good	6	20	
Fair	2	7	
Poor	1	3	
NA	1	3	

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

The Counseling Department will continue to improve its services by participating in regularly scheduled program reviews and Service Area Outcomes assessments. Assessment results data will be reviewed by all Counseling personnel. Recommendations will be documented, shared and integrated in the programs plan. The Department needs to improve:

- collaboration with campus community resources, establishing strong links with other faculty, academic divisions on both campuses to ensure the knowledge of the nature and requirements of the various disciplines offered are accurate. There needs to be continued close linkage with other Divisions and Student services to assure a high quality in information dissemination to students.
- the on-going partnership with CTE faculty for the purpose of staying current on local labor market trends, private industry and employment demands. Establish liaison relationships with other career-related programs, such as work experience and job-training programs.
- counseling services processes and provide detailed consistent standards of delivery to all students the Department will develop a standard operating procedures document.
- the ability to provide transcript evaluation/interpretation, graduation and general education transfer certification
- use technology to accurately and efficiently document student use of services.
- student participation in the New Student Welcome Day event.
- student access to an online New student Orientation
- student access to career/vocational exploration and interest inventories using online career assessments.

Conclusions and Recommendations

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

1. Summarize the program's strength and areas that need improvement.

Strengths
- Accessibility to Training and Professional Development
- Monthly Student Services Division Meeting
- Technology which enhance the delivery of services to students, e.g., online student educational plans, articulation information and transcripts.
- Offer a variety of Human Development Courses that provide strategies for creating success in college and in life. Human Development 10 course is transferable to CSU/UC, meets graduation and CSU General Education requirements.
- A professional Counseling Faculty that has an understanding of how race, culture, ethnicity, gender, sexual orientation, age, physical or mental disability, religion, marital status, socioeconomic status and learning styles affects their counseling approaches.

- Hours of operation
- Recognition of strengths and weaknesses of students
- Faculty that chair and coordinates SLO's, SAO, Program Review and Program Plan assessment cycles

Needs Improvement
- The need for a Student Success Coordinator/Counselor
- The need to assist students through processes of transcript evaluation/interpretation and general education transfer certification at the Compton Center.
- Need a facility that will house all student services.
- Improve Counseling Website with online up-to date accurate information.
- Provide technology that will provide online, services to increase access and accommodate distance education, disabled, and other students who may not seek assistance during regular business hours.
- Coordinate Services
- Develop a calendar of activities for the department
- Review research data
- Organize a metrics of the collection of data from students and faculty
- Provide the technology for students to make appointments online
- Develop a better process to decrease the wait time for walk-in students to receive counseling services, especially during peak registration periods.
- Document Student Orientations using analyzed data

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

1) Identify a Student Success Coordinator/Counselor. Objective: Collaborate with the Counseling Department on both campuses in implementing the three funded core services of the Student Success Act of 2012. The funded core services are: Orientation, Assessment, Counseling/Advisement and student educational planning. To enhance our collaborative efforts with campus community resources, establishing strong links with other faculty, academic divisions on both campuses and to ensure the knowledge of the nature and requirements of the various disciplines offered are accurate. Maintain a close linkage with other Divisions and Student services to assure a high quality in the information disseminated to students. Serve as a

2) Hire a Full-Time CTE/STEM Counseling Faculty. Objective: To create an on-going partnership with CTE faculty for the purpose of staying current on local labor market trends, employment demands and private industries. Establish liaison relationships with other career-related programs, such as work experience and job-training programs in the communities.

3) To develop two (2) additional Service Area Outcomes. Objective: To improve the effectiveness of services, increase student success and advocate for needed resources.

4) Provide ongoing professional development training for all Counseling Faculty. Objective: To provide competent academic, career, personal, and crisis intervention counseling services to students.

5) Develop Standard Operating Procedure Policies for Counseling Services in the Counseling Department. Objective: To improve counseling services processes and provide detailed consistent standards of delivery to all students.

6) Automate student check in process for counseling services to electronically track the volume of students and the services they receive. Objective: To use technology to accurately and efficiently document student use of services.

7) Make proactive efforts to reach out to both current and potential students. Objective: Increase student participation in the New Student Welcome Day Event.

8) Increase student participation in New Student Orientations (online or in-person). Objective: Provide students with information concerning the college's support programs and services.

9) Collaborate with Faculty to provide outreach counseling in classrooms. Objective: To make students aware of programs and services provided to meet their educational goals.

