**EL CAMINO COLLEGE**

**Project Success 2015-19**

 **PROGRAM REVIEW TEMPLATE**

 **Program Description**

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

The Project Success program started in 1986 at El Camino College by concerned counseling members. These colleagues noticed the low attrition, retention and graduation rate of African American students and started the Project Success program to increase the success rate among these students. Project Success is a program designed to increase the retention rate and to improve the academic performance of students that are considered at-risk, low income and/or first-generation college students. The program targets African American students but is open to all students. The mission of Project Success is to aid the successful transition of students from high school to El Camino College and beyond in order to achieve educational and career goals. Project Success instructs students in a cohort based learning style that allows students to remain together with classes for two years. Each cohort consists of a minimum of thirty-five students. The students take Ethnic Studies 1 (Introduction to Ethnic Studies), Human Development 110 (Strategies for Success in College) and Library Information Science 1 (Introduction to Library Information Science) during the fall semester and Human Development 105 (Career and Life Planning) and Psychology 10 (African American Psychology) academic courses during the spring semesters of their first year participating in the program. In the student’s second year participating in the program the students take History 110 (The African American in the United States to 1877) in the fall semester and History 111 (The African American in the United States from 1877 to the Present) during the spring semester. In addition to these courses, students take English and/or Math along with other courses based on their educational plan. Project Success currently serves a total of 88 students made up of first year and continuing students.

Project Success is an affiliate of the Umoja Community. Umoja (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Project Success was one of the first programs established to address these issues related to African American students, and is one of the models for the Umoja Community. The Umoja Community started in October 2006 with fifteen programs that used culturally relevant African American student success practices. Currently, there are over fifty programs across the California Community College system. On January 14, 2008 Umoja Community was officially recognized by the Board of Governors as a legitimate statewide student success program. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African Diasporas. Project Success is currently in its 31st year of program operation at El Camino College.

The following are a few areas that Project Success links to El Camino College’s strategic initiatives:

Under Strategic Initiative B.1*: “Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).”* Project Success conducts student Orientations during the Summer sessions. The Orientations discuss and review program’s and El Camino College requirements. Students are given Orientation credit defined by SSSP standards. Also, abbreviated educational plans are completed for students that have under 15 degree applicable units completed and comprehensive educational plans are completed that have over 15 degree applicable units. Follow-up educational plans are completed every semester per student until completion of academic goal.

Under Strategic Initiative B.2: *“Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.”* A portion of money from the SEP fund is allocated to Project Success to assist in improving the success of African-American and Hispanic students in the program. Through Institutional Research, El Camino College determined that American-Americans and Hispanics are two of the three highest educationally disproportionately impacted student populations on campus. In assistance to improving the outcomes of these populations, SEP funds are used to hire a Math Tutor, registration and travel cost to attend conferences and the Historically Black College and Universities Tour.

Under Strategic Initiative C.3: *“Strengthen collaboration among programs across disciplines and College areas.”* Project Success collaborates with the Puente Program. Project Success hires the Math Tutors and Puente hires the English Tutors. Tutoring schedules are provided and available to students in both programs (also, Tutors are available to general population students as well). The tutoring services take place in the “Village” area located on the first floor (General Counseling) in the Student Services building located outside of offices SSC 104C through SSC 104K. In addition, Project Success and the Puente Program collaborated to host our first “Village” to University Transfer Day at El Camino College in Spring 2018.

Project Success collaborates with the Career and Transfer Center departments. The Career Center staff conducts a classroom presentation in the Human Development 110 course and conducts a visit to the Career Center in the Human Development 105 course along with assisting in completing a class assignment. The Transfer Center conducts a classroom presentation in the Human Development 110 course and provides resources for students to complete their university field trip requirements and transfer applications.

Project Success collaborates with the Behavioral and Social Sciences division to provide Ethnic Studies 1 (Introduction to Ethnic Studies), Human Development 110 (Strategies for Success in College) Human Development 105 (Career and Life Planning), Psychology 10 (African American Psychology), History 110 (The African American in the United States to 1877) and History 111 (The African American in the United States from 1877 to the Present). Project Success also collaborates with the Humanities division to provide Library Information Science 1 (Introduction to Library Information Science) creating the program’s curriculum and instructed through a two year academic cohort model structure.

Under Strategic Initiative D.1: *“Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region”*. Project Success developed a Steering Committee (consist of ECC staff and faculty) and a Community Advisory Committee that consists of members and officials from various community-based organizations. This committee provides additional support to the program and resources to students for internships, employment and/or volunteer experiences.

