**El Camino College**

STUDENT SERVICES – Student Development Office

**Program Review Template – Fall 2018**

**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?**

SDO links to the College’s mission statement and Strategic Initiative B (Student Success and Support).

**Mission Statement:** El Camino College makes a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success with our diverse communities.

**Strategic Initiative B:** Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

The Student Development Office (SDO), located within the Student Activities Center, serves as the focal point for El Camino College student life and leadership programs through the advisement and support of the Associated Students Organization (ASO), Inter-Club Council (ICC), student clubs, and Student Equity Advisory Council (SEAC). Through SDO’s advisement, students involved in these organizations learn how to advocate for their student peers, how to become more effective leaders, and how to succeed inside and outside the classroom.

**Leadership Programs**

*Associated Students Organization*

The Associated Students Organization (ASO) is the student government charged with representing the needs and interests of all El Camino College students. Elected and appointed ASO members represent students on various campus committees and collegial consultation processes to advocate for student needs, learning, and success. Students learn these skills through advisement and training from SDO staff. By serving as the voice of students on many campus consultation committees, the ASO also realizes Strategic Initiative C (Collaboration).

**Strategic Initiative C:** Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

*Inter-Club Council*

The Inter-Club Council (ICC) supports the activities of campus clubs; plans events that involve club participation on campus and community projects; and approves the charter of each new student organization. ICC coordinates many activities that promote student learning, success, and advocacy.

*Student Clubs*

There are over 50 student clubs that bring students together based on academic scholarship (honors), community service, religious affiliations, cultural connections, art, media, performing arts, academic majors, and special interests. Students can also charter new clubs.

*Student Equity Advisory Council*

The Student Equity Advisory Council (SEAC) promotes equity and diversity at El Camino College through student-initiated events and programs. Student clubs whose mission and purpose align with SEAC come together to coordinate student events and promote solidarity among all students. SEAC engages in collaboration with other ECC staff and faculty, realizing Strategic Initiative C (Collaboration) by serving as the voice of students on many campus consultation committees.

**Services**

*Student Activities Center*

The Student Activities Center provides a relaxed environment for students to interact, eat, and study. Within the Student Activities Center, student government and clubs make banners and signs to publicize events, housing referrals are posted, and students can use microwaves to heat up their food.

*Auxiliary Services Benefits*

Student and employees who purchase an Auxiliary Services Benefits (ASB) sticker receive discounts to local businesses, amusement parks, and movies. On campus benefits include access to the Student Activities Center table games, athletic events, and the Center of the Arts events. Funds from the ASB sticker support student athletes, fine arts, student newspaper, ASO, ICC, and more. Auxiliary Services Benefits realizes Strategic Initiative D (Community Responsiveness) by collaborating with many off-campus entities to offer ASB discounts at restaurants, movies, amusements parks, and more.

**Strategic Initiative D:** 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.

*Auxiliary Services Board*

The Auxiliary Services Board raises, receives, and disburses funds to support co-curricular and extra-curricular activities. The Auxiliary Services Board realizes Strategic Initiative C (Collaboration) by having representation by all consultation groups serving on the Board. Students, classified professionals, and managers collaborate to make decisions regarding the funds generated from the Student Activities/ASB sticker fee.

*Distribution of Literature, Posting, and Speech*

Students and employees of the District and members of the public shall be permitted to exercise their right of free expression subject to the time, place, and manner policies and procedures contained in Board Policy 3900 and Administrative Policy 3900. Groups of persons wishing to engage in speech or expressive activities are encouraged to inform the Student Development Office. All persons using the areas that are designated public forums shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed materials. All materials to be displayed on bulletin board and kiosks must be approved by the Student Development Office.

*Housing Referrals*

The Student Development Office maintains a binder of available off-campus housing listings available to students.

*Metro U-Pass*

The Metro U-Pass is a discounted pass for any enrolled student to ride Metro, Gardena Transit, Torrance Transit, and Long Beach Transit buses and rails. Through the partnership with the El Camino College Bookstore and Metro, the Metro U-Pass program realizes

Strategic Initiative D (Community Responsiveness). The Metro U-Pass addresses transportation insecurities for our students and promotes student enrollment and success.