10) Recommend that the institution strongly consider hiring an academic transcript evaluator at the Compton Center. Objective: Provide transcript evaluation/interpretation, graduation and general education transfer certification.
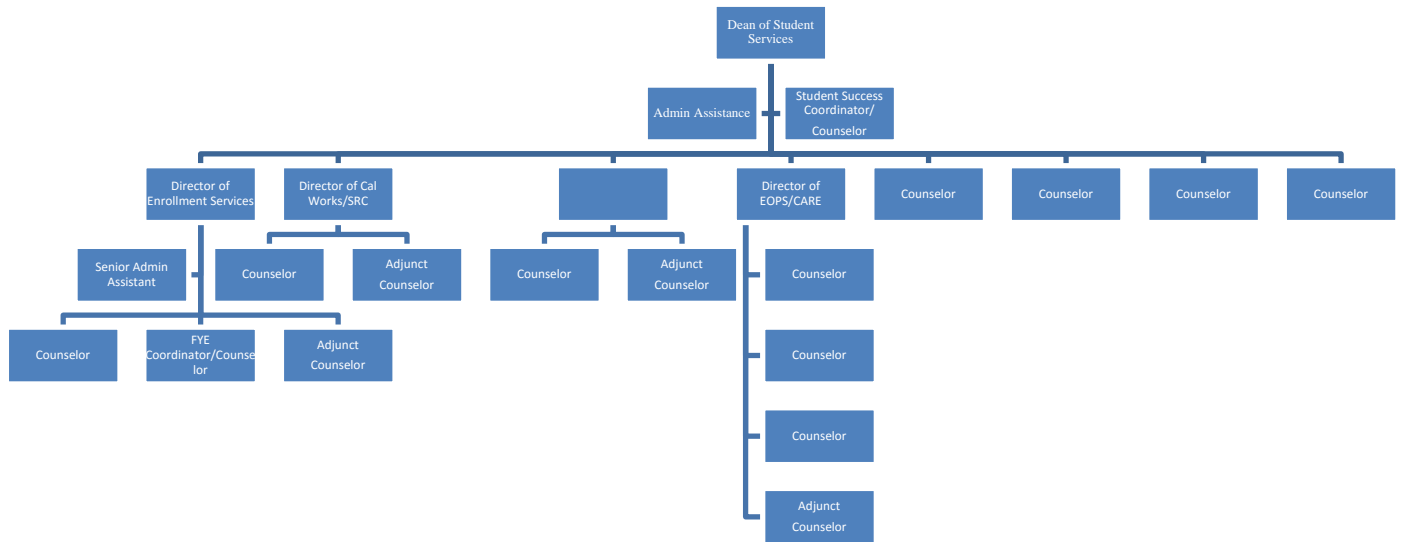
8. <u>X </u>   Continue Program

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

Appendix A: Counseling Department Organization Chart-**Current**
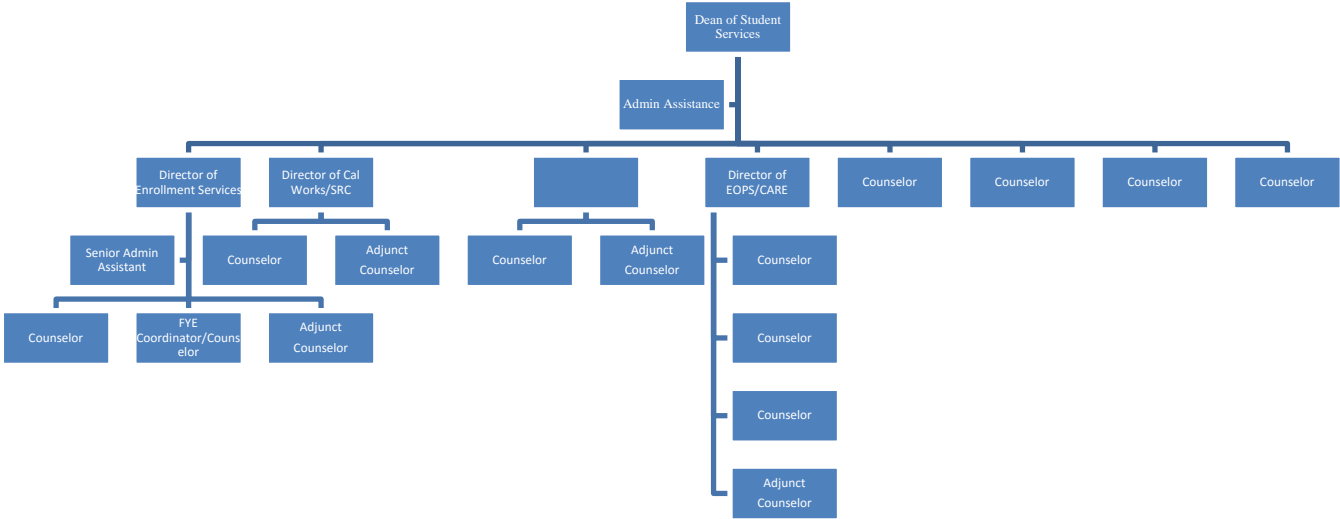
Appendix A: Counseling Department Organization Chart-**Proposed**