2. Describe the student population served by the program using available data. Please note the

 source of the data. If necessary, please contact the Office of Institutional Research & Planning

 to obtain data.

The Project Program serves approximately 88 students a year. On average 35 to 40 new students join the program every academic year. The majority of first-year students who enter Project Success are recent high school graduates. These students consist of African, African-American and Hispanic students that take one or multiple courses of Basic Skills Math and/or English courses.

Listed below are data obtained by the Office of Institutional Research & Planning. Information provided discusses Fall 2013 through Spring 2016 (Fall 2016):

**Average G.P.A. by Term**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **All Students**[**1**](#_bookmark0) | **African American**[**2**](#_bookmark1) | **Project Success**[**3**](#_bookmark2) |
|  | **Enrollment** | **GPA** | **Enrollment** | **GPA** | **Enrollment** | **GPA** |
| **Fall 2013** | 23,993 | 2.43 | 4,053 | 2.03 | 88 | 2.16 |
| **Spring 2014** | 22,791 | 2.45 | 3,703 | 2.04 | 88 | 2.06 |
| **Fall 2014** | 24,263 | 2.44 | 3,905 | 2.05 | 91 | 2.32 |
| **Spring 2015** | 22,667 | 2.50 | 3,474 | 2.15 | 91 | 2.28 |
| **Fall 2015** | 24,000 | 2.44 | 3,515 | 2.11 | 84 | 2.43 |
| **Spring 2016** | 22,208 | 2.52 | 3,079 | 2.20 | 84 | 2.35 |

**Average G.P.A. for Project Success Students vs. African American Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **African American** | **Project Success** | **Difference (PS - AA)** | **Percent Difference** |
| **Fall 2013** | 2.03 | 2.16 | 0.12 | + 6% |
| **Spring 2014** | 2.04 | 2.06 | 0.02 | + 1% |
| **Fall 2014** | 2.05 | 2.32 | 0.27 | + 13% |
| **Spring 2015** | 2.15 | 2.28 | 0.13 | + 6% |
| **Fall 2015** | 2.11 | 2.43 | 0.32 | + 15% |
| **Spring 2016** | 2.20 | 2.35 | 0.15 | + 7% |

From Fall 2013 to Spring 2016, Project Success students had an average G.P.A. that was lower than the average for all ECC students. However, they outperformed the population of ECC African American students in each of those terms.

Below are data provided by the Office of Institutional Research & Planning

(Fall 2017):

**Success and Retention**



 Information provided below by the Project Success program (2018):

**Degrees and Transfer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **AA degree** | **Certificate** | **Transfer** |
| 2013-14 | 13 | - | 20 |
| 2014-15 | 8 | - | 9 |
| 2015-16 | 10 | - | 11 |
| 2016-17 | 13 | - | 7 |
| **TOTAL** | 44 | - | 47 |

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

Listed below are interactions that Project Success provides to help students meet their educational goal:

* Conduct Orientations
* Priority Registration
* Cohort Learning style (2 year academic courses)
* Madaba’s (Mentor’s)
* Tutoring (Math)
* Drop-In Counseling
* provide abbreviated and comprehensive educational plans
* access to four-year university field-trips
* Conduct Cultural and Academic Workshops
* scholarships for continuing and transfer students
* Personal and Student Leadership Conferences
* Book Vouchers and Loans
* Employment opportunities through work-study or SEP funding
1. How does the program interact with other on-campus programs or with off-campus entities?

 Project Success interacts with the Puente Program (tutoring, Village to University event),

 KEAS program (some students take Math and/or English through this program,

 university fieldtrips) and EOPS (students participate in both programs). Project Success

 interact with off-campus entities such as A2MEND (support organization for African-

 American Males); attend Annual Conference, Umoja Community (Project Success is

 Consortium member of this state-wide student support program) and the Educational

 Student Tours organization (provide annual Project Success scholarships for students to

 attend the Historically Black Colleges and Universities Tour).

1. List notable achievement that have occurred since the last Program Review.
* The Umoja Consortium fee is paid by El Camino College.
* A Full-time Counselor was assigned (100%) to the Project Success program starting in Spring 2018 to serve as the Counselor/Coordinator.
* Program’s curriculum changed; History 183 and English 43 courses were replaced with History 110 and History 111.
* Program’s curriculum increased from 9 units to providing 12 units of the required 18 units to obtain the General Studies: Social and Behavioral Sciences AA degree.
1. What prior Program Review recommendations were not implemented, if any and why? What was the impact on the program and the students?

