

El Camino College Compton Center

STUDENT SERVICES

Counseling Program Review Fall 2016

Program Review

Program Review is a tool used by program personnel to critically evaluate the services offered by the program and to recommend necessary improvements that address the needs of the College or the Center and the community.

Desired Outcomes

Desired Program Review outcomes include: a thorough evaluation of the program's effectiveness using quantitative and qualitative data; recommendations for program improvement (or if appropriate program discontinuance); and placement of the recommendations into the program's annual plan.

Program Description

Assume the reader of the program review does not know about your program

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

The Counseling department's mission is to collaborate with instructional faculty, staff, management, and the administration to create a supportive learning environment that provides various strategic intervention programs and services designed to improve student success. The role of the counseling faculty in the community college setting has been defined by the Education Code which reiterates the critical responsibility of the counselor to support student success in areas such as student self-assessment, decision-making, goal setting, and goal implementation. The counselors at the Compton Center provide a comprehensive holistic approach to counseling students in skills assessment, career exploration, educational planning, personal counseling, intervention counseling, crisis counseling, and referrals to on and off campus resources in addition to providing follow up services to help students achieve their educational and life goals.

Counseling services are specifically designed to meet the California Community Colleges' primary mission of providing transfer and vocational education. Counselors play a significant role in retention by providing educational planning services to enable students to complete vocational certificates, AA/AS and AA-T/AS-T degrees, and

transfer requirements to state universities, private institutions, and out of state colleges and universities.

The Counseling Department provides counseling and student support services to promote student success from application to graduation. Counseling faculty advise students on the basis of multiple criteria that can be used to form a holistic “portrait” of each student, denoting strengths, areas of needed improvement, support service needs, placement test scores, study skills, learning and physical disabilities, and language skills.

The key goals and objectives of the Counseling Department are to:

- Help students clarify their career and life goals
- Develop an appropriate course of study based on students’ goals, aptitudes and interests
- 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.

These key goals and objectives are accomplished through a variety of counseling services including:

- Comprehensive counseling that includes academic, career and personal goals
- Development of abbreviated and comprehensive educational plans
- Assessment score and interpretation of placement results [i.e., English, English as a Second Language (ESL), math, Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP)]
- Individual counseling session which can be scheduled online thru MyECC or on a walk-in basis
- Express Counseling available as drop-in counseling
- Group workshops, which include:
 - Student Success Workshops-for students on academic or progress probation
 - Career workshops- review of topics related to personality, interest, skills and aptitudes that assist students declare a major
 - Transfer- comprehensive review of transfer topics that include admission requirements, guaranteed admission programs, and university transfer options and university application assistance
- Veterans Counseling
- Probation/Reinstatement Counseling
- Classroom presentations as requested by teaching faculty to provide an overview of counseling services and resources
 - Student Success-intrusive counseling in basic skills courses

- What's Your Plan Campaign- educational planning focus
 - Grades Matter Campaign- financial aid eligibility focus
- Encouraging student enrollment in Human Development course offerings (i.e., HD 101, 105, 110, 115)
- Preliminary transcript evaluations from other academic institutions
- Referrals to on/off campus resources and community services
- Disseminating and completing various student forms and petitions such as pre-requisite clearances, dismissal appeal, probation level 2 contracts, financial aid appeals, grade change, course repeat, course substitution, course overload, intent to graduate (including AA-T/AS-T verification), CSU/IGETC certification, academic renewal, transfer partnership agreements
- Provide personal counseling to students with appropriate referral to outside professional/ therapeutic services if necessary

The counseling department has embraced the college's strategic 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: STUDENT SUCCESS & SUPPORT

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

- A "What's Your Plan" campaign was implemented to increase awareness and importance of completing an abbreviated educational plan and more importantly a comprehensive educational plan. This is being done by:
 - Education Planning Workshops are conducted in basic skills classes
 - Tabling sessions purposefully located in high traffic areas during peak times
- Counselors are available for educational planning once a student completes Assessment and Orientation; all first year students receive an abbreviated educational plan and are given information about on-campus resources to be successful
- Counselors are continuously involved in professional development activities to provide competent academic, career, vocational, personal, and crisis intervention counseling services to students
- Collaboration with instructional faculty to provide inreach counseling to make students aware of programs and services provided to meet their educational goals.

SI-C: COLLABORATION

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

- The intent of the counseling department is to enhance 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
- Counselors provide referrals to on-campus support services (i.e. EOPS/CARE, CalWORKs/TANF/GAIN, Student Success Center, Special Resource Center, Transfer Center, Career Center, Veteran Services and Financial Aid)
- The intent is to maintain the counseling webpage on the Compton website with current information regarding services

SI-D: COMMUNITY RESPONSIVENESS

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, 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.
- Invite and collaborate with local colleges and universities and businesses for a career and majors fair with emphasis on STEM fields and CTE
- Support incoming feeder high school students to the Compton Center who participate in partnership programs such as Early College; each counselor serves as a liaison to specific feeder high schools

SI- E: INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

- On a three year cycle, the counseling department has produced a program review according to established procedures
- To improve counseling services, processes, and provide detailed consistent standards of delivery to all students by utilizing survey tools based on the SAO's

- Counseling services (i.e. orientation, educational plans, follow up services) provided to students supported by SSSP plan and recorded in Colleague and reported by MIS
- Increase student participation in the core funded services which include orientation, assessment and educational planning.
 - Counselors will make proactive efforts to reach out to both current and potential students. This can be done by actively participating in the New Student Welcome Day event, High School recruitment, Human Development Courses (presentations), conducting on-site (tabling) counseling services and any other activities that encourages new students to complete an orientation, assessment test and educational plan.
- Provide informational sessions (workshops) targeting the basic skills classes to promote comprehensive educational planning.
 - To increase awareness of the programs, services, resources on the campus, importance of making an appointment to see a counselor and completing a comprehensive educational plan.
- Develop and implement a process to assist students with strategies to stay on course while on Academic or Progress Probation Level 1.
 - Develop and implement an activity (workshop) that will provide students strategies on how to avoid being placed on probation level II and maintain their priority registration. Upon completion of this early alert activity a student will have an educational plan that will include a student success plan with strategies to avoid Level II probation.
- Develop a system to encourage students to keep their Counseling appointment.
 - Increase the number of students to take advantage of their scheduled appointment and avoiding no shows by contacting them as a reminder of the appointment. Also following up with students whom missed their counseling appointment reminding them of our valuable counseling services and/or possibly rescheduling another appointment.

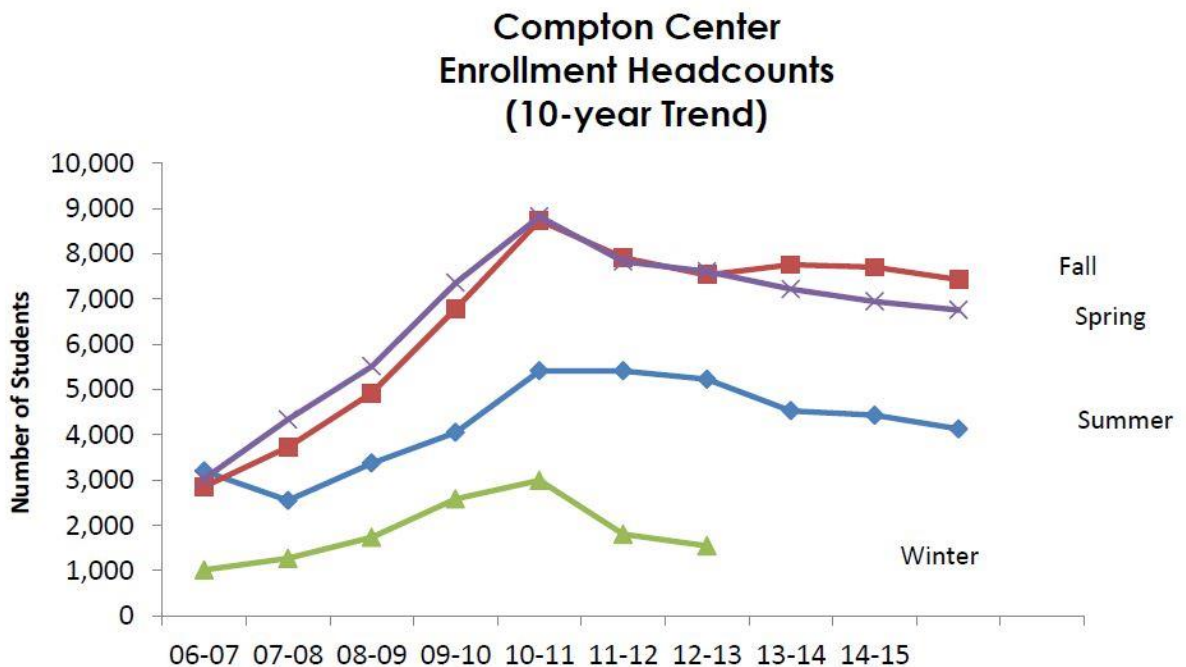
F - MODERNIZATION

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

- The Counseling Department utilizes Scheduling and Reporting System (SARS) to accurately and efficiently document student use of services.

- Students are able to request a counseling appointment to meet with a general counselor thru SARS online via their MyECC
 - Counselors are piloting the early alert system, StarFish, that will allow for more intrusive counseling
2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

The El Camino College Compton Center had an unduplicated enrollment head count of 11,602 for the 2015-2016 academic school year. The chart below depicts the 10-year trend



*graph provided by Research & Planning -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

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.

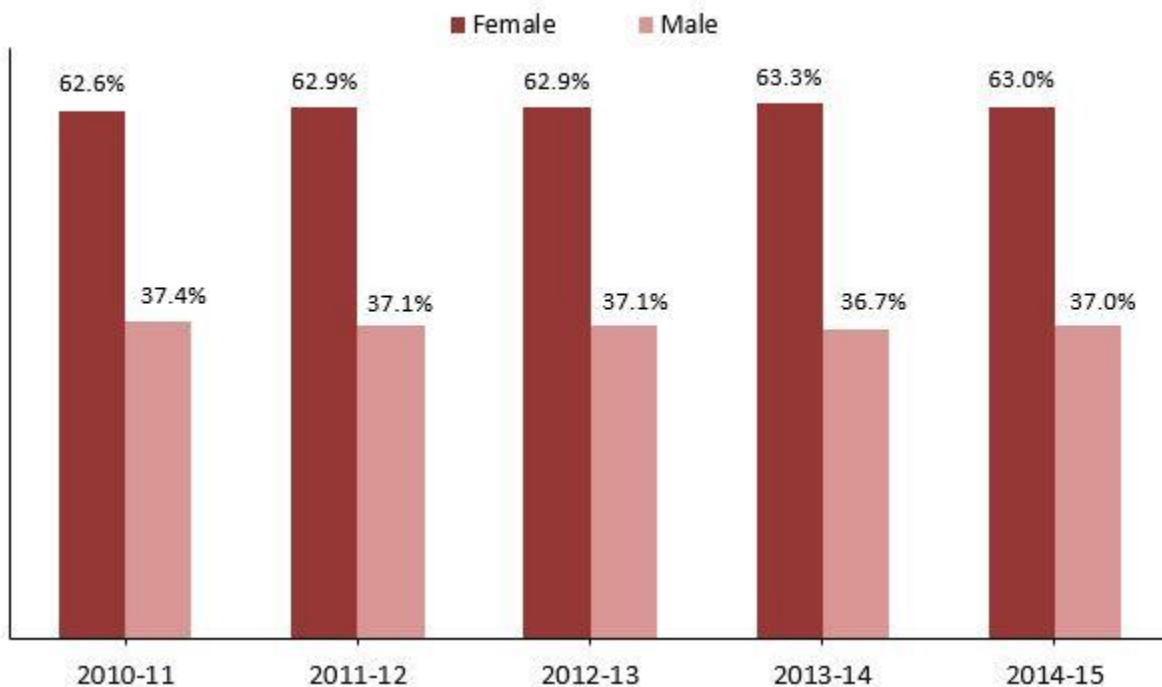
The following charts show student demographics for the Compton Center:

Enrollment by Age

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
19 or less	30.2%	21.4%	23.6%	20.6%	21.1%
20-24	31.9%	38.7%	38.1%	39.4%	39.0%
25-34	22.2%	24.1%	23.1%	24.3%	24.6%
35-44	9.1%	9.2%	8.4%	8.3%	8.3%
45-54	4.9%	5.0%	5.1%	5.4%	4.7%
55+	1.7%	1.7%	1.9%	2.0%	2.2%

*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

Enrollment by Gender



*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

There has been a slight decrease in enrollment of African- American, Asian, and White students over the last three academic years. On the other hand, there has been a slight increase every year of Latino student enrollment over the last five years.