Appendix B: Service Area Outcomes Assessment Report-Student Enhancement Program

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Student Learning Outcome (SLO)	As a result of completing the Student Enhancement Program (SEP) workshops, students will learn basic information on probation and dismissal policies.

Section 1: SLO and Assessment Proposal

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

1A. Date Section 1 Completed	Spring 2012		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Valerie O'Guynn	2023	kcurry@elcamino.edu
	Dr. E. Preston	2086	epreston@elcamino.edu
	Vanessa Haynes	2078	vhaynes@elcamino.edu
1C. Additional Personnel	Cheryl Threadgill 2083, Celia Arroyo 2084, Holly Schumacher 2930		
1D. Division and Department Information	Division:	Program or Department:	
	Student Services	Student Enhancement Program (SEP)	
1E. Proposed SLO Statement	As a result of completing the Student Enhancement Program (SEP) workshops at ECC, students will learn basic information on probation and dismissal policies.		
1F. Related Core Competency	I . Content Knowledge and critical, creative, and analytical thinking skills IV. Professional and Personal Growth		
1G. Proposed Assessment Process	A pre- and post-survey will be given to students during the SEP workshops. The pre-survey will be administered at the beginning of each SEP workshop and students will complete a post-survey at the end of each workshop.		
1H. Timeline for Assessment	The pre- and post-survey will be administered during the months of February -June of 2012.		
1I. Rubric and Standards for Success	Student taking the pre and post survey will show a 10% increase on the post survey relative to their knowledge on the 14 questions asked on the probation and dismissal policies. The questions asked students to response to their knowledge as very, somewhat or not at all on Questions are as follows: 1. Did you attend an in-person Orientation workshop at the Compton Center? 2. Where you or are you part of a support program? 3. If so, indicate which one. Students were also asked how familiar they were with the following information:		

El Camino College
Student Learning Outcomes and Assessment

	Academic Probation, Progress Probation, Academic dismissal, Progress dismissal, Transcripts/GPA Explanation, Decision Making Activity, Goal Setting Explanation, Goals Setting, Time management, Learning styles, Your Academic status and level, Your student responsibility for your academic success, Setting goals for your academic career and beyond,
1J. Resources Needed for Assessment	The pre survey will be distributed to each student in the Enhancement Workshop by the Counselor conducting the workshop. At the end of the presentation, the counselor will distribute the post survey to each student to completed and return to the counselor before leaving the workshop.
1K. Additional Notes/Comments	None at this time.

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

Section 2: Report of Assessment Results

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

2A. Date Section 2 Completed	Spring 2012
2B. Description of the Data	Check all that apply: 1. X Formative Evaluation X Summative Evaluation 2. One-Time X Multiple-Step 3. X Direct Evidence X Indirect Evidence 4. X Qualitative X Quantitative
2 C. Narrative Report of Data	**Report of the Data** A total of 69 students completed the pre and post survey form. The data below shows the responses of students on the pre and post survey and the difference for each of the questions asked. These data suggest that student's had little knowledge of the terms and polices on probation and dismissal as listed on the survey at the beginning of the presentation and showed major improvement on the post survey on their knowledge and understanding of the terms. It can be generalized that the Counselor's presentations were effective and meaningful to student relative to the terms presented at the workshop.

El Camino College
Student Learning Outcomes and Assessment

1. Did you attend an in-person Orientation Workshop at the Compton Center?

   Yes. Difference of 1% which conveys that students identified that they attended the workshop.