Institutionalization of Project Success was not implemented. A recommendation request was denied to expand the Project Success program through the allocation of the Student Equity Plan fund and to assist in starting the process to institutionalize the program. Instead El Camino College decided to create the KEAS program and use the remaining Student Equity Plan funding to assist other programs and services throughout the ECC campus. During this decision process, Project Success was informed that the College did not have enough course sections of the program’s curriculum to designate a second cohort to the program. As a result, Project Success has been limited in growing the program to appeal to the increased interest/demand from El Camino College students.

 **Program Environment**

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

Project Success is located on the first floor (General Counseling) of the Counseling Division in the Student Services building. The program does not have adequate resources for staff and students. Project Success requires first year students to complete two hours of Math/studying per week during Fall and Spring semester in the “Village” area. The “Village” is located in the Counseling Division on the first floor (General Counseling) outside of Brian Mims office (SSC104G). In this area, other general ECC students are waiting to meet with their counselor for their appointment; there are no computers, printers or Wi-Fi. Students are not able to adequately complete their online assignments (especially in their Math courses).

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

Vice President

Student and Community Advancement

Ross Miyashiro

Dean of Student Support Services

Idania Reyes

Dean of Counseling and Student Services

Dr. Dipte Patel

Adjunct Counselor

Nikki Barber

Counselor/Coordinator

Brian Mims

Office Assistant

(TNC: 1)

Project Success

Steering Committee (13)

Math Tutor

(Work Study Student: 1)

(Student Equity Student: 1)

Faculty (5)

Behavioral & Social Sciences Division and

Humanities Division

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

Over the next four years, the personnel needs are a full-time Counselor, an additional Adjunct Counselor and full-time administrative assistant.

1. Describe facilities need for the next four years.

By the end of the Fall 2018, the Counseling department will move to the new Student Services building. In depth facilities needs will be determined after Fall 2018 semester. Over the next four years, a “Village” space needs to be created for the students and staff in the program. The “Village” will serve as a study space for students and a place for students to feel welcomed, appreciated and is seen as being a part of El Camino College’s campus. A facility will combine offices for counselors, staff and a “Village” needs to be in the same location (examples: FYE, EOPS, KEAS).

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

By the end of the Fall 2018, the Counseling department will move to the new Student Services building. In depth facilities needs will be determined after Fall 2018 semester. The equipment needs for the next four years will be used to create the “Village” area. The equipment needed are computers for students to use for studying or completing class/homework assignments, program requirements, various applications (academic and career), whiteboards, smart room capabilities, printer(s), copy machine, paper shredder tool to track student’s use of services and time.

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

Full-Time Counselor/Coordinators work schedule: Mondays (9:30am to 5:30pm), Tuesdays (9:30am to 6:30pm), Wednesdays (9:30am to 10:30am and 12:30pm to 7pm) and Thursdays (9:30am to 5:30pm).

Counseling appointments for the Full-Time Counselor/Coordinator are available: Mondays 9:30am to 1pm, Tuesdays 1pm to 5pm, Wednesdays 12:30pm to 3:30pm and Thursdays 1pm to 3:30pm for a total of 13 hours.

Adjunct Counselor work schedule: Mondays (10am to 6pm), Tuesdays (10am to 6pm) and Wednesdays (10am to 3:30pm) for a total of 21 hours.

Temporary Non-Classified (TNC) work schedule: Tuesdays through Thursdays (9:30am to 1:30pm and 2:30pm to 5:30pm) for a total of 20 hours per week.

Continuing students have a limited option to meet with the Full-Time Counselor/Coordinator due to the time of counseling appointments, time of student’s courses and their work schedule. Also, the program closes for counseling services when the Full-Time Counselor/Coordinator and Adjunct Counselor are attending on and off campus conferences, class, meetings and fieldtrips.

The flexibility of scheduling a counseling appointment with the Full-time Counselor/Coordinator, Adjunct Counselor and having walk-in appointments is convenient for the majority of the students in the program. Additionally, the Counselors visits Project Success classes to give presentations regarding program activities, college events, provide academic and transfer information.

1. 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?

 The passing of SB 1440 have had an enormous influence on the student in the program.

 This law requires that community colleges students will be granted admissions to a

 California State University upon completion of an AA-T or AS-T major. Over 90% of

 students in the program stated that transfer to a four-year university as their primary goal.

 The program will continue to review and keep updated with all developments pertaining

 to SB 1440 so that the students in the program will be able to take full advantage of this

 new transfer opportunity.