Enrollment by Ethnicity

Ethnic Group	2010-11	2011-12	2012-13	2013-14	2014-15
African-American	42.0%	40.2%	37.4%	36.3%	33.5%
Amer. Ind. or <u>Alask.</u> Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	8.3%	7.4%	7.8%	6.7%	6.0%
Latino	37.6%	41.1%	44.7%	48.0%	52.4%
Pacific Islander	1.2%	1.0%	0.8%	0.8%	0.7%
Two or more races	2.6%	2.9%	3.1%	3.1%	3.0%
Unknown or Decline	2.7%	1.9%	1.2%	0.7%	0.5%
White	5.4%	5.1%	4.8%	4.2%	3.7%

*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

Enrollment from Carson High school, Locke High school, and other non-district feeder schools has gone noticeably down through the last 3 academic years while Centennial and Paramount have gone up during the same time period.

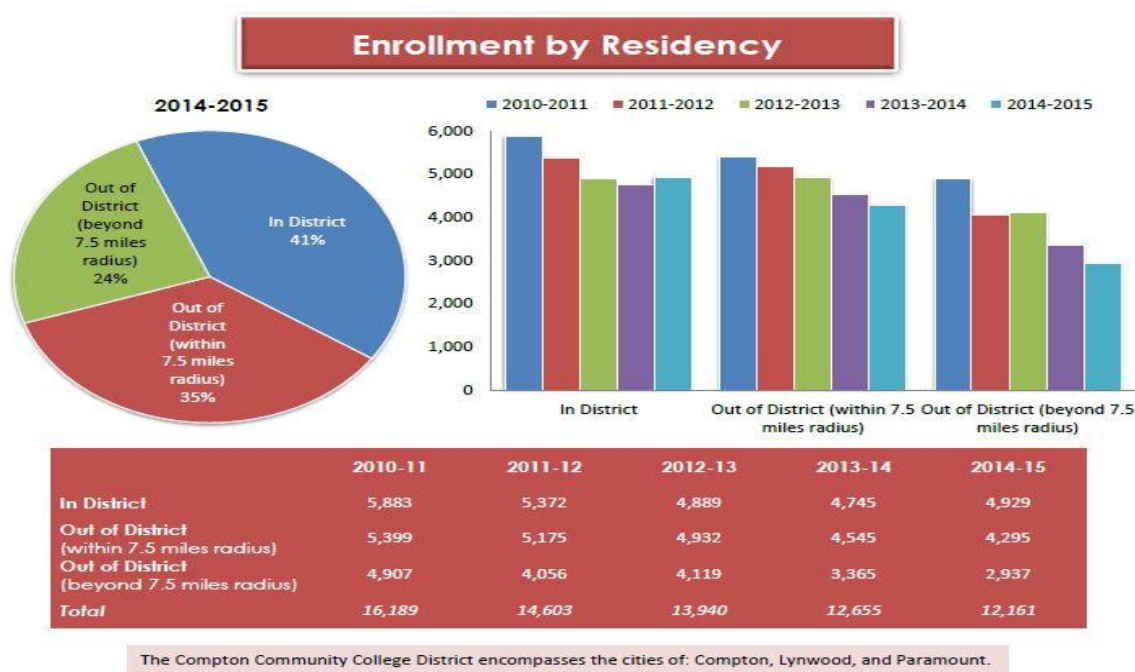
Enrollment by Feeder High School

	2010-11	2011-12	2012-13	2013-14	2014-15
Carson Senior High*	160	166	168	105	71
Centennial High	110	110	117	122	155
Compton Senior High	309	299	295	285	297
Dominguez High	308	299	287	327	320
Jordan Senior High*	215	196	189	170	187
King/Drew Medical Magnet	121	116	129	132	118
Locke (Alain Leroy) Senior High	56	57	50	29	20
Lynwood High	229	171	146	141	164
Paramount High	95	113	129	141	154
Other Non-District Feeders	2,643	2,423	2,430	1,851	1,787

*High schools outside Compton Community College District boundaries

Enrollment by residents in-district overall has gone down from 2010-2011 numbers although 2014-2015 saw a slight increase from the previous year. Enrollment for out-of-district within 7.5 miles radius has seen a consistent decrease every year since 2010-2011. The biggest drop has been for enrollment out-of-district beyond 7.5 mile radius with 2014-2015 showing a 40% drop from 2010-2011.

The number of financial aid awards in the form of the Board of Governors Fee Waiver (BOGFW) and various grants has gone up every year with the exception of 2012-2013 for grants only.



Financial Aid by Award Type

Percent of Enrollment Receiving Financial Aid



Number of Students Awarded

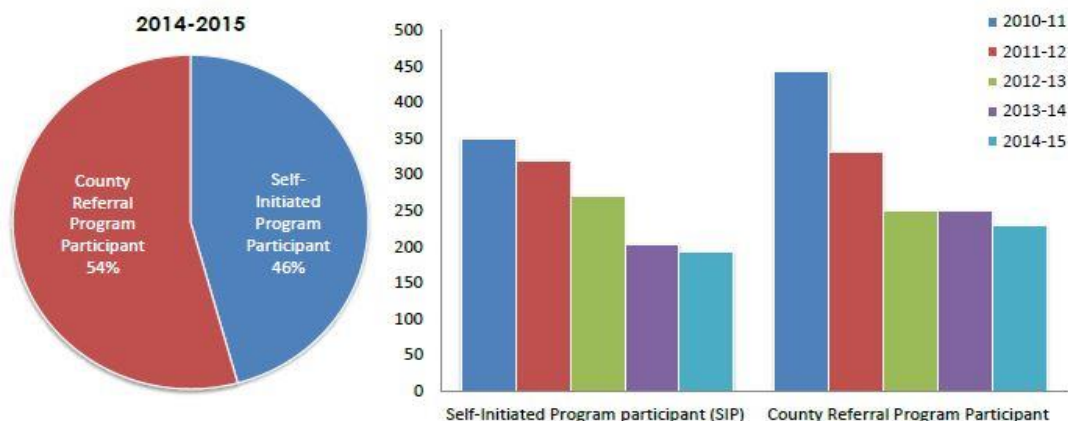
	2010-11	2011-12	2012-13	2013-14	2014-15
BOGFW	5,533	6,005	5,822	5,344	5,305
Grant	2,696	2,800	2,255	2,835	3,088
Loan	173	158	105	0	0
Scholarship	12	17	28	26	46
Work Study	49	1	0	44	62
Total	5,553	6,086	5,887	5,428	5,396

Students may receive more than one award

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Counselors also serve special populations. The following graphs and charts depict students in special programs:

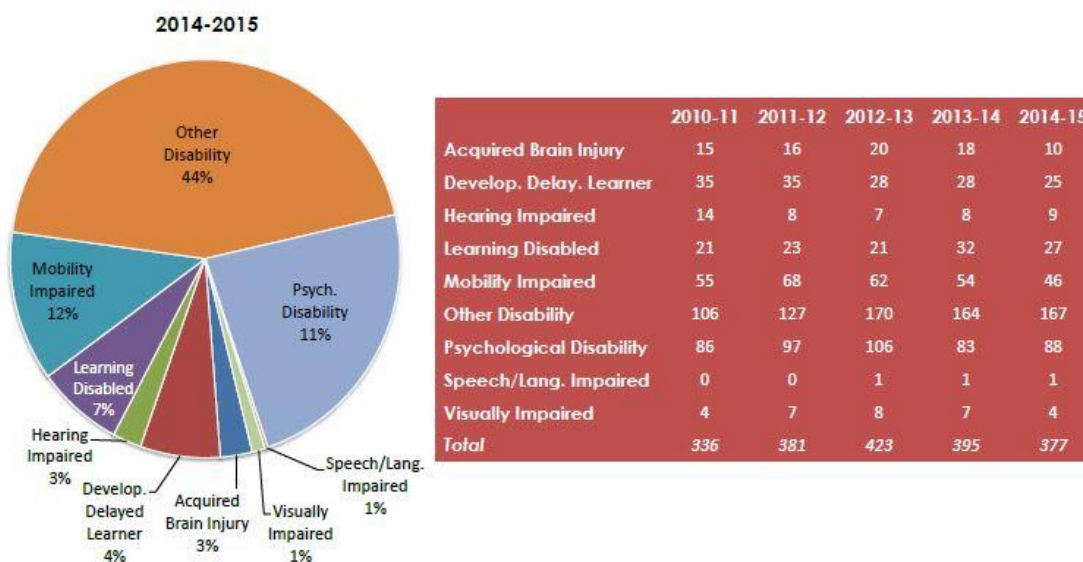
CalWORKs



	2010-11	2011-12	2012-13	2013-14	2014-15
Self-Initiated Program participant (SIP)	351	320	271	204	193
County Referral Program Participant (CRP)	444	331	250	251	229
Total	795	651	521	455	422

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

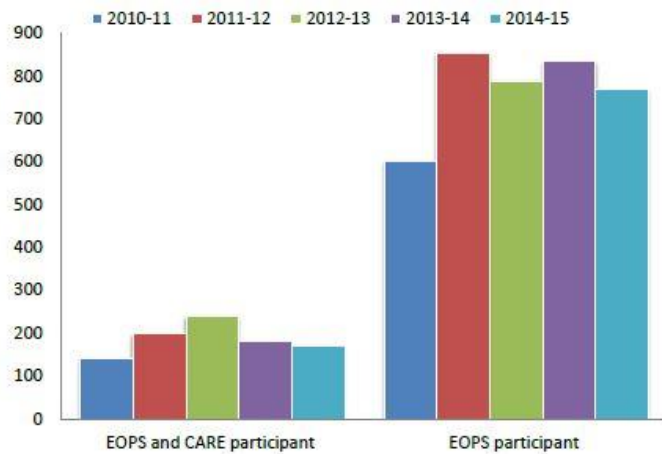
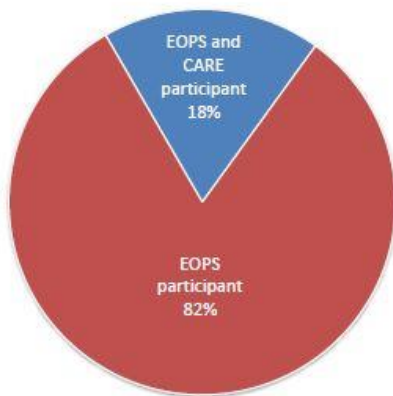
Disabled Student Programs & Services



*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Extended Opportunity Programs & Services

2014-2015

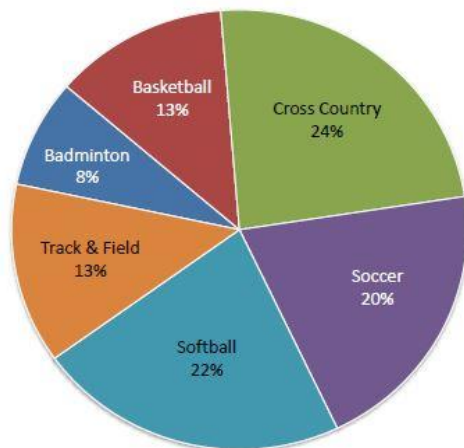


	2010-11	2011-12	2012-13	2013-14	2014-15
EOPS and CARE participant	141	199	239	181	172
EOPS participant	603	855	788	834	768
Total	744	1,054	1,027	1,015	940

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Student Athletes - Females

2014-2015

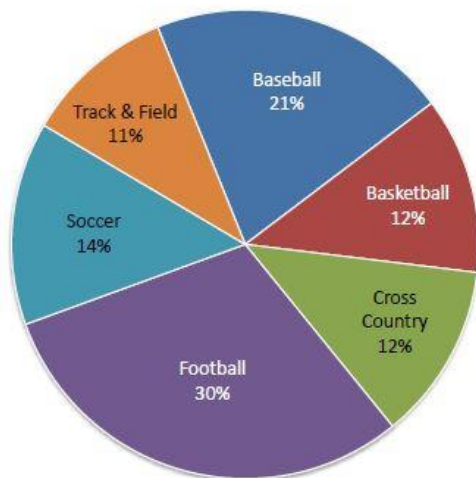


	2010-11	2011-12	2012-13	2013-14	2014-15
Badminton	5	5	7	7	9
Basketball	16	15	22	25	14
Cross Country	20	19	0	13	27
Soccer	17	20	20	22	23
Softball	23	17	22	22	25
Track & Field	15	14	9	12	15
Total	96	90	80	101	113