2. Were you or are you part of a support program?
   Yes Difference of 2% which represents no significant gain.
   No-2% which represents that there was no significant gain

3. If so, please indicate which one.
   - Athletics   0
   - EOPS +1%
   - First year Experience   0
   - SRC   0
   - Cal Works   +3%
   - Student SS   +4%

4. Academic probation
   - Very   +64% of the student gained a knowledge of what academic probation meant
   - Somewhat: There were 31% fewer student who did not understand what academic probation meant
   - Not at all: 33% of the student reported that they did not understand what academic probation was however; after the workshop there were no student who did not understand what academic probation

5. Progress Probation
   - Very- There was a 66% gained in the knowledge of students understanding the definition of Progress Program which is significant.
   - Somewhat – There were 30% fewer students who did not understand what Progress Probation meant
   - Not at all- 37% of the student did not understand the definition of Progress Probation at the beginning of the session and only 1% who did not understand at the end of the session which shows a significant different of 36% of the student learned about progress program after having attended the workshop.

El Camino College
Student Learning Outcomes and Assessment

6. Academic Dismissal
   - Very- There was a 64% gained in the knowledge of students understanding the definition of Academic Dismissal at the end of the workshop which is significant.
   - Somewhat – There were 22% fewer students who did not understand what Academic Dismissal meant.
   - Not at all – 45% of the students did not understand the definition of Academic Dismissal at the beginning of the workshop and only 3% did not understand at the end of the workshop which was a difference of 42% which is a significant gain in the number of students who learned the definition of Academic Dismissal after having attended the workshop.

7. Progress Dismissal
   - Very – There was a 69% gain in the knowledge of students understanding the definition of Progress Dismissal at the end of the workshop which is significant
   - Somewhat-There were 26% fewer students who did not understand what Progress Dismissal meant.
   - Not at all – 46% of the students did not understand the definition of Progress Dismissal at the beginning of he workshop and only 3% who did not understand at the end of the workshop which was a difference of 43% which is a significant gain in the number of students who learned the definition of Progress Dismissal after having attended the workshop.

8. Transcript/GPA Explanation
   - Very – There was a 66% gain in the knowledge of students in understanding how to calculate the GPA and transcript at the end of the workshop which is significant.
   - Somewhat – There were 36% fewer students who did not understand the calculation of the GPA at the end of the workshop.
   - Not at all – 29% of the students did not understand how to calculate the GPA at the beginning of the workshop and there were no students at the end of the workshop who did not understand how to calculate the overall GPA.

El Camino College
Student Learning Outcomes and Assessment

9. Decision Making Activity
   - Very – There were a 66% gain in the knowledge of students understanding the decision making process at the end of the workshop.
   - Somewhat – There were 24% fewer student who did not understand the decision making process/activity after the workshop. This was a significant gain of students understanding the decision making process
   - Not al all – 43% of the student did not understand all the decision making process at the beginning of the workshop and only 1% who did not understand at the end of the workshop which represents 42% in the gaining of information about decision making at the end of the workshop.

10. Goal Setting Explanation
    - Very – There was a 55% gain in the knowledge of students in understanding the explanation of goal setting at the end of the workshop.
    - Somewhat – There were 23% fewer students who did not understand goal setting at the end of the workshop.
    - Not at all – 34% of the students did not understand the explanation of goal setting at the beginning of the workshop and only 1% who did not understand goal setting at the end of the workshop which represents a 33% gain of students in understanding goal setting explanation at the workshop.

11. Goal Setting
    - Very – There was a 55%gain in the knowledge of goal setting at the end of the workshop.
    - Somewhat – There were 43% of the students before the workshop who knew about goal setting somewhat and 17% who expressed that they did not understand goal setting which represented 26% in the reduction of students who did not know about goal setting after the workshop.
    - Not at all – 30% of the students did not understand goal setting did not understand goal setting at the beginning of the workshop and only 1% after the workshop which represents a 29% gain in students understanding goal setting.