 Due to the admission requirements and practices of the CSU and UC system, a

 Historically Black College and Universities (HBCUs) Transfer Guarantee Program was

 created in 2015 for to all California Community College (CCC) students. This agreement

 guarantees that CCC students admissions into 35 HBCUs. These 35 HBCUs requires

 students to complete one of two options for transfer: (1) complete CSU-GEs or

 IGETC-GEs, obtain an AA, AS or ADT degree (60 units) with a 2.5 or higher gpa or (2)

 complete 30 or more CSU/UC transferable units with a 2.5 or higher gpa. From Spring

 2015 through Spring 2017, Project Success provided scholarships for 12 students to

 attend the HBCU Tour. As a result, 50 % (6) currently attends ECC in Spring 2018,

 .08% (1) transferred to a CSU and 25% (3) transferred to a HBCU.

 Another external factor Project Success aligns with is Guided Pathways. Project

 Success is a Consortium member of the Umoja Community (state-wide student support

 program). Attached you will find a document that address how the Umoja Practices align

 with the California Community College Chancellor’s Office Guided Pathways project.

 **Service Area Outcomes (SAOs)**

1. List the program’s SAOs.

Project Success students that participate in the Degree & Goal Attainment workshop will increase their understanding of the transfer process and attainment of degrees.

Project Success expects 70% of students will score 60% or better on the Post-test

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

The SAO were developed based on the lack of knowledge students knew about the requirements to graduate from El Camino College and/or transfer to a four-year university. The Project Success Counselor/Coordinator and the program’s Steering Committee engaged in the creation of the SAO.

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

The Pre-Test of the SAO is given out at New Student Welcome Day to first year students joining the Project Success program. The Post-Test is given out in Spring semester at the conclusion of the Degree & Goal workshop. After the assessment is graded, the Steering Committee discusses the results and the results are discussed with the students.

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

SAO became a requirement for Project Success to administer starting Fall 2015. Additional resources and presentations through the program and Transfer Center are provided as options for students to obtain this knowledge.

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

The SAO assessment and results is shared with the Steering Committee members and students. The SAO is included in the Program Planning report as well.

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

No, Project Success SAO Assessment does not need to change or be modified.

**Program Improvement**

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

 Due to budget constraints, activities have decreased continuously for the past four years.

 Alternative methods have occurred in order to improve services to the students, which

 are:

* Collaboration with EOP&S, KEAS, Puente Program and Transfer Center to provide fieldtrips to four-year universities and student leadership conferences.
* Conduct Student Orientations.
* Conduct fundraising activities to produce revenue for scholarships, books vouchers and book loans for needy students.
* Provide ongoing personal, academic and career counseling to first-year, second-year and continuing students in the program.
* Changed the program’s curriculum of mandatory courses.
* Prepare and maintain student educational plans for program participants.
* Assist students in all aspects of the transfer process: application, personal statements, letters of recommendation, scholarship information
* Collect and review mid semester progress reports for first year students in the program both Fall and Spring semester.
* Increased the amount of students participating on the Historical Black Colleges and Universities Tour.
* Attend Umoja training, conference and regional symposium
* Attend the annual A2MEND Conference
* Mentor Component
* Students are required to complete 2 hours per week of math tutoring
1. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Meeting with the Office of Institutional Research & Planning, it was determined that not all Project Success students are being tracked through the MIS data base. The Office of Institutional Research & Planning recommended that Project Success state that the data only reflect the MIS data base and does not account for all students that participated in program. Project Success codes student in the STAL screen of DataTel and submits the names and ECC ID numbers per semester of the academic year to the Office of Institutional Research & Planning which is not used to conduct these reports.

Project Success used metrics to track student participation, success, retention and persistence rates.

**Success and Retention**





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|  |
| **Persistence** |
|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
|  Enrollment  |  97  |  72  |  65  |  83  |
|  1 Term Persistence  | 81% | 85% | 82% |   |
|  2 term Persistence  | 52% | 60% | 71% |   |
|  |
| **Success and Retention** |
|    | **Spring 2014** | **Spring 2015** | **Spring 2016** | **Spring 2017** |
| Program Success | 57.9% | 62.1% | 63.1% | 65.7% |
| ECC Success | 67.9% | 68.0% | 69.5% | 69.3% |
|  |  |  |  |  |
| Program Retention | 79.9% | 79.3% | 84.3% | 79.7% |
| ECC Retention | 83.0% | 81.3% | 82.6% | 82.5% |
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| **Persistence** |
|  |
|  | **Spring 2014** | **Spring 2015** | **Spring 2016** | **Spring 2017** |
|  Enrollment  |  77  |  73  |  60  |  57  |
|  1 Term Persistence  | 68% | 58% | 67% | 79% |
|  2 term Persistence  | 56% | 52% | 50% |   |

1. 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.