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Student Athletes - Males

2014-2015



	2010-11	2011-12	2012-13	2013-14	2014-15
Baseball	40	37	39	50	46
Basketball	27	36	38	32	27
Cross Country	12	27	0	10	27
Football	70	67	67	71	67
Soccer	24	24	26	36	31
Track & Field	26	36	28	19	23
Total	199	227	198	218	221

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

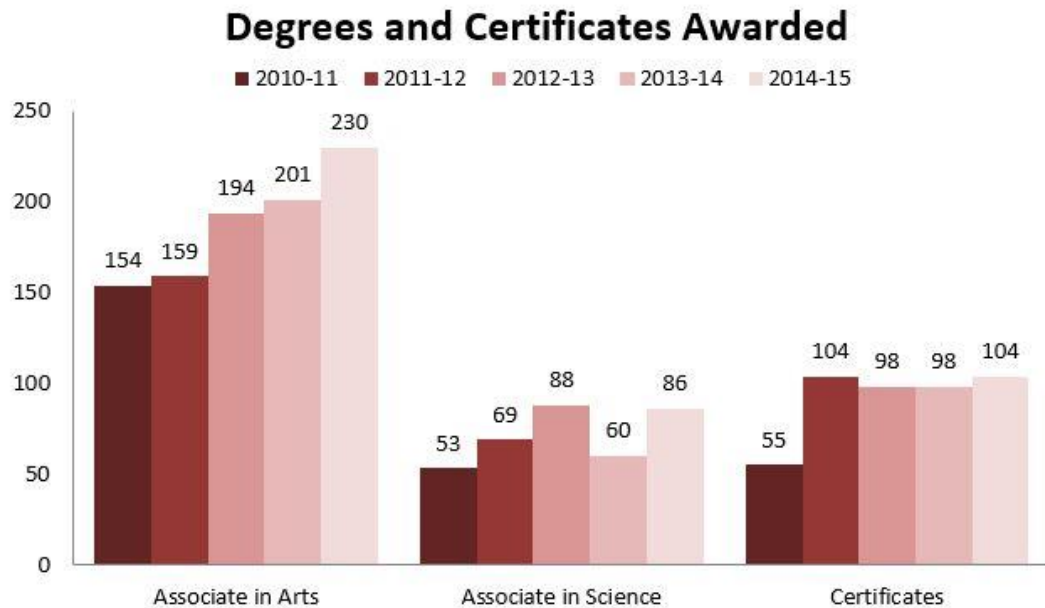
- Describe how interaction with the program helps students succeed or meet their educational goals.

Counselors can have a direct and indirect impact on student success. The following data depicts some measures of success as defined by obtaining educational goals or transferring to a four year university.

Degrees Awarded: The Compton center has awarded a total of 1,553 degrees and certificates in the last five years. From the 2010-2011 academic year to the 2014-2015 academic year there was a 60% increase in the degrees and certificates awarded. The gap between associate of art degrees awarded versus the number of associates of science has also grown by 42%. The number of certificates awarded since the 2011-2012 academic year has remained close to constant but there was an 89% increase from 2010-2011 to 2011-2012.

Degrees and Certificates Awarded 2010-2015

Degree Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Arts	154	159	194	201	230
Associate in Science	53	69	88	60	86
Certificates	55	104	98	98	104
Total Degrees	262	332	380	359	420



*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

Transfer Institutions: 2014-2015 saw an almost 10% decrease in CSU transfers from the year prior but is up 35% from 2010-2011. Dominguez Hills continues to be the overwhelmingly number one CSU destination for Compton Center students. 2014-2015 also saw an 18% drop in transfers to the UC returning to numbers similarly seen from 2010- 2013. UCLA continues to be the number one UC destination for Compton Center students with UCI coming in second, both UCs are the closest geographically to Compton. Transfers to Private Institutions have remained constant since 2010-2011.

Cal State System

Name	2010-11	2011-12	2012-13	2013-14	2014-15
Cal State Poly. University, Pomona	3	9	9	12	5
Cal State University, Bakersfield	2	1	2	7	0
Cal State University, Dominguez Hills	116	143	169	165	155
Cal State University, Fullerton	4	13	7	8	7
Cal State University, Long Beach	37	78	55	66	59
Cal State University, Los Angeles	27	26	44	27	36
Cal State University, Northridge	17	27	31	26	26
San Diego State University	4	6	3	0	1
San Francisco State University	1	0	0	3	1
San Jose State University	2	0	4	3	0
Other Cal States	14	23	20	23	17
Total Cal State Transfers	227	326	344	340	307

*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

UC System

Name	2010-11	2011-12	2012-13	2013-14	2014-15
University of California, Berkeley	7	7	9	0	3
University of California, Davis	7	0	3	6	4
University of California, Irvine	9	13	13	16	14
University of California, Los Angeles	19	18	9	25	24
University of California, Merced	3	2	1	2	1
University of California, Riverside	0	0	8	7	5
University of California, San Diego	8	7	8	10	6
University of California, Santa Barbara	8	3	2	5	2
University of California, Santa Cruz	2	5	6	5	3
Total UC Transfers	63	55	59	76	62

*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

Private Institutions

Name	2010-11	2011-12	2012-13	2013-14	2014-15
Biola University	0	4	3	3	0
Chapman University	0	0	0	0	2
Loyola Marymount University	3	3	3	3	2
Mount St. Mary's University	7	9	5	3	2
National University	1	0	8	7	3
Otis College of Art and Design	2	0	0	1	0
Pepperdine University	0	0	1	0	0
University of Phoenix	9	2	6	6	6
University of Southern California	4	6	12	10	5
Other Private Institutions	15	14	10	8	23
Total Private Transfers	43	38	48	41	43

*graphs provided by Institutional Research -El Camino College Compton Center Unduplicated Enrollment Headcounts 10-Year Trend

Success and Retention Rates: Over a five-year period (2010-2015), the Compton Center has surpassed the institutional standard of 58%, reaching an average of 68%. During the same period, on average, 79% of students remain enrolled through the end of the semester in the classes they enroll in. Success and retention rates are fairly even across age groups with students 45+ years old having slightly higher success rates. Differences in gender success and retention are close to non-existent but there are significant differences found among ethnicity groups. Student identifying as Asian have the highest rates of success and retention while students who identify as Pacific Islander have the lowest rates of success and retention. Both populations have low enrollment rates at the Compton Center so the percentages of success and retention are greatly affected by individual student performances.

Success and Retention Rates

Success Rate

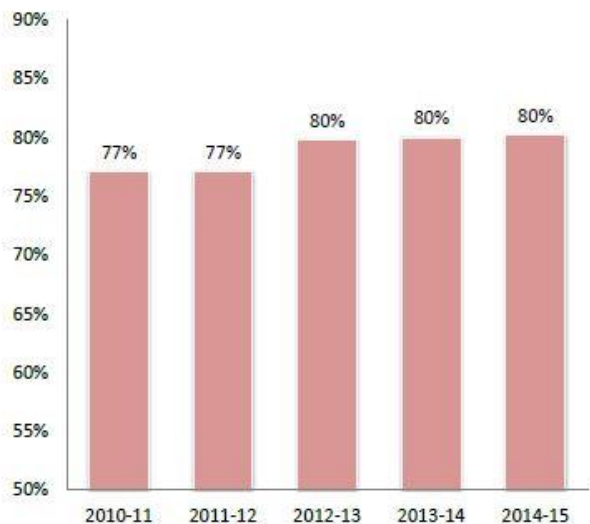
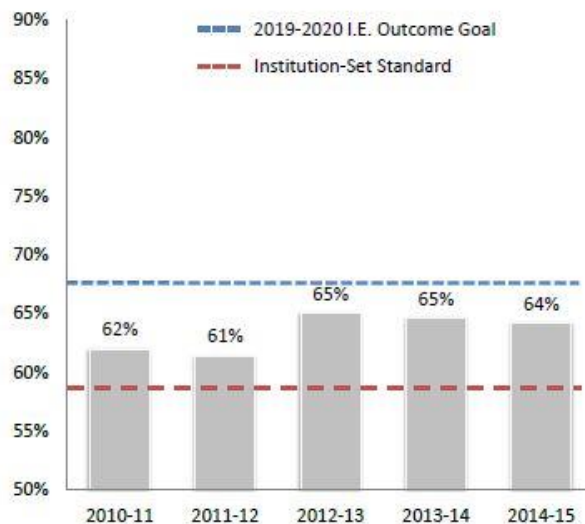
The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date.

Compton Center has an Institution-Set Standard of 58% and an Institutional Effectiveness Outcome goal of 68% by the year 2019-2020.

Retention Rate

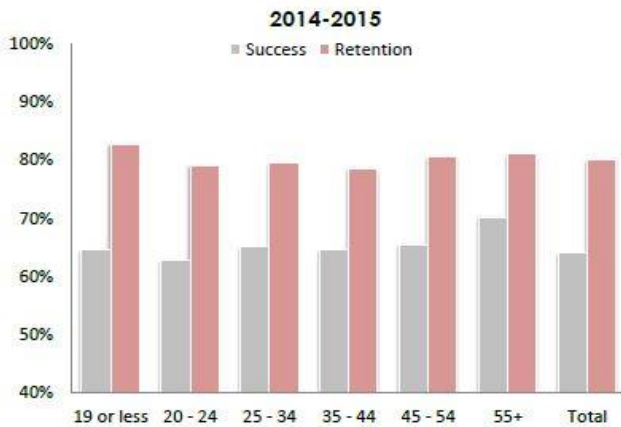
The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. In essence, it is the percentage of students who did not drop late or withdraw.

Compton Center does not have an ACCJC Institution-Set Standard or Institutional Effectiveness Outcome goal for retention rate.



*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Success and Retention Rates by Age



Success Rate

The success rate is the percentage of students who receive an A, B, C, P, or Pass as a final course grade out of all students enrolled as of the census date.

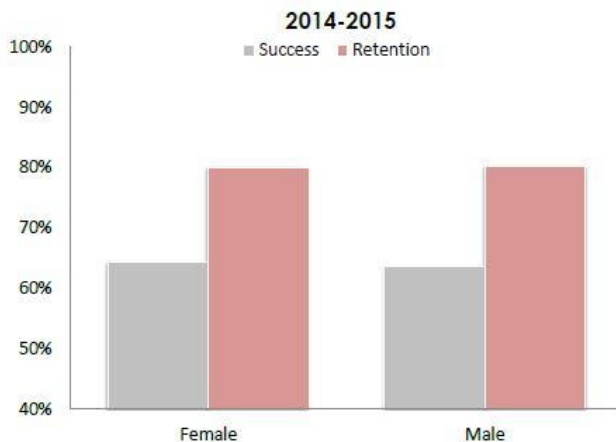
Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. In essence, it is the percentage of students who did not drop late or withdraw.

	2010-11		2011-12		2012-13		2013-14		2014-15	
19 or less	67%	82%	64%	82%	66%	83%	67%	84%	65%	83%
20 - 24	58%	74%	59%	75%	63%	79%	63%	79%	63%	79%
25 - 34	61%	75%	61%	75%	65%	78%	65%	79%	65%	80%
35 - 44	65%	76%	62%	75%	67%	80%	66%	79%	65%	79%
45 - 54	69%	79%	65%	78%	66%	79%	62%	78%	66%	81%
55+	66%	77%	68%	79%	72%	81%	70%	80%	70%	81%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Success and Retention Rates by Gender



Success Rate

The success rate is the percentage of students who receive an A, B, C, P, or Pass as a final course grade out of all students enrolled as of the census date.

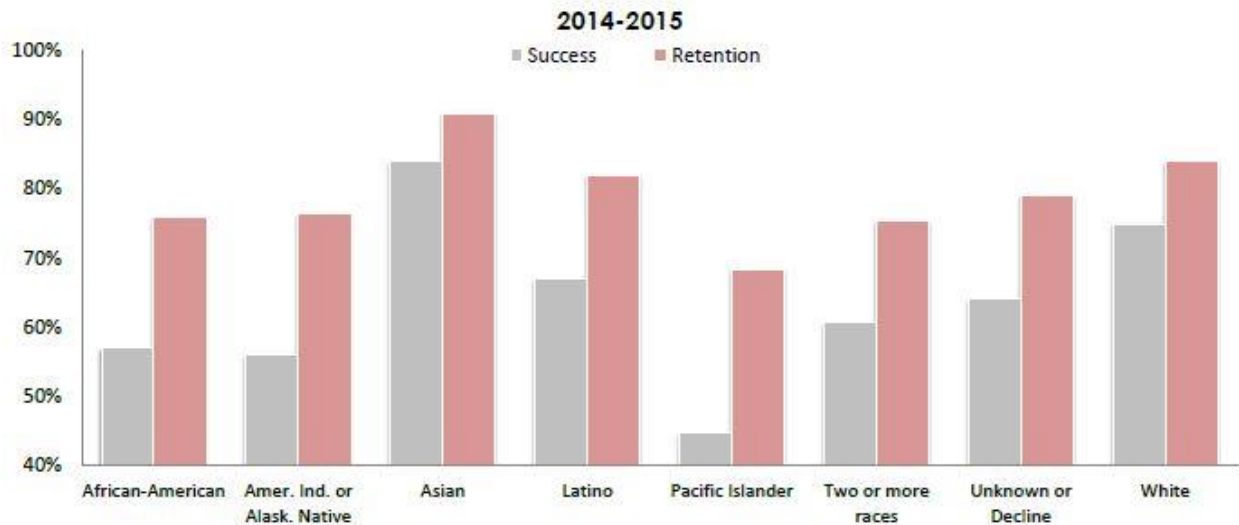
Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. In essence, it is the percentage of students who did not drop late or withdraw.