El Camino College
Student Learning Outcomes and Assessment

	12. Time Management • Very – There was 62% gain in the understanding of time management which is significant. • Somewhat – There were 54% of the students at the beginning of the workshop who did not understand Time Management and 17% with somewhat knowledge about Time Management at the end of the workshop which represents a gain in knowledge of 37% of the students • Not at all – 27% of the students did not understand the importance of Time Management at the beginning of the workshop and only1% at the end of the workshop which means that there was a gain of 26% of the students understanding the workshop. 13. Learning Styles • Very – There was 53% gain in the understanding of time management which is significant. • Somewhat – There were 44% of the students at the beginning of the workshop who did not have a knowledge about their learning style • Not at all – 34% of the students did not know their learning style and only 1% a the end of the workshop which means that there was a gain f 33% of the students who gained understanding about their learning style. 14. Your academic status and level • Very – There was a 55% gain in the understanding of students of their academic status and level. • Somewhat – There were 50% of the students before the workshop who understood their academic status and level and 22 who identified somewhat after the workshop which represented a 28% gain in the in knowledge of student about their academic status and level after the workshop. • Not at all -29% of the students did not understand academic status and level which represents a reduction of 28%.
2D. Do Data Meet Standards for Success	1. ☐ Does Not Meet Standards 2. ☐ Meets Some Standards 3. ☐ Good Enough 4. ☐ Meets Most Standards 5. X Exceptional

<u>Section 3</u>: Reflection on Assessment Results

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

3A. Date Section 3 Completed	Spring 2012

3B.   What were the most important findings from the data?

The findings from the data show that the workshop was effective in that 94% of the student identified that they had attended an in-person workshop at the Compton Center. 17% of the students identified that they were in a support program while 83% of the students represented the general population of students. From the 17% of the students in support programs 45% were in EOP&S/Care, 36% in Cal Works and 18% were in the Student Support Services.

Academic probation. There was a 64% gain in the knowledge of students at the end of the workshop which means that the workshop was effective in helping students to understand what academic probation meant.

Progress Probation and Progress Dismissal   There was a 66% gain in progress probation and a gain of 69 % in progress dismissal which shows that their was a significant gain in the knowledge of students at the end of the workshop which means that the workshop was effective in helping students to understand the definition of both progress probation and dismissal.

Other areas address in the workshop was Decision making, goal setting time management, learning styles and academic status level. There was a significant gain in all of the areas with 53% being the lowest area of gain in learning styles. Therefore, it can be generalized that the workshop was very effective with more than a 50% gain in the knowledge of student using the pre and post instrument.

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

100% of the students who took the pre and post survey met and exceeded the standards for
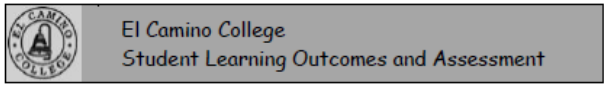
El Camino College
Student Learning Outcomes and Assessment

success relative to their knowledge and understanding of the probation and dismissal policies. Students exceeded the target of 10% in most areas.

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

There appear to be no learning gaps. The information presented defined the terms of academic probation and the dismissal policies and students conveyed on the pre survey that they had little knowledge of the policies on probation and dismissal but after the presentation, the post survey conveyed that students understood the probation and dismissal policies.

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

The assessment method and standard for success for evaluating the knowledge and understanding of the probation and dismissal policies was effective using the pre and post survey. However question #1 Did you attend an in-person Orientation workshop at the Compton Center should read Did you attend an in-person Student Enhancement Program (SEP) workshop before at El Camino College. This will allow an analysis of the success of students that have participated in the SEP workshop. Re-evaluate questions #4-16 to ensure students understanding.

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

Question number one on the survey should be modified to ascertain information relative to the SLO. Questions #4-16 should include an introduction statement to indicate to students that they relate their knowledge and understanding of the terms or policies. For example: After attending this workshop do you have a better understanding of academic probation, progress probation ext. Also it is recommended that the Counseling and Financial aid departments conduct early intervention workshops on academic and progress probation.

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

Tools needed:
Counseling Faculty to conduct workshop.
Power point presentation
Enhancement Program Booklet
Pre and Post Survey Forms
#2 pencils
Class with power point projector.

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

Spring 2012

El Camino College
Student Learning Outcomes and Assessment

3I.   Are there any additional comments?

Revised the original SEP SLO Assessment Process, rubric and Standards for Success and di not include Part 2. Institutional Research will compare the success of students who completed SEP to those on probation who did not complete the SEP workshop. Part 1 correlated best with the SLO Proposed Statement.