Based on the Office of Institutional Research and Planning report (2016); explains the patterns of Project Success student success, retention and persistence:

* From Fall 2013 to Spring 2016, Project Success students had an average G.P.A. that was lower than the average for all ECC students. However, they outperformed the population of ECC African American students in each of those terms.
* New Project Success students enrolled in basic skills and/or developmental math and English courses at high rates, with the exception of the most recent cohort. In the 2015- 2016 cohort, only 23% of students enrolled in basic skills or developmental math over the course of two terms (compared to 71% in the 2014-2015 cohort and 78% in the 2013-2014 cohort). However, enrollment in these courses is likely to increase if students remain in Project Success in subsequent terms.
* Across the three cohorts of incoming Project Success students, basic skills and developmental course pass rates were relatively high, ranging from 79% to 81% in English and 57% to 68% in math. However, even when students were successful, subsequent enrollment in a transfer level course was relatively low, ranging from 31% to 68% in English and 25% to 41% in math. Project Success students were more successful at progressing though English courses than math courses
* 2013-2014 Cohort: Almost 80% of the 2013-2014 cohort began in a basic skills or developmental math course. After eight terms, 57% of the basic skills beginners passed at least one of those courses and 24% passed a transfer level math course. Overall, 30% of the cohort attempted a transfer level math course after joining Project Success. By the end of eight terms, only 19% of the entire cohort had passed a transfer level math course since joining Project Success.
* 2014-2015 Cohort: Over two-thirds of the 2014-2015 cohort began in a basic skills or developmental math course. After five terms, 68% of attempters had passed at least one basic skills or developmental course and 41% progressed to a transfer level course. In total, only 27% of the basic skills beginners and 29% of the entire cohort eventually passed a transfer level math course. This cohort was more successful at progressing from basic skills and developmental math courses to transfer level courses than the previous cohort.
* 2015-2016 Cohort: Only 23% of the 2015-2016 cohort attempted a basic skills or developmental math course in Fall 2015 or Spring 2016. While this rate is much lower than that in previous cohorts, it is possible that more students will enroll in math courses in subsequent terms. The pass rate in basic skills and developmental math courses (63%) was similar to that in the other two cohorts. By the end of two terms, 11% of the 2015-2016 cohort (only four students) had attempted a transfer level math course and 9% of the cohort had passed a transfer level math course. These rates are likely to increase as students enroll in courses in subsequent terms.

**Customer Services**

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

N/A

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

N/A

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

N/A

1. What aspect of the program’s service need improvement? Explain how the program will address service improvements.

N/A

**Conclusions and Recommendations**

The strength of the Project Success program has been the offering of academic counseling, cohort learning, college transferrable courses and mentoring. Academic counseling is strength within the program because each student is tracked and monitored from their first semester in the program until he or she graduates with an AA/AS degree and/or transfer to a 4-year university. The cohort model has been very effective in reaching a large amount of students while at the same time provide personalized orientations, counseling, workshops, and transfer assistance. The mentor component has provided options for students to receive additional resources on and off campus, support and encouragement to continue with their education and serves as a platform for students to work on their networking skills.

Some of the areas for improvement are the institutionalization of the Project Success program, adequate funding to maintain and grow the program and the need for additional staff. Project Success is in its 31st year of operation at El Camino College and is only receiving funds from categorical funding and Student Equity Plan (SEP). Due to the economy, the program’s budget (categorical funding) has not increase during the past four years and has limited the activities and benefits to the students in the program. Currently, the staff for the program consists of one full-time Counselor/Coordinator, one Adjunct Counselor (21 hours per week) and one part-time Temporary Non-Classified (TNC) worker (20 hours per week).

Due to the relocation of the Student Services building which will take place during the Fall 2018 semester, students in the program will not have a “Village” area to complete their two hours of Math and/or Studying requirement. Stated has one of the Umoja Practices, “ Studying in the Village-a dedicated, welcoming Umoja space where students study and spend time together-builds community and nurtures academic success. Designed by students and staff, the Umoja Village is a sacred space that offers opportunities to increase exposure to historical and cultural experiences from the African diaspora. The Umoja Village is an expression of and celebration of our students’ voices and model for how students can approach their homework. Encouraging, even requiring, studying on campus works well with our students because it models, practices and affirms sustained and effective study habits for our students. We must positively and actively foster studying, deep concentration and creativity for our students to be successful in their academic pursuits”.

 X\_ Continue Program

\_\_\_\_ Discontinue Program. Explain how the program’s services could be handled by another

 on-campus entity if the program has been declining or is no longer fully utilized.