	2010-11		2011-12		2012-13		2013-14		2014-15	
Female	62%	77%	61%	76%	65%	80%	64%	80%	64%	80%
Male	62%	77%	61%	78%	65%	80%	65%	80%	64%	80%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

Success and Retention Rates by Ethnicity



	2010-11		2011-12		2012-13		2013-14		2014-15	
African-American	57%	73%	55%	73%	58%	75%	58%	76%	57%	76%
Amer. Ind. or Alask. Native	60%	81%	59%	79%	70%	80%	65%	75%	56%	76%
Asian	78%	86%	80%	86%	82%	89%	82%	89%	84%	91%
Latino	66%	79%	65%	79%	69%	82%	68%	82%	67%	82%
Pacific Islander	53%	72%	58%	73%	60%	80%	62%	75%	45%	68%
Two or more races	63%	79%	59%	75%	62%	77%	59%	76%	61%	75%
Unknown or Decline	64%	77%	66%	78%	70%	83%	70%	82%	64%	79%
White	77%	86%	73%	82%	78%	85%	74%	84%	75%	84%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

*graphs from El Camino College Compton Center 2014-2015 Factbook- Institutional Research and Planning.

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

The Counseling Department has faculty representation in many areas outside of counseling. Currently, there are counseling faculty participating in campus-wide committees, such as the Academic Senate, the College Curriculum Committee, Curriculum development, academic department meetings, to list a few. In addition, counselors work with the Math and English Departments through basic skills presentations, Outreach and School Relations to provide information, orientations, educational planning, assessment and resources to the high school community. More recently, the department has collaborated with Enrollment Services to host New Student Welcome Day. Counseling is engaging with many of the campus initiatives, e.g. the implementation of an early alert, degree planner and degree audit tool, and implementation of the Common Assessment Initiative (CAI). Last, counseling is

collaborating with staff and faculty across the college to integrate SSSP, SEP and BSI efforts and align these with the college's plan.

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

- Two SSSP Counselor counselors were hired. The SSSP counselors represent the department in the implementation of the SSSP plan required by the Student Success Act of 2012
- Two new full time counseling positions were filled in the Special Resource Center (SRC) and the Transfer and Career Center. A vacant full time position was filled for the Extended Opportunity Program and Services (EOPS) program
- Professional development training for all Counseling Faculty was recommended in the last program review and has been ongoing. Topics have included academic, career, personal, and crisis intervention counseling services to students
- Student check-in has been automated with the use of SARS. Through SARS counseling is able electronically track the volume of students and the services received more accurately and efficiently for documentation
- Counseling has developed two SAOs which have helped improve the effectiveness of services, increase student success, and advocate for needed resources

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

- Hire a Full-Time CTE/STEM Counseling Faculty- budget constraints did not allow for the hiring a full time counselor for CTE/STEM. Students' needs in CTE are being met by a part time counselor. There is no dedicated STEM counselor even though there is a Mathematics, Engineering, Science, Achievement (MESA) program. The impact on students could be a perception of lack of support. They may not have clear direction about navigating their educational goal. Currently the counseling department does not have a STEM counselor who can dedicate time and resources for preparing students with extracurricular opportunities related to their field (i.e. research, internships).
- Develop Standard Operating Procedure Policies for Counseling Services in the Counseling Department. - A counseling department procedures manual was

discovered which must be revamped that includes standard processes, forms, and documents.

Program Environment

Information in this section should help build a case for additional resources for the program

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

Counseling has consistently been affected by lack of space. While the need for adjuncts is steady there is rarely adequate space to accommodate them and provide acceptable levels of privacy during appointments.

Counselors, both fulltime and adjunct, are located throughout the campus in various programs and offices. These areas include the following:

General Counseling assists students in developing life goals. The counseling process at the Compton Center includes skills assessment, career exploration, educational planning, personal counseling, intervention counseling (as needed), and follow up services to provide students with all types of assistance to reach their educational goals. Counseling services are specifically designed to meet the California Community Colleges' primary mission of providing transfer and vocational education. Counselors play a primary role in recruitment and retention by providing educational planning services to enable students to complete vocational certificates, AA/AS degrees, and transfer programs to state universities and private institutions.

Athletic Counseling at the Compton Center is handled entirely by adjunct counselors. Athletic counseling is committed to the welfare of student athletes by providing the skills needed to balance academics and athletics. Counseling also is provided for pre-registration course planning, priority registration, specialized tutoring, recruitment assistance, development of an individualized educational plan, and teaching of a Human Development Course geared to the unique needs of student athletes. The counselor(s) is/are also familiar with eligibility requirements for all levels of transfer – Division I, II, III, and NAIA.

CalWORKs/GAIN Counseling assists single parents who are receiving Temporary Assistance for Needy Families (TANF) and those transitioning off welfare to achieve long-term self-sufficiency through coordinated student services. The program at the Compton Center operates as a partnership with the County of Los Angeles. Assistance is

provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Referrals to the program come through county offices in the greater Los Angeles area. Since CalWORKs is a specialized program, development of a close relationship with the students by knowing their academic as well as their personal lives is important within the counseling relationship.

Career Counseling offers opportunities for extensive exploration and evaluation of interests, aptitudes, skills, and personality characteristics related to major, career, pre-professional planning and job success. Career counseling appointments, career counseling drop-in “quick questions,” career assessments, career tours, and major/career related workshops are available for students and alumni. The Career Center also contains resources that include career related books, occupational files, computerized career information system, and major/career targeted websites that students use for career research and planning.

EOP&S Counseling for Extended Opportunity Program and Services (EOP&S) at the Compton Center is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, graduation and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOP&S operates under the philosophy that everyone has the potential to learn. Necessary support and retention activities include but are not limited to: priority registration, special orientations, six semester educational plans, bilingual counseling, and assistance in applying for financial aid, tutoring, book services, transfer services and career services. EOP&S is designed for the sole purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOP&S is driven by a philosophy of providing services that are “over and above in addition to” services available to all students. Counseling is a primary component to making sure that this philosophy is upheld.

Each college receiving EOP&S funds shall provide counseling to EOP&S eligible students of at least three contact sessions per term for each student as follows:

- A. A contact session which combines interview and other interpretation of assessment results to prepare a student’s educational plan and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.
- B. An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.
- C. A term-end or program exit contact session to review the success of students in reaching the objectives of that term, to assess the success of the programs and

services provided in meeting the student's needs, and to help students prepare for the next term of classes or make future plans if students are leaving the EOP&S Program or the college.

Financial Aid Counseling prepare educational plans that are a roadmap of prerequisite and degree applicable courses students need to meet their educational objective. As of the 2014-2015 academic year Forty-three percent of Compton Center students are receiving a Board of Governors Fee (BOG) Waiver. Financial aid recipients must have one of the following educational objectives: Transfer, Associate of Arts (AA), Associate of Science (AS) or Certificate of Achievement or Accomplishment. An educational plan must be submitted to the Financial Aid Office each year. Additionally, information is provided to financial aid recipients on financial aid satisfactory academic progress standards as well as the minimum standards to remain enrolled in good standing at the Compton Center. Counselors also develop a lock-in-list of remaining courses needed to meet an academic goal if the student has attempted ninety or more (90+) units. Once students have submitted their appeals, at least one financial aid counselor serves on the SAP Appeals Committee to review the appeals and to answer questions related to the student's education plan.

First Year Experience (FYE) Counseling is primarily designed to assist new students transitioning from high school to college with their academic goals that consist of degree and or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive summer orientation, academic counseling, and assistance to each student with financial aid resources such as: fee waivers, Pell grants, and loans. Further, the program offers each student a MyECC orientation, thereby providing students with the necessary tools to monitor their financial aid disbursement, class schedule, academic transcripts, and registration for classes. FYE uses an integrative approach to teaching and learning where students participate in multiple learning communities for an entire academic year. Students participate in a cohort model and acclimate to the campus at a faster rate than students who do not participate in a cohort model.

Nursing Counseling helps students to prepare to apply to the Torrance or Compton nursing program, which tend to be competitive. It is important to research programs to help students explore other institutional options and requirements. Students interested in the "basic" nursing program at a four-year institution may need three full years of nursing after completion of the prerequisites. Individuals who hold a valid R.N. license are encouraged to transfer to the ADN to BSN programs. Individuals who have a Bachelor's Degree in any field may want to research the entry level master's program. Graduates of the Associate in Science Degree Nursing programs (community college programs) are

prepared for staff nursing positions in hospitals, clinics and physician's offices. The counseling component is, therefore, critical in helping students comply with grade point average requirements, recency in the sciences where applicable, preparation of an educational plan to meet program application requirements, and the application process.

Outreach Counseling is utilized to effectively address the educational needs of district high school students while presenting the Compton Center as a convenient, user-friendly, and strategic higher education option. High school students begin to understand the college and career resources available to them via an Outreach Counselor who works with the high schools in the Compton Community College District to address the transfer needs of high school students and provide access to higher education. Outreach counselors also assist at community based outreach events in conjunction with the Outreach staff.

Probationary Services Counseling/SSP offers workshops and counseling to students who are on academic/progress probation or dismissal status. Students are informed of their substandard status by email at the end of each semester and on the student MYECC portal logon Counselors conduct Student Enhancement Program (SEP) workshops, work with the Reinstatement Committee, the dean of counseling, and the Admissions director on probation/dismissal revisions. They also help students complete the reinstatement petition process, probation, or dismissal status; explain probationary and dismissal policies to students; and advise probationary/dismissal students on how to return to good academic standing. Counselors also teach time management, goal setting, study skills, and college success strategies. They also advise and motivate probationary/dismissed students to achieve their academic/vocational goals through the development of an individualized educational plan.

Special Resource Center (SRC) Counseling provides reasonable accommodations (i.e. in class and testing accommodations, alternate formats, assistive technology, and liaisons with community support members) that are routinely provided during counseling meetings. The SRC counselors work as a team with the disability specialists and service providers in the SRC to identify and provide accommodations to students with disabilities. The SRC counselors also function as specialists for students with psychological disabilities, developmental delays, and acquired brain injuries. They provide support to faculty and staff and can often clarify disability laws and reasonable accommodations.

Transfer Counseling involves providing information through services, activities, and events that will assist students with the university transfer process by helping them explore the many university options that are available. Counselors also demystify the

myths that discourage students from considering certain transfer universities. The development of an educational plan that will prepare students to meet admissions requirements and the major preparation required for their university of choice is a top priority. Counselors also help students become competitive applicants and guide them through the university admissions application process.

Veterans Counseling is critically important in that counselors must correctly advise students who are receiving veteran's benefits. Not all courses are eligible for reimbursement by the VA and incorrectly advising students can be costly. Counselors complete a specialized veteran's approved educational plan from the beginning to the end of the educational goal. Veterans counseling appointments are scheduled in one hour blocks, due to their complexity and need for precise information. All possible courses the student may take are included in the educational plan. Career counseling with veterans is vital to this process. In the past, there was a counselor dedicated to working with veterans; however, it is now a shared responsibility among all counselors.