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

Appendix C: SAO Report New Student Welcome Day

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Title of Student Learning Outcome (SLO)	New Student Welcome Day Orientation		

Section 1: SLO and Assessment Proposal

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

1A. Date Section 1 Completed	Fall 2012		
1B. Contact Personnel	**Names:**	**Extensions:**	**Email Addresses:**
	Dr. Ricky Shabazz	2763	rshabazz@elcamino.edu
	Valarie O'Guynn	2024	voguynn@elcamino.edu
	Dr. E. Preston	2086	epreston@elcamino.edu
	Vanessa Haynes	2078	vhaynes@elcamino.edugfetytju
1C. Additional Personnel	Christina Acoff	2762	cacoff@elcamino.edu
	Terri Anderson	2762	tanderson@elcamino.edu
	Shateo Griffin	2762	sgriffin@elcamino.edu
1D. Division and Department Information	**Division:** Student Services	**Program or Department:** Matriculation/Orientation	
1E. Proposed SLO Statement and	After attending a New Student Welcome Day (NSWD) new students will be able to identify the Support Services on campus.		
How will you communicate this SLO to students?	The Outreach/Welcome Center and Counseling Department has created a standardized general presentation which will be used by all ECC outreach representatives, counselors and student ambassadors during campus visits and other presentations. SLO posters will be posted in the Welcome Center and on the Outreach page of the Compton Center website.		
1F. Related Core Competency	I. Content Knowledge II. Critical, Creative and Analytical Thinking IV. Professional and Personal Growth		
1G. Proposed Assessment Process	Once the workshops are complete, students will then be given a survey to measure the level of information retained from the workshops, presentations and their opinion/ experience of the orientation. Surveys completed will then be submitted to the Office of Institutional Research for analysis.		
1H. Timeline for Assessment	The surveys will be administered during the NSWD orientations and workshops August 2012.		
1I. Rubric and Standards for Success	After attending a NSWD Orientation 70% of the students will have a better understanding of the Support Services available on campus.		

Updated 11/21/08

El Camino College
Student Learning Outcomes and Assessment

1J. Resources Needed for Assessment	Resources needed to complete this SLO assessment include the staff, counseling faculty and the student ambassador program.
1K. Additional Notes/Comments	None at this time

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

Section 2: Report of Assessment Results

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

2A. Date Section 2 Completed	Fall 2012
2B. Description of the Data	Put an "x" next to all that apply:

	Formative Evaluation	X	Summative Evaluation
X	One-Time		Multiple-Step
X	Direct Evidence		Indirect Evidence
	Qualitative	X	Quantitative

2C. Narrative Report of Data

A total of 180 students completed the survey administered to them on site at the New Student Welcome Day event. The survey contained 10 questions relative to the El Camino College Compton Center support services Of the 180 students who completed the survey, 91.3% reported that they were new students. The results of each question asked are as follows:

1. How did you hear about this event

Response	Percentage
Website	15.56
Flyer	23.33
Word of mouth	21.11
Postcard mailing	7.22
In-Person Orientation	27.22
Counselor	38.89

The 38.89 percent, which is the highest percentage of students, heard about the New Student from a Counselor, the second highest percentage of students heard from in-person Orientation. It can be inferred that students responds to direct contact more often than other means of advertisement.

Updated 11/21/08　　El Camino College
Student Learning Outcomes and Assessment

2. How did you register for the New Student Welcome Day?

   41.38% of the students showed up, while 40.23 registered in person which represents 81% of the student not using the online opportunity.

3. Before New Student Welcome Day, were you aware of services provided by the college?

   60.67 % of the students reported that they were aware of the services provided by the college, while, 39.33 % reported that they were not aware of the services provided by the college. Therefore, 39.33% of the students who attended the New Student Welcome Day became aware of the services provided.

4. Prior to coming to New Student Welcome Day, were you able to register for classes on your own?

   75.98% of the students reported that they were able to register for classes on their own, while 24.02 of the students learned how to register for classes.

5. How helpful was the information provided in the workshops you attended?

   83.71 % of the students reported that the information provided to them in workshops was very helpful which is significant.

6. How clear was the information presented to you in the workshops?

81.1 % of the students reported that the information presented in the workshops were very clear which is significant.

7. Please indicate which of the following workshops you found most helpful

Response	Percentage
Orientation to College	23.60
Choosing a major/careers	17.42
How to be a first year college student	29.78
The Dream Act Workshop	10.67
Parent Workshop	1.69
Transferring to the CSU/UC Private	44.38
Vocational Technology	7.87
Financial Aid Workshop	48.31

The data above shows that the workshop found most helpful was the

Financial Aid workshop with 48.31%. The second most helpful workshop was Transferring to CSU/UC Private with 44.38%. All other percentages ranked 29.78 and lower.