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

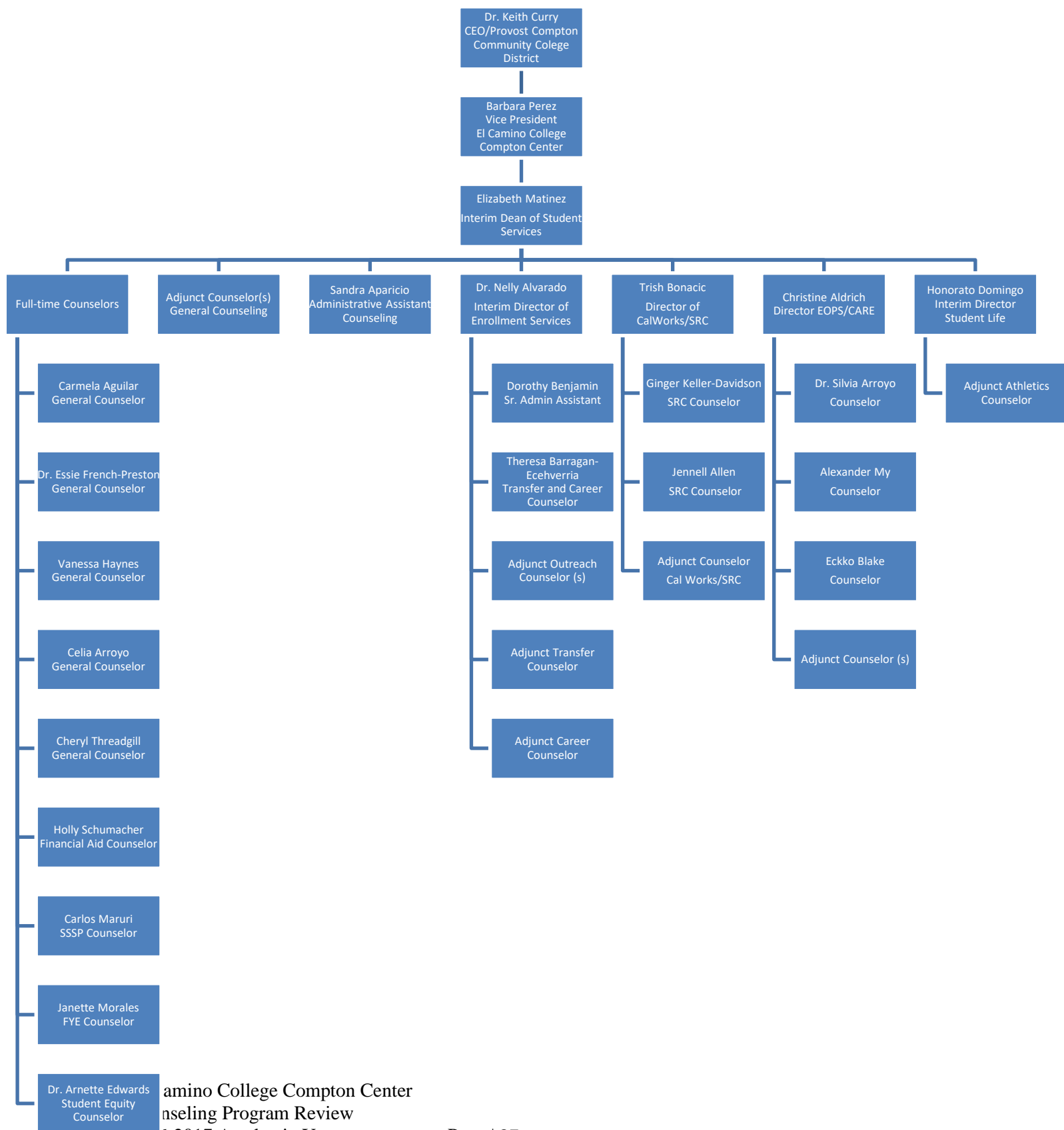
The table below illustrates the location and type of counseling offered along with the number of counselors assigned to each area currently.

Location	Type of Counseling	Number of Counselors
Administration Building	General, Veterans, SSSP, Probation, and Nursing	5
Transfer/Career Center (D29)	General, SSSP, Probation, and Transfer/Career	2
Financial Aid (E17)	Financial Aid and Probation	1
First Year Experience (F19)	First Year Experience	1
EOP&S (U6)	EOP&S & Probation	3
Special Resource Center/ CalWORKs (VT 109)	Special Resources & CalWORKs	2
Student Success Center (SSC 201)	Student Equity	1

The table below demonstrates the location and type of counseling offered along with the number of adjunct counselors assigned to each area currently:

Location	Type of Counseling	Number of Counselors
Administration Building	General	4
Transfer and Career Center (D29)	Transfer and Career	2
First Year Experience (F19)	First Year Experience	2
EOP&S (U6)	EOP&S	2
Athletic Department (W)	Athletic	1
CalWORKs (VT)	CalWORKs	2
Outreach (D29)	Outreach	3

Counseling Department Organizational Chart below:



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

- Counseling Department Associate Dean
- Full-time Career and Technical Education (CTE) Counselor
- Full-time Science, Technology, Engineering, and mathematics (STEM) Counselor
- Evaluate the need of counseling services during winter and summer peak periods and provide sufficient coverage to meet student demand to minimize wait time; currently counseling services are available only same day on a walk-in basis.
- Increase number of counselors on-site to serve evening and weekend students.
- Support staff designated to Counseling areas such as clerical staff for CON entry and student services advisors to assist with student follow up.

4. Describe facilities needs for the next four years.

- A veteran's center- centralized location for veteran's to gather and have access to support services (i.e. computers, study area, counselor, etc.)
- Cubicles in areas with adjunct counselors to meet with students and to ensure confidentiality (i.e. general, transfer, etc.)
- Convert the front desk opposite Dean's office in admissions building to a express counseling station- standing station only for students with quick question to reduce overall wait time
- Designated space for counselor led workshops to achieve consistency of workshop location and simplify logistics
- A centralized location for all student services to serves as a one-stop-shop so that students, visitors, and community members can address their needs

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

- Access to College Source/TES to be able to review transcripts from other institutions more accurately
- Dual screens are extremely useful in counseling appointments and allow the student to follow along without interrupting the flow of the session. Dual screens have been placed in the five general counseling offices in the administration building and have proved very useful. All counselor stations across campus should have dual screens.
- Printers at each counseling station are very important in maintaining privacy. Currently a few counselors have printers at their immediate station. When printing materials with sensitive information it is critical to have a printer that






only the counselor has access to. When a counselor prints materials to a general printer it opens the opportunity for others to view private documents.

- Tablets to use in workshops, inreach events, etc. to use when computer labs are not available or logistically not an option
- Equipment for video conference to begin to offer a fully immersive virtual counseling experience

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

At the beginning of Fall 2016 all full-time counselors moved to a block type schedule. Counselors are in their designated area from 8am-3:30pm (with optional half hour lunch) or 9am-4:30pm (with optional half hour lunch) Monday through Thursday. On Wednesdays counselors have the option of a late shift from 11am-6:30pm (with optional half hour lunch). On Friday all counselors are scheduled 8am-1:45pm. Due to the recency in the change of schedule the effectiveness in terms of serving students cannot be determined. Prior to the change 96% of students surveyed rated the hours of operation for counseling as “Good” or “Excellent” (Monday- Thursday 8am-6:30pm and Friday 8am-12pm).

4. Hours of operation are Monday-Thursday 8:00AM-6:30PM, Friday 8:00AM-12:00PM.

Response	Frequency	Percent	Mean: 1.35
Excellent	78	67.83	
Good	33	28.70	
Average	2	1.74	
Poor	1	0.87	
Missing	1	0.87	

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

Change of Deans

The Compton Center has seen a change in Dean of Student Services nearly every academic year since the last program review. The Counseling department has constantly adapted to new leadership and styles of management. An Associate Dean of Counselor could provide clear direction with regards to department goals and responsibilities.

SB 1440 Student Transfer Achievement Reform Act

SB 1440 became effective Fall 2011. The law, also known as the Student Transfer Achievement Reform Act, aims to facilitate the transfer process to a CSU by way of awarding students Associate Degree for Transfer (ADTs). Students earn these associate degrees by completing general education requirements and prerequisites for their specific college major, with the minimum 60 units required to transfer. By fulfilling these requirements, students will be guaranteed junior standing admission and not be required to take any additional courses at their CSU, nor will they have to complete more than 60 units at CSU to complete their 120 unit degree

Being current on processes is paramount to provide students with appropriate options that would best suit their transfer goals. The department has considered creating group educational planning sessions focused on students pursuing the same ADT

SB 1415 Common Course Numbering System (C-ID)

The C-ID system was established to meet the legislated mandate for a common course numbering system among California's public colleges and universities and offers a means of one-to-many articulation agreements with four-year universities and across all 112 community colleges.

The C-ID has been helpful to counselors working with students who have records from out-of-district schools. Use of the C-ID has been most useful for transfer students.

SB 1456: Student Success Act of 2012

The bill refocuses existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available.

Student Success Task Force recommendations have resulted in mandates and initiatives that have led to greater accountability and demands on Counseling Services. Some of these changes include the requirement that new students complete the core services of orientation, assessment and educational planning for priority registration eligibility; the requirement of a comprehensive educational plan for students who have completed 15 units or two semesters of coursework. As a result there is a greater demand for

counselors as they are the only individuals who can create educational plans but also for advisement, academic guidance and support.

California Dream Act

In 2011, the California Dream Act was divided into two bills, AB130 and AB131. AB 130 allows students who meet AB 540 criteria to apply for non-state funded scholarships for colleges and universities. AB 131 allows students who meet AB 540 criteria to apply for state-funded financial aid.

In order to best serve all of our students, counselors must stay abreast of processes to ensure that students do not have a financial barrier for continuing their education.

Fall 2016 BOG Fee Waiver Changes

Once students have qualified for the BOG Fee Waiver, it is imperative they meet the academic and progress standards in order to avoid losing the fee waiver:

- Academic – Sustain a GPA of 2.0 or higher
 - If a student's cumulative GPA falls below 2.0 for two (2) consecutive primary terms (fall and spring semesters are primary terms at the Compton Center) students may lose their fee waiver eligibility
- Progress – Complete more than 50% of coursework
 - If the cumulative number of units successfully completed falls below 50% in two (2) consecutive primary terms students may lose their fee waiver eligibility.
- Combination of Academic and Progress Standards
 - Any combination of two consecutive terms of cumulative GPA below 2.0 and/or cumulative unit completion less than 50% may result in loss of fee waiver eligibility.

These changes in the BOGFW have prompted the counseling department to conduct inreach workshops to increase students' awareness.

Service Area Outcomes (SAOs)

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

1. List the program's SAOs.

SAO # 1 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.

SAO # 2 Students who meet with a counselor will have a better understanding of what is required in order to achieve their academic goals, leading to a successful academic semester and persist to the next semester. (Successful is defined as earning a cumulative GPA of a 2.0 or higher and at least 50% completion of units attempted that semester)

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

The Counseling Department has established Service Area Outcomes and measurement tools 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) worked together in identifying what the students should produce at the end of a set of learning experiences. SAOs were drafted and an assessment plan was written. It was determined that a survey (Appendix H) 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.

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

The Counseling department intends to survey both SAOs every year. During fall 2015 semester, counselors discussed and reviewed available SAO data during bi-weekly department meetings.

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

Results have been as anticipated, it has been determined that students learned more about the steps, resources, and/or options they need to meet, advance, or complete their goals after seeing a counselor. In the event of unanticipated results, discourse of action would take place amongst the counseling department.

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

SAOs results have been shared with staff and faculty in meetings, and online for the public and students to view.

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

After review of SAO results it has been determined that there is room for growth and that the survey questions will be restructured to extract more accurate feedback about counseling services. Counselors provided feedback on current SAO tool and will modify and implement in the next review cycle.

Program Improvement

Information should help determine where program resources should be dedicated

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

The counseling department uses the guidelines of Student Success Services and Programs (SSSP) and Student Equity Plan (SEP) to provide efficient and effective services. One such endeavor is the streamlining of policies and procedures students must adhere to regarding probationary status. Additional resources can be developed using SSSP and SEP funding to further assist students in achieving their academic and career goals. Training for all full time counseling faculty is conducted throughout the semester. The different trainings include topics such as: transfer, articulation, financial aid, academic, transcript evaluation, Datatel training, just to name a few.

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

As a unit, the counseling department has not used metrics over the last four years to improve services outside of the SAO and Customer Service surveys. The counseling department will be looking to identify and designate a **counseling SAO facilitator** and also identify metrics for the department.

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

Due to the fact that metrics were not used, no patterns were identified by counseling department and therefore there has been no planned response.

Customer Service

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

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

The survey was administered during the Spring 2016 semester. At the conclusion of a general counseling session students were handed the survey and asked to fill it out. Students would then return completed surveys to the front counter counseling desk.

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

Overall, students were satisfied with the Counseling department's services. For virtually all of the opinion-based questions, students selected the positive responses ("agree" or "strongly agree"), with only one student selecting "disagree" when asked if they had enough time for their counselling session. Almost all students (about 95%) rated the quality of customer service positively. 72% said "Excellent" and 23% said "Good", with only four students saying it was "Average".

About 75% of students reported they would likely use Online Counseling Services, and about 90% of students reported they would likely make their appointments online. The ability to make counseling appointments online has been available to students for some time. While there were issues in past years, students can make appointments through their MyECC portal with any general counselor. This capability should be advertised to students as well as making all full-time counselors on campus available for booking appointments online. Online, or distance, counseling service has been talked about for some time and it is recommended that this service be pushed and made available for students who cannot make it to campus or who are unable to make it during normal scheduled hours.

Interestingly, almost all New Students were also Walk-ins, and they reported the longest average wait time, but their average wait time was not much higher than the continuing or returning students'.

However, going solely on the customer service results it would seem that there is not much that students are dissatisfied with. This can be more of a limitation of the survey's design rather than saying there's no room for improvement. There may be improvements needed that were too subtle to be picked up by these questions, or the questions may not have directly addressed aspects that need improvement (e.g., facilities of the department).

In contrast, when referencing the Survey of Student Engagement (Appendix C) students state not "often" using counseling services and only being "somewhat" satisfied with the counseling services received.

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

The Counseling department is doing a fine job of providing comprehensive counseling services. In efforts to maintain communication and participation between our counseling services and academic divisions, the Counseling Department has assigned liaisons for each respective division.

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

To obtain a better understanding of the counseling services, the counseling customer service survey should be looked at and revamped as necessary. Surveys should also be administered in every department/program that has counselors. From the customer service surveys administered in CalWORKs, EOP&S, SRC, and Athletics, only the EOP&S survey has specific questions regarding student-counselor interaction. CalWORKs and SRC have one question asking whether or not the student received counseling services.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. Summarize the program's strengths.

Since the implementation of the SSSP, we have improved the data collection process and tracking of counseling services. We have also increased our number of full time counseling faculty. The department as a whole uses the online educational plan tool via MyECC which allows easy access to all counselors as well as students. The core strength of the department is 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.

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

Some identified areas in the counseling department that need improvement is the need to consistently collect and review data pertaining to the SAOs and develop a calendar cycle dictating specific terms for administering, collecting, and reviewing all surveys relevant to counseling services. Additionally, the following should be addressed: lack of adequate space to provide privacy during counseling sessions; hours of operation to meet needs of

evening/weekend students; wait times during peak registration. Lastly, the counseling webpage needs to be consistently updated along with the implementation of a virtual counseling experience. Currently only general counselors may be booked via SARS online, expanding this to include all full time counselors on campus is necessary.

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

1. Clerical Staff for CON entry
2. Support staff for counseling areas (specialist, advisor, technician)
3. CollegeSource/TES subscription
4. CTE Counselor
5. Increase number of counselors on-site to serve evening/weekend students
6. Adequate number of counselors on-site during Winter/Summer peak periods
7. Printer for each counselor
8. Integrate Compton Center evaluator to assist with out-of-district transcripts
9. Counseling department Associate Dean
10. Equipment for distance counseling (video, headset, etc.)
11. Veteran's Center
12. Convert current adjunct space in Admin building to "Express" (standing only) station
13. Cubicles for adjunct counselors
14. Continuous evaluation of all counseling service surveys
15. Dual computer screens for all counselor offices
16. STEM Counselor
17. Tablets to use in workshops/inreach events
18. Centralized location for all student services

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

____ Continue Program

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

Student & Community Advancement Program Review Committee

Ratings

☐ **Excellent**

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

☐ **Meets Expectations**

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

☐ **Needs Improvement**

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised

5/5/2010; 3/13/2013; 3/31/2014; 4/15/2014; 6/1/2015; 8/20/2016

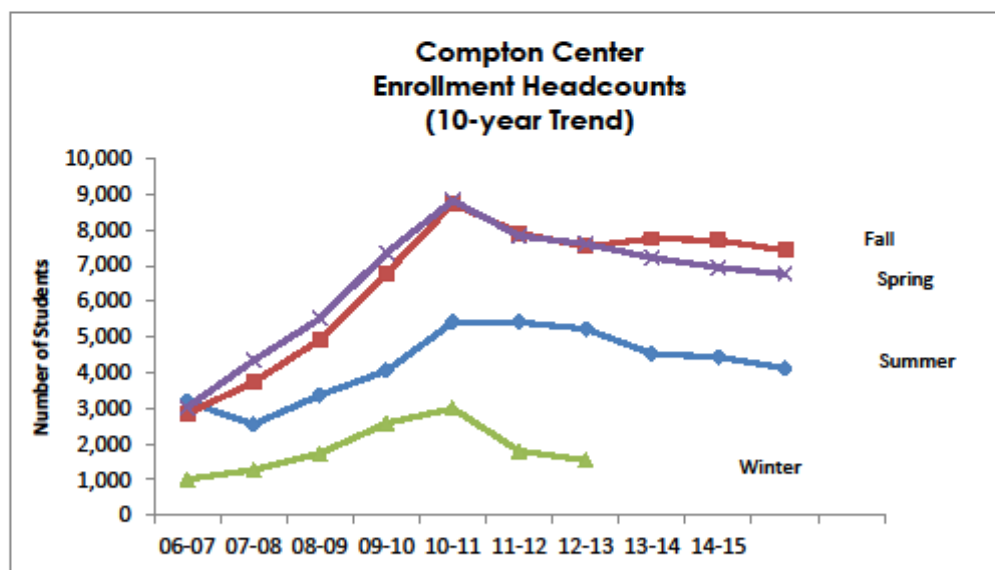
Appendix A: Annual Unduplicated Headcount Trend 2006-20016

**El Camino College Compton Center
Unduplicated Enrollment Headcounts
10-Year Trend**

Year	Summer	Fall	Winter *	Spring	Annual
2006-07	3,199	2,851	1,013	3,025	6,726
2007-08	2,549	3,725	1,270	4,339	7,682
2008-09	3,372	4,923	1,733	5,512	10,060
2009-10	4,051	6,780	2,582	7,354	12,675
2010-11	5,412	8,734	2,993	8,823	16,203
2011-12	5,412	7,912	1,802	7,827	14,603
2012-13	5,226	7,531	1,547	7,608	13,940
2013-14	4,530	7,756		7,216	12,655
2014-15	4,433	7,701		6,944	12,161
2015-16	4,131	7,428		6,755	11,602

* Winter Intersession not held in 2014 and 2015.

Terms prior to the El Camino College partnership are in *italics*.



Appendix B: Community College Survey of Student Engagement – ECC Compton Center (SP14)

Community College Survey of Student Engagement - ECC Compton Center (Spring 2014)						
All Students						
Item	Your College		Large Colleges		2014 Cohort	
	N	Mean	N	Mean	N	Mean
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning	685	1.88	105,157	1.79	397,854	1.82
13.1b. Career counseling	661	1.66	90,617	1.45	341,783	1.45
Item 13.2: How satisfied are you with the following services at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)						
13.2a. Academic advising/planning	616	2.14	93,494	2.22	356,981	2.26
13.2b. Career counseling	543	2.06	64,153	2.06	246,424	2.08
Item 13.3: How important are the following services to you at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very						
13.3a. Academic advising/planning	695	2.66	108,578	2.57	410,584	2.57
13.3b. Career counseling	688	2.57	107,176	2.34	405,678	2.32

2014 Frequency Distributions - Custom Survey Items			
Item	Responses	Your College	
		Count	Percent
9. While attending Compton Center, what has been your best source of academic counseling (academic planning, course recommendations, graduation requirements, etc.)?	Academic counselor or advisor	230	34.5%
	Instructor	182	27.3%
	Friends, family, or other students	132	19.7%
	Online college registration and/or	41	6.1%
	I have not received any academic	83	12.4%
	Total	667	100.0%
11. Are you taking courses outlined on your educational plan?	Yes, I am taking courses outlined on my educational plan.	440	66.2%
	No, I am choosing not to take courses outlined on my education plan.	88	13.3%
	No, courses outlined on my educational plan were not offered when I needed them.	57	8.6%
	I do not have an educational plan.	80	12.0%
	Total	665	100.0%

Survey of Entering Student Engagement - ECC Compton Center (Fall 2014)						
Entering Students Only						
Item	Your College		Large Colleges		2014 Cohort	
	N	Mean	N	Mean	N	Mean
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18d. I was able to meet with an academic advisor at times convenient for me	387	3.53	34,898	3.68	104,503	3.76
18e. An advisor helped me to select a course of study, program, or major	396	3.96	35,093	3.6	105,137	3.68
18f. An advisor helped me to set academic goals and to create a plan for achieving them	395	3.89	35,065	3.19	104,973	3.27
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	396	4	35,090	3.8	105,116	3.88
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
20.2a. Academic advising/planning	373	1.98	33,958	1.77	102,087	1.83
20.2b. Career counseling	370	1.67	33,525	1.24	100,741	1.25
20.2c. Job placement assistance	362	1.12	33,031	1.08	99,254	1.08
20.2j. Transfer credit assistance	364	1.25	33,299	1.15	100,016	1.15
Item 20.3: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with the following services?						
1 = Not at all, 2 = Somewhat, 3 = Very (the N/A category is not included in means calculations)						
20.3a. Academic advising/planning	287	2.45	19,631	2.34	62,331	2.37
20.3b. Career counseling	201	2.42	7,826	2.28	23,340	2.29
20.3c. Job placement assistance	68	2.07	4,015	2.03	12,213	2.04
20.3j. Transfer credit assistance	96	2.4	5,827	2.2	17,962	2.23

Survey of Entering Student Engagement - ECC Compton Center (Fall 2014)

Entering Students Only

Entering Students Only							
Item	Responses	Your College		Large Colleges		2014 Cohort	
		Count	Percent	Count	Percent	Count	Percent
Item 11: The following statements are about this college's orientation for new students.(Mark all that apply)							
11a. I took part in an online orientation prior to the beginning of classes	No response	256	71.9%	28,990	86.9%	87,895	87.8%
	Response	100	28.1%	4,388	13.1%	12,199	12.2%
	Total	356	100.0%	33,378	100.0%	100,094	100.0%
11b. I attended an on-campus orientation prior to the beginning of classes	No response	149	41.8%	16,025	48.0%	47,300	47.3%
	Response	207	58.2%	17,353	52.0%	52,794	52.7%
	Total	356	100.0%	33,378	100.0%	100,094	100.0%
11c. I enrolled in an orientation course as part of my course schedule during my first semester/quarter at this college	No response	346	97.3%	31,005	92.9%	91,768	91.7%
	Response	10	2.7%	2,373	7.1%	8,326	8.3%
	Total	356	100.0%	33,378	100.0%	100,094	100.0%
11d. I was not aware of a college orientation	No response	325	91.2%	28,702	86.0%	87,151	87.1%
	Response	31	8.8%	4,676	14.0%	12,943	12.9%
	Total	356	100.0%	33,378	100.0%	100,094	100.0%
11e. I was unable to participate in orientation due to scheduling or other	No response	333	93.6%	27,337	81.9%	81,104	81.0%
	Response	23	6.4%	6,041	18.1%	18,990	19.0%
	Total	356	100.0%	33,378	100.0%	100,094	100.0%
Item 20.1: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Did you know about the following services?							
20.1a. Academic advising/planning	Yes	240	68.9%	24,686	74.9%	76,265	77.2%
	No	108	31.1%	8,278	25.1%	22,571	22.8%
	Total	348	100.0%	32,963	100.0%	98,836	100.0%
20.1b. Career counseling	Yes	229	65.9%	16,987	51.7%	50,616	51.3%
	No	119	34.1%	15,870	48.3%	47,964	48.7%
	Total	347	100.0%	32,858	100.0%	98,580	100.0%
20.1c. Job placement assistance	Yes	125	36.9%	10,837	33.2%	33,286	34.0%
	No	213	63.1%	21,849	66.8%	64,758	66.0%
	Total	338	100.0%	32,686	100.0%	98,044	100.0%
20.1j. Transfer credit assistance	Yes	160	45.9%	15,604	47.6%	47,451	48.3%
	No	188	54.1%	17,198	52.4%	50,877	51.7%
	Total	347	100.0%	32,802	100.0%	98,329	100.0%

Survey of Entering Student Engagement - ECC Compton Center (Fall 2014)

Entering Students Only

Item 22							
22. What has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?	Instructors	78	25.9%	8,241	27.4%	24,555	27.3%
	College staff (not	52	17.3%	3,394	11.3%	11,485	12.8%
	Friends, family, or	147	48.8%	14,607	48.5%	42,654	47.4%
	Computerized	5	1.8%	378	1.3%	1,129	1.3%
	College Web site	12	4.0%	2,392	7.9%	6,978	7.8%
	Other college	7	2.2%	1,109	3.7%	3,222	3.6%
Total		302	100.0%	30,120	100.0%	90,022	100.0%
Item 26: While in high school, did you:							
26a. Take math every school year?	Not applicable	12	3.4%	396	1.2%	1,293	1.3%
	Yes	244	70.8%	26,503	81.3%	78,887	80.8%
	No	89	25.7%	5,684	17.4%	17,470	17.9%
Total		345	100.0%	32,582	100.0%	97,650	100.0%
26b. Take math during your senior year?	Not applicable	11	3.6%	1,058	3.3%	3,606	3.8%
	Yes	203	63.4%	24,418	77.2%	72,421	76.2%
	No	106	33.0%	6,174	19.5%	18,979	20.0%
Total		320	100.0%	31,649	100.0%	95,006	100.0%

El Camino College Compton Center Counseling Program Review Data



Total College Enrollment

We do not create predictive graphs but I am including a link to a ten year enrollment trend handout on our website.