8. After attending New Student Welcome Day, are you more knowledgeable about the Support Services on campus?

The data showed that 97.19 % of the students became more knowledgeable about the Support Services on campus which is significant. It can be inferred that the New Student Welcome Day workshops were effective in informing students of the Support Services provided.

9. Identify the Support Services that you learned about today.

Response	Percentage
EOPS/CARE	45.00
Financial Aid	72.22
Career & Technical Education	11.67
Child Development	3.89
Learning Resource Center	11.11
Counseling	25.56
First Year Experience	50.56
Admissions and Records	10.00
CalWorks	11.67
Athletics	3.33
Transfer/Career Center	48.89
Welcome Center	18.89
Student Life	20.00
Library	4.44
Special Resource Center	3.33

The Support Services that received the highest percentage of 72.22 was financial aid which is significant in that students learned about financial. The second highest percentage was First Year Experience with 50.56 % followed by Transfer/Career Center with 48.89 % and EOPS/CARE with 45.00 %. The area where student leased learned about was Special Resource Center and Athletics with 3.33 %. Seconded was Child Development with 3.89 % and the Library with 4.44 %.

10. After attending New Student Welcome Day, do you feel more confident as a new student at El Camino College Compton Center?

98.86 % of the students identified that they felt more confident as a

<table>
<tr>
<td></td>
<td colspan="3">new students El Camino College Compton Center because they had attended the New Student Welcome Day which is significant. It can be generalized that the New Student Welcome Day was effective in helping students feel more confident as a new student at El Camino College Compton Center.</td>
</tr>
<tr>
<td rowspan="6">2D. Report of Data: Does it Meet Standards for Success</td>
<td colspan="2">Put an "x" next to the one that applies:</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Standards</td>
</tr>
<tr>
<td></td>
<td>Meets Some Standards</td>
</tr>
<tr>
<td></td>
<td>Good Enough</td>
</tr>
<tr>
<td></td>
<td>Meets Most Standards</td>
</tr>
<tr>
<td>X</td>
<td>Exceptional</td>
</tr>
<tr>
<td>2E. Projected Deadline for Submission of Data Analysis</td>
<td colspan="3">Fall 2012</td>
</tr>
<tr>
<td>2F. Additional Notes/Comments</td>
<td colspan="3"></td>
</tr>
</table>

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

Appendix D: SLO Report for Counseling Services

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Title of Student Learning Outcome (SLO)	At the end of their individual counseling session, students will have learned more about the steps, resources, and/or options they need to meet, advance, or complete their goals.

Section 1: SLO and Assessment Proposal
Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.
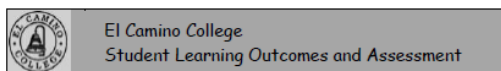
1A. Date Section 1 Completed	Spring 2012		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Valarie O'Guynn	2023	voguynn@elcamino.edu
	Dr. E. Preston	2086	epreston@elcamino.edu
	Vanessa Haynes	2078	vhaynes@elcamino.edu
1C. Additional Personnel	Cheryl Threadgill, Dr. Alexander My, Michael Odanaka, Celia Arroyo, Dr. Sylvia Arroyo, Holly Schumaker`, Jennell Allen		
1D. Division and Department Information	Division:	Program or Department:	
	Counseling	Counseling	
1E. Proposed SLO Statement	At the end of their individual counseling session, students will have learned more about the steps, resources, and/or options they need to meet, advance, or complete their goals.		
1F. Related Core Competency	Content knowledge and critical, creative, and analytical thinking skills		
1G. Proposed Assessment Process	At the end of an individual counseling session each student will be given a survey which will ask them to respond to specific questions. "Based on your counseling appointment today what did you learn about one or more of the following: 1. Steps to defining-clarifying-or achieving your goals. 2. Resources for defining-clarifying-or achieving your goals. 3. Choices you have to define-clarify-or achieve your goals. 4. None of the above. Students were also provided an opportunity to write any comments or suggestions.		
1H. Timeline for Assessment	Spring 2012		
1I. Rubric and Standards for Success	At least 70% of the students surveyed will report having learned about at least one of the four areas listed below relative to defining clarifying or achieving their goals. 1. Steps to defining-clarifying-or achieving your goals. 2.		

Section 2: Report of Assessment Results

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

2A. Date Section 2 Completed	Spring 2012
2B. Description of the Data	Check all that apply: 1. ☐ Formative Evaluation ☒ Summative Evaluation 2. ☒ One-Time ☐ Multiple-Step 3. ☒ Direct Evidence ☐ Indirect Evidence 4. ☐ Qualitative ☒ Quantitative
2C. Narrative Report of Data	Report of the Data A total of 91 students completed a counseling evaluation form at the conclusion of their counseling session. Students were given four choices to indicate what they had learned during their counseling session and were also given the opportunity to provide written suggestions and/or comments. Students were asked to select one or more that represented what they had learned after participating in a counseling session. The four choices were: 1. Steps to defining, clarifying, or achieving your goals. 2. Resources for defining, clarifying, or achieving your goals. 3. Choices you have to define, clarify, or achieve your goals. 4. None of the above. The findings conveyed that 74% of students indicated they learned about steps to defining, clarifying, or achieving their goals. 57% of students indicated they had learned about resources for defining, clarifying, or achieving their goals. 54% of students indicated they had learned about choices they have to define, clarify or achieve their goals, and 9 % of students indicated they had not learned any of the above.
2D. Do Data Meet Standards for Success	1. ☐ Does Not Meet Standards 2. ☐ Meets Some Standards 3. ☐ Good Enough

El Camino College
Student Learning Outcomes and Assessment

	4. ☒ Meets Most Standards 5. ☐ Exceptional
2E. Projected Deadline for Submission of Data Analysis	Spring 2012
2F. Additional Notes/Comments	None at this time.

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

Appendix E: Counseling Department Customer Service Survey

2012-13 Counseling Customer Service Survey

N = 31

1. Hours of operation

Response	Frequency	Percent
Excellent	11	35
Good	11	35
Fair	6	19
Poor	2	6
NA	1	3

2. Office facilities [appearance- comfort]

Response	Frequency	Percent
Excellent	7	23
Good	17	57
Fair	5	17
Poor	1	3
NA	0	0

3. Time of response to your request[s]

Response	Frequency	Percent
Excellent	13	42
Good	7	23
Fair	8	26
Poor	3	10
NA	0	0

4. Procedures clear and easy to follow

Response	Frequency	Percent
Excellent	16	52
Good	10	32
Fair	5	16
Poor	0	0
NA	0	0

5. Quality of materials received

Response	Frequency	Percent
Excellent	15	50
Good	12	40
Fair	3	10
Poor	0	0
NA	0	0

6. Knowledge & helpfulness of front desk staff

Response	Frequency	Percent
Excellent	16	52
Good	9	29
Fair	4	13
Poor	2	6
NA	0	0

7. Helpfulness & knowledge of counselors

Response	Frequency	Percent
Excellent	20	67
Good	6	20
Fair	2	7
Poor	1	3
NA	1	3

8. Confidentiality of private information maintained

Response	Frequency	Percent
Excellent	17	57
Good	7	23
Fair	5	17
Poor	0	0
NA	1	3

9. Overall quality of service

Response	Frequency	Percent
Excellent	15	50
Good	11	37
Fair	1	3
Poor	3	10
NA	0	0

10. When talking to a counselor at the Compton Center, I feel I have enough privacy to discuss my concerns.

Response	Frequency	Percent
Strongly Agree	17	55
Agree	12	39
Disagree	2	6
Strongly Disagree	0	0
Not Applicable	0	0

11. I would be very likely to use the Counseling Services in the evening hours (after 5:00 pm).

Response	Frequency	Percent	
Strongly Agree	9	29	
Agree	10	32	
Disagree	4	13	
Strongly Disagree	5	16	
Not Applicable	3	10	

12. If available, I would be very likely to use the Online Counseling Services.

Response	Frequency	Percent	
Strongly Agree	8	26	
Agree	12	39	
Disagree	5	16	
Strongly Disagree	4	13	
Not Applicable	2	6	

13. Did the amount of time given for your counseling appointment (30 minutes) give you enough time to receive proper counseling?

Response	Frequency	Percent	
Strongly Agree	9	30	
Agree	15	50	
Disagree	4	13	
Strongly Disagree	1	3	
Not Applicable	1	3	

14. How much time would you prefer for a counseling appointment?

Response	Frequency	Percent	
15 minutes	4	13	
30 minutes	15	50	
45 minutes	9	30	
1 hour	2	7	

15. How often do you check your e-mail?

Response	Frequency	Percent	
Daily	16	52	
Weekly	12	39	
Monthly	2	6	
Never	1	3	
Other	0	0	