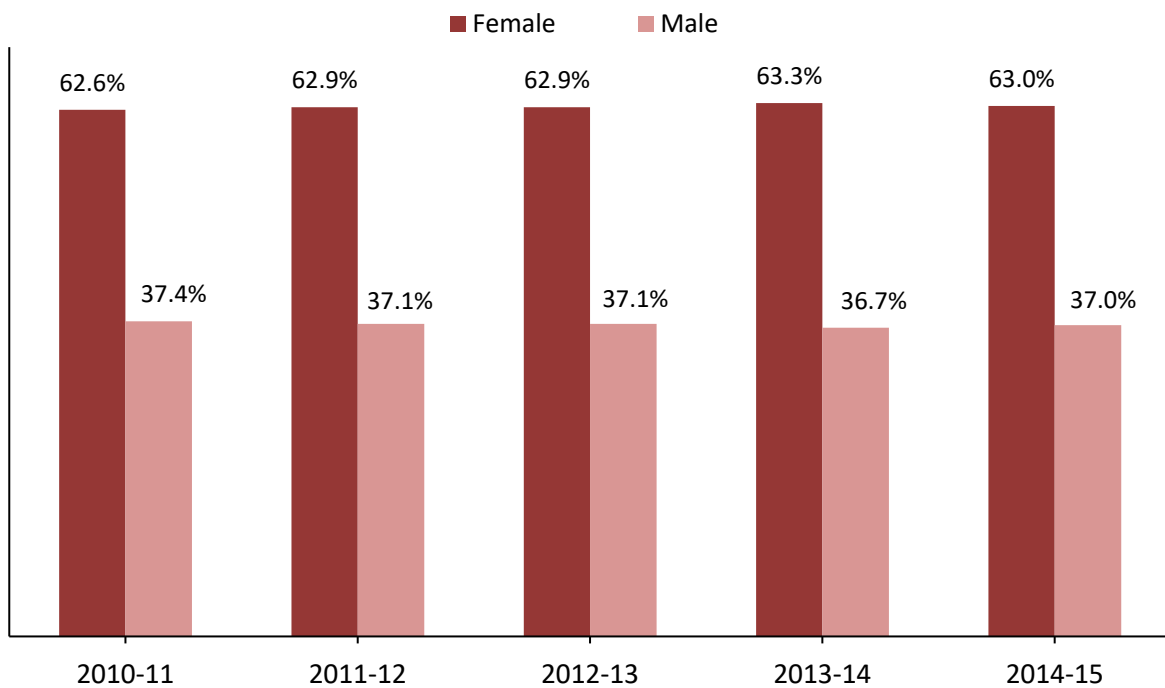
<http://www.elcamino.edu/administration/ir/docs/eccprofile/AnnualUndupHeadcountTrend2006-16COM.pdf>

Enrollment by Age

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
19 or less	30.2%	21.4%	23.6%	20.6%	21.1%
20-24	31.9%	38.7%	38.1%	39.4%	39.0%
25-34	22.2%	24.1%	23.1%	24.3%	24.6%
35-44	9.1%	9.2%	8.4%	8.3%	8.3%
45-54	4.9%	5.0%	5.1%	5.4%	4.7%
55+	1.7%	1.7%	1.9%	2.0%	2.2%

Total College Enrollment

Enrollment by Gender



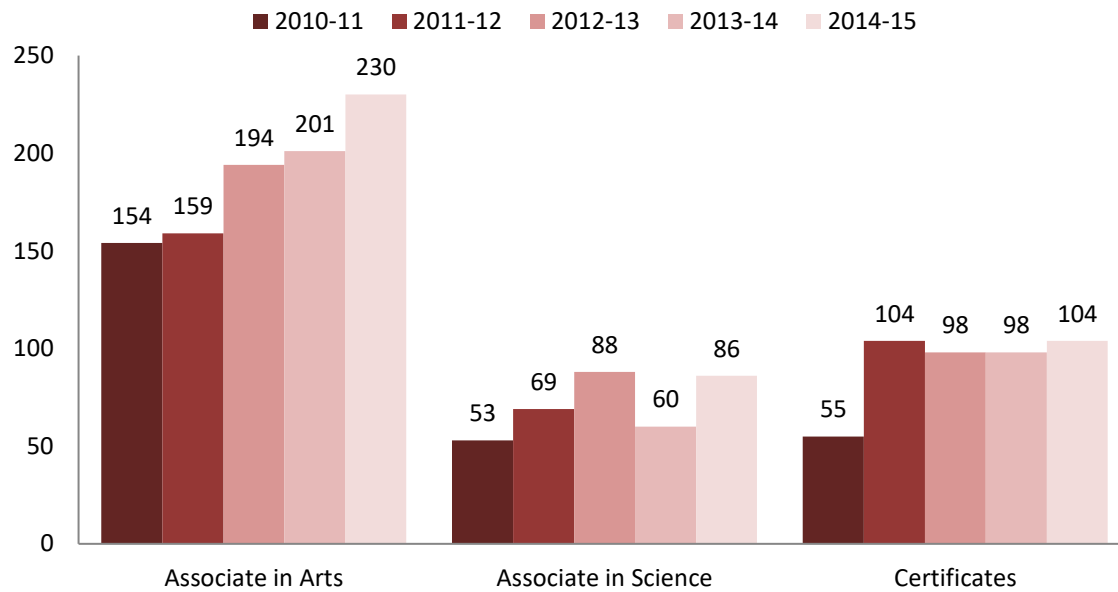
Enrollment by Ethnicity

Ethnic Group	2010-11	2011-12	2012-13	2013-14	2014-15
African-American	42.0%	40.2%	37.4%	36.3%	33.5%
Amer. Ind. or Alask. Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	8.3%	7.4%	7.8%	6.7%	6.0%
Latino	37.6%	41.1%	44.7%	48.0%	52.4%
Pacific Islander	1.2%	1.0%	0.8%	0.8%	0.7%
Two or more races	2.6%	2.9%	3.1%	3.1%	3.0%
Unknown or Decline	2.7%	1.9%	1.2%	0.7%	0.5%
White	5.4%	5.1%	4.8%	4.2%	3.7%

Degrees and Certificates Awarded 2010-2015

Degree Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Arts	154	159	194	201	230
Associate in Science	53	69	88	60	86
Certificates	55	104	98	98	104
Total Degrees	262	332	380	359	420

Degrees and Certificates Awarded



UC System

Name	2010-11	2011-12	2012-13	2013-14	2014-15
University of California, Berkeley	7	7	9	0	3
University of California Davis	7	0	3	6	4
University of California, Irvine	9	13	13	16	14
University of California, Los Angeles	19	18	9	25	24
University of California, Merced	3	2	1	2	1
University of California, Riverside	0	0	8	7	5
University of California, San Diego	8	7	8	10	6
University of California, Santa Barbara	8	3	2	5	2
University of California, Santa Cruz	2	5	6	5	3
Total UC Transfers	63	55	59	76	62

Cal State System

Name	2010-11	2011-12	2012-13	2013-14	2014-15
Cal State Poly. University, Pomona	3	9	9	12	5
Cal State University, Bakersfield	2	1	2	7	0
Cal State University, Dominguez Hills	116	143	169	165	155
Cal State University, Fullerton	4	13	7	8	7
Cal State University, Long Beach	37	78	55	66	59
Cal State University, Los Angeles	27	26	44	27	36
Cal State University, Northridge	17	27	31	26	26
San Diego State University	4	6	3	0	1
San Francisco State University	1	0	0	3	1
San Jose State University	2	0	4	3	0
Other Cal States	14	23	20	23	17
Total Cal State Transfers	227	326	344	340	307

Private Institutions

Name	2010-11	2011-12	2012-13	2013-14	2014-15
BIOLA University	0	4	3	3	0
Chapman University	0	0	0	0	2
Loyola Marymount University	3	3	3	3	2
Mount St. Mary's University	7	9	5	3	2
National University	1	0	8	7	3
Otis College of Art and Design	2	0	0	1	0
Pepperdine University	0	0	1	0	0
University of Phoenix	9	2	6	6	6
University of Southern California	4	6	12	10	5
Other Private Institutions	15	14	10	8	23
Total Private Transfers	43	38	48	41	43

Additional Chancellor's Office Data

Chancellor's Office's Scorecard 6-year Completion Rate:

2012-2013 - 31.5% (cohort size: 609)

2013-2014 – 29.6% (cohort size: 784)

2014-2015 – 30.6% (cohort size: 788)

ECC Compton Center Overall Success Rate: (cohort size: annual enrollment)

2012-2013 - 65%

2013-2014 - 65%

2014-2015 - 64%

ECC Compton Center Overall Retention Rate: (cohort size: annual enrollment)

2012-2013 - 80%

2013-2014 - 80%

2014-2015 - 80%

ECC Compton Center Overall Persistence Rate: (cohort size: fall enrollment) Fall 2012 - 2nd semester 51%, 3rd semester 35%, 4th semester 25% Fall 2013 - 2nd semester 54%, 3rd semester 38%, 4th semester 30% Fall 2014 - 2nd semester 56%, 3rd semester 38%

ECC Compton Center First Time, Full Time Student Persistence Rate: (cohort size: first time, full time fall enrollment) Fall 2012 - 2nd semester 72%, 3rd semester 69%, 4th semester 53% Fall 2013 - 2nd semester 82%, 3rd semester 65%, 4th semester 55% Fall 2014 - 2nd semester 80%, 3rd semester 65%

El Camino College Compton Center

Counseling Program Review

2016-2017 Academic Year

Appendix D: Counseling Department Customer Service Survey 2016 (Appointments Only)

Counseling Department Customer Service Survey				2016			
N = 30 (Appointments only)							
Term:				1. For your counseling session, did you walk-in or have an appointment?			
Response	Frequency	Percent	Mean: 1.97	Response	Frequency	Percent	Mean: 2.00
Fall	1	3.33		Walk-in	0	0.00	
Spring	28	93.33		Had an appointment	30	100.00	
Missing	1	3.33		Missing	0	0.00	
2. Are you a new, returning, or continuing student?				3. How long was your wait to receive services?			
Response	Frequency	Percent	Mean: 2.62	Response	Frequency	Percent	Mean: 1.07
New student	1	3.33		0-30 minutes	28	93.33	
Returning student [missed a semester]	8	26.67		31-60 minutes	2	6.67	
Continuing student	17	56.67		61-90 minutes	0	0.00	
Missing	4	13.33		Over 90 minutes	0	0.00	
4. Hours of operation are Monday-Thursday 8:00AM-6:30PM, Friday 8:00AM-12:00PM.				5. Overall, I would rate the quality of my customer service experience today as:			
Response	Frequency	Percent	Mean: 1.47	Response	Frequency	Percent	Mean: 1.53
Excellent	16	53.33		Excellent	16	53.33	
Good	14	46.67		Good	12	40.00	
Average	0	0.00		Average	2	6.67	
Poor	0	0.00		Poor	0	0.00	
Missing	0	0.00		Missing	0	0.00	
6. The procedures for meeting with a Counselor and receiving counseling services were clear and easy to follow.				7. The front desk staff was helpful and knowledgeable in answering my questions.			
Response	Frequency	Percent	Mean: 1.47	Response	Frequency	Percent	Mean: 1.57
Strongly Agree	16	53.33		Strongly Agree	13	43.33	
Agree	14	46.67		Agree	17	56.67	
Disagree	0	0.00		Disagree	0	0.00	
Strongly Disagree	0	0.00		Strongly Disagree	0	0.00	
Missing	0	0.00		Missing	0	0.00	

Appendix E: Counseling Department Customer Service Survey 2016 (New Students Only)

Counseling Department Customer Service Survey				2016			
N = 25 (New Students only)							
Term:				1. For your counseling session, did you walk-in or have an appointment?			
Response	Frequency	Percent	Mean: 2.00	Response	Frequency	Percent	Mean: 1.04
Fall	0	0.00		Walk-in	24	96.00	
Spring	24	96.00		Had an appointment	1	4.00	
Missing	1	4.00		Missing	0	0.00	
2. Are you a new, returning, or continuing student?				3. How long was your wait to receive services?			
Response	Frequency	Percent	Mean: 1.00	Response	Frequency	Percent	Mean: 1.36
New student	25	100.00		0-30 minutes	17	68.00	
Returning student [missed a semester]	0	0.00		31-60 minutes	7	28.00	
Continuing student	0	0.00		61-90 minutes	1	4.00	
Missing	0	0.00		Over 90 minutes	0	0.00	
4. Hours of operation are Monday-Thursday 8:00AM-6:30PM, Friday 8:00AM-12:00PM.				Missing	0	0.00	
Response	Frequency	Percent	Mean: 1.60	5. Overall, I would rate the quality of my customer service experience today as:			
Excellent	13	52.00		Response	Frequency	Percent	Mean: 1.36
Good	10	40.00		Excellent	16	64.00	
Average	1	4.00		Good	9	36.00	
Poor	1	4.00		Average	0	0.00	
Missing	0	0.00		Poor	0	0.00	
6. The procedures for meeting with a Counselor and receiving counseling services were clear and easy to follow.				Missing	0	0.00	
Response	Frequency	Percent	Mean: 1.40	7. The front desk staff was helpful and knowledgeable in answering my questions.			
Strongly Agree	15	60.00		Response	Frequency	Percent	Mean: 1.46
Agree	10	40.00		Strongly Agree	13	52.00	
Disagree	0	0.00		Agree	11	44.00	
Strongly Disagree	0	0.00		Disagree	0	0.00	
Missing	0	0.00		Strongly Disagree	0	0.00	
				Disagree	0	0.00	
				Missing	1	4.00	

Appendix F: Counseling Department Customer Service Survey 2016

Counseling Department Customer Service Survey				2016			
N = 115							
Term:				1. For your counseling session, did you walk-in or have an appointment?			
Response	Frequency	Percent	Mean: 1.98	Response	Frequency	Percent	Mean: 1.28
Fall	2	1.74	<div><div></div></div>	Walk-in	79	68.70	<div><div></div></div>
Spring	107	93.04	<div><div></div></div>	Had an appointment	30	26.09	<div><div></div></div>
Missing	6	5.22	<div><div></div></div>	Missing	6	5.22	<div><div></div></div>
2. Are you a new, returning, or continuing student?				3. How long was your wait to receive services?			
Response	Frequency	Percent	Mean: 2.27	Response	Frequency	Percent	Mean: 1.17
New student	25	21.74	<div><div></div></div>	0-30 minutes	97	84.35	<div><div></div></div>
Returning student [missed a semester]	30	26.09	<div><div></div></div>	31-60 minutes	15	13.04	<div><div></div></div>
Continuing student	55	47.83	<div><div></div></div>	61-90 minutes	2	1.74	<div><div></div></div>
Missing	5	4.35	<div><div></div></div>	Over 90 minutes	0	0.00	<div><div></div></div>
4. Hours of operation are Monday-Thursday 8:00AM-6:30PM, Friday 8:00AM-12:00PM.				Missing	1	0.87	<div><div></div></div>
Response	Frequency	Percent	Mean: 1.35	5. Overall, I would rate the quality of my customer service experience today as:			
Excellent	78	67.83	<div><div></div></div>	Response	Frequency	Percent	Mean: 1.30
Good	33	28.70	<div><div></div></div>	Excellent	83	72.17	<div><div></div></div>
Average	2	1.74	<div><div></div></div>	Good	26	22.61	<div><div></div></div>
Poor	1	0.87	<div><div></div></div>	Average	4	3.48	<div><div></div></div>
Missing	1	0.87	<div><div></div></div>	Poor	0	0.00	<div><div></div></div>
6. The procedures for meeting with a Counselor and receiving counseling services were clear and easy to follow.				Missing	2	1.74	<div><div></div></div>
Response	Frequency	Percent	Mean: 1.30	7. The front desk staff was helpful and knowledgeable in answering my questions.			
Strongly Agree	81	70.43	<div><div></div></div>	Response	Frequency	Percent	Mean: 1.35
Agree	34	29.57	<div><div></div></div>	Strongly Agree	74	64.35	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>	Agree	40	34.78	<div><div></div></div>
Strongly Disagree	0	0.00	<div><div></div></div>	Disagree	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>	Strongly Disagree	0	0.00	<div><div></div></div>
				Disagree	0	0.00	<div><div></div></div>
				Missing	1	0.87	<div><div></div></div>

Appendix G: Counseling Department SAO Survey (Fall 2015)

Compton Center Counseling Department Service Area Outcomes

N = 127

Fall 2015

1. Please indicate your ethnicity (optional)

Response	Frequency	Percent	Mean: 5.02
American Indian 1 or other Native American	1	0.79	
Asian- Asian American- or Pacific Islander	2	1.57	
Native Hawaiian	0	0.00	
Black or African American- Non-Hispanic	53	41.73	
White- Non-Hispanic	3	2.36	
Hispanic- Latino	65	51.18	
Missing	3	2.36	

2. Please indicate your gender (optional)

Response	Frequency	Percent	Mean: 1.46
Female	68	53.54	
Male	57	44.88	
Missing	2	1.57	

3. Please indicate how many college units you have completed.

Response	Frequency	Percent	Mean: 1.95
0	52	40.94	
1-30	45	35.43	
31-60	10	7.87	
60+	18	14.17	
Missing	2	1.57	

4. Have you attended any other colleges or universities before?

Response	Frequency	Percent	Mean: 0.34
Yes	42	33.07	
No	81	63.78	
Missing	4	3.15	

5. Is this your first semester in college?

Response	Frequency	Percent	Mean: 0.40
Yes	49	38.58	
No	74	58.27	
Missing	4	3.15	

6. Please indicate your current English level:

Response	Frequency	Percent	Mean: 5.25
English 80	6	4.72	
English 82	12	9.45	
English 84	10	7.87	
English B	2	1.57	
English A	19	14.96	
English 1A or higher	33	25.98	
ESL 52A	0	0.00	
ESL 52B	0	0.00	
ESL 52C	0	0.00	
ESL 53A	0	0.00	
ESL 53B	0	0.00	
ESL 53C	0	0.00	
I have not taken the assessment test	9	7.09	
Missing	36	28.35	

Appendix H: Counseling Department SAO Survey

El Camino College Compton Center - Counseling Department Service Area Outcome Survey

Fill in the bubble completely with a #2 pencil. DO NOT use a felt tip marker of any kind.

1. Please indicate your ethnicity (optional)

<input type="radio"/> American Indian or other Native American	<input type="radio"/> Black or African American, Non-Hispanic
<input type="radio"/> Asian, Asian American, or Pacific Islander	<input type="radio"/> White, Non-Hispanic
<input type="radio"/> Native Hawaiian	<input type="radio"/> Hispanic, Latino
2. Please indicate your gender (optional)

<input type="radio"/> Female
<input type="radio"/> Male
3. Please indicate how many college units you have completed.

<input type="radio"/> 0	<input type="radio"/> 31-60
<input type="radio"/> 1-30	<input type="radio"/> 60+
4. Have you attended any other colleges or universities before?

<input type="radio"/> Yes
<input type="radio"/> No
5. Is this your first semester in college?

<input type="radio"/> Yes
<input type="radio"/> No
6. Please indicate your current English level:

<input type="radio"/> English 80	<input type="radio"/> English A	<input type="radio"/> ESL 52C	<input type="radio"/> I have not taken the assessment test
<input type="radio"/> English 82	<input type="radio"/> English 1A or higher	<input type="radio"/> ESL 53A	
<input type="radio"/> English 84	<input type="radio"/> ESL 52A	<input type="radio"/> ESL 53B	
<input type="radio"/> English B	<input type="radio"/> ESL 52B	<input type="radio"/> ESL 53C	
7. Please indicate your current Math level:

<input type="radio"/> Math 12	<input type="radio"/> Math 40
<input type="radio"/> Math 37	<input type="radio"/> Math 67
<input type="radio"/> Math 23	<input type="radio"/> Math 73 or 80
<input type="radio"/> Math 33	<input type="radio"/> College level math
<input type="radio"/> Math 43	<input type="radio"/> I have not taken the assessment test
8. Based on your counseling appointment today, are you more aware of services and/or resources offered to you on campus?

<input type="radio"/> Yes
<input type="radio"/> No
9. Have you ever used any campus services and/or resources before?

<input type="radio"/> Yes
<input type="radio"/> No
10. Based on your counseling appointment today, are you planning to use one or more of these services this semester or in the future?

<input type="radio"/> Yes
<input type="radio"/> No
11. If yes, which services are you planning on using (please mark all that apply):

<input type="radio"/> Admissions	<input type="radio"/> Project Success
<input type="radio"/> Assessment/Testing	<input type="radio"/> Puente
<input type="radio"/> Career Center	<input type="radio"/> Reading Success Center
<input type="radio"/> Child Development Center	<input type="radio"/> Scholarship Office
<input type="radio"/> EOPS/CARE/CalWORKs	<input type="radio"/> Special Resource Center (SRC)
<input type="radio"/> Financial Aid	<input type="radio"/> Student Athlete Independent Learning (SAIL)
<input type="radio"/> First Year Experience	<input type="radio"/> Student Activities/Clubs & Organizations
<input type="radio"/> Health Center	<input type="radio"/> Supplemental Instructions (SI)
<input type="radio"/> Honors Transfer Program	<input type="radio"/> Transfer Center
<input type="radio"/> Library	<input type="radio"/> Tutoring/Learning Resource Center
<input type="radio"/> Math Study Center	<input type="radio"/> Veterans Office
<input type="radio"/> MESA Program	<input type="radio"/> Women in Industry & Technology (WIT)
<input type="radio"/> Orientation/SEP Workshop/Matriculation	<input type="radio"/> Writing Center & Computer Lab

Appendix I: Counseling Department Student Customer Service Survey



**El Camino College
Compton Center**

Counseling Department Customer Service Survey

Your feedback is valued and allows us to measure our success and areas of improvement in daily service delivery. Please take a moment to assess our services by completing the survey below.

■ Term: ☐ Fall ☐ Spring Year: _____

1. For your counseling session, did you walk-in or have an appointment?

■ ☐ Walk-in ☐ Had an appointment

2. Are you a new, returning, or continuing student?

■ ☐ New student ☐ Returning student (missed a semester) ☐ Continuing student

3. How long was your wait to receive services?

■ ☐ 0-30 minutes
■ ☐ 31-60 minutes
■ ☐ 61-90 minutes
■ ☐ Over 90 minutes

Please rate the Counseling Department on the following items.

4. Hours of operation are Monday-Thursday 8:00AM-6:30PM, Friday 8:00AM-12:00PM.

■ ☐ Excellent
■ ☐ Good
■ ☐ Average
■ ☐ Poor

5. Overall, I would rate the quality of my customer service experience today as:

■ ☐ Excellent
■ ☐ Good
■ ☐ Average
■ ☐ Poor

6. The procedures for meeting with a Counselor and receiving counseling services were clear and easy to follow.

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

7. The front desk staff was helpful and knowledgeable in answering my questions.

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

Appendix J: Counseling Department Student Customer Service Survey



Please rate the Counseling Department on the following items

	Excellent	Good	Fair	Poor	NA
■ 1. Hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 2. Office facilities (appearance, comfort)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 3. Time of response to your request(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 4. Procedures clear and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 5. Quality of materials received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 6. Knowledge & helpfulness of front desk staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 7. Helpfulness & knowledge of counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 8. Confidentiality of private information maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 9. Overall quality of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree with the following statements about the Counseling Department:

10. When talking to a counselor at the Compton Center, I feel I have enough privacy to discuss my concerns.
- ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable
11. I would be very likely to use the Counseling Services in the evening hours (after 5:00 pm).
- ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable
12. If available, I would be very likely to use the Online Counseling Services.
- ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable
13. Did the amount of time given for your counseling appointment (30 minutes) give you enough time to receive proper counseling?
- ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Not Applicable
14. How much time would you prefer for a counseling appointment?
- ☐ 15 minutes ☐ 30 minutes ☐ 45 minutes ☐ 1 hour
15. How often do you check your e-mail?
- ☐ Daily ☐ Weekly ☐ Monthly ☐ Never ☐ Other