*Photo Identification Card*

All El Camino College students are encouraged to obtain a free student photo identification card. The photo ID cards are required for Library and lab services, campus activities, use of computers, and verification in certain classes.

*Standards for Student Conduct*

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct. It is the responsibility of all members of the community to encourage learning, promote honesty, and act with fairness. SDO facilities offer a safe learning environment and promote accountability and learning for students violating the standards of student conduct. Through the partnership with Academic Affairs and many other campus departments, Strategic Initiative A (Student Learning) is realized through the process of having students learn from the behaviors that violated the standards of student conduct.

**Strategic Initiative A:** Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

*Warrior Pantry*

The Warrior Pantry assists students facing food insecurity, provides toiletries, offers access to a computer, and connects students to additional resources in a supportive environment. Through the support and collaboration of many student organizations and campus divisions, in addition to community organizations such as the Los Angeles Food Bank, the Warrior Pantry realizes Strategic Initiative C (Collaboration) and Strategic Initiative D (Community Responsiveness).

**Activities**

*Blood Drive*

Inter-Club Council (ICC) offers opportunities for students, employees, and members of the public to donate blood by organizing multiple blood drives throughout the year.

*Club Rush*

Student clubs actively recruit new members on the Library Lawn during the third week of the fall and spring semesters.

*Commencement*

Commencement is a ceremony often referred to as “Graduation.” El Camino College’s annual commencement is scheduled at the end of each spring semester, in celebration of students who are expected to successfully complete all graduation requirements by the end of the term. Students participating in the commencement ceremony receive a diploma cover when their name is read. Through the leadership of the campus-wide Commencement Committee, the planning and implementation of this annual event realizes Strategic Initiative C (Collaboration).

*Constitution Day*

Constitution Day is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. Through partnership with the Associated Students Organization, Financial Aid, and the Foundation Office, the Student Development Office organizes an annual event in September to commemorate Constitution Day.

*Cultural Heritage Months*

The Student Equity Advisory Council (SEAC) organizes monthly events that celebrate the diverse cultures of the world. Cultural heritage months include but are not limited to: Latino Heritage, Filipino Heritage, Black History, Womyn’s Herstory, and Asian and Pacific Islander Heritage. Monthly activities include performances, guest lecturers, film screenings, and more interactive programs. SEAC students serve as chairs for planning committees consisting of students and ECC staff and faculty realizing Strategic Initiative C (Collaboration) by serving as the voice of students on many campus consultation committees.

*Homecoming*

Inter-Club Council and the Athletic Department organize a week-long celebration that recognizes a student homecoming king and queen, promotes a homecoming athletic event, and culminates with a student dance.

*Student Empowerment Dialogue Series*

The Student Equity Advisory Council (SEAC) organizes the Student Empowerment Dialogue Series. The dialogue series engages students in dialogue and discussion regarding topics relating to equity, diversity, and inclusion at El Camino College. The topics are aimed at promoting community, solidarity, tolerance, and understanding of people from different backgrounds, cultures, and beliefs.

1. **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.**

*Student Development Office*

All students are welcome to utilize all programs and services of the Student Development Office. Students served by the following program(s) or service(s) are as follows:

*Associated Students Organization (ASO) and Inter-Club Council (ICC)*

Table 1 shows demographics of students who participated in ASO and ICC; 113 students were involved in ASO and ICC in 2016-2017 and 137 students were involved in ASO and ICC in 2017-2018. The additional 24 students involved in ASO and ICC from 2016-2017 and 2017-2018 represents a 21% increase in participation.

Demographics of the ASO and ICC students indicate slightly higher percentages of females than males. Latinos participate more than any other race/ethnicity followed by Asian and White. About 80% of ASO and ICC students are in the age range of 18 to 24.

Table 1: ASO and ICC Demographics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2016-17** | | **2017-18** | |
| **Annual Students** | **113** |  | **137** |  |
| **Gender** |  |  |  |  |
| Female | 56 | 50% | 71 | 52% |
| Male | 57 | 50% | 66 | 48% |
| **Race/Ethnicity** |  |  |  |  |
| Asian | 31 | 27% | 32 | 23% |
| Black or African-American | 10 | 9% | 18 | 13% |
| Latino | 48 | 42% | 53 | 39% |
| Pacific Islander | 2 | 2% |  | 0% |
| Two or More Races | 9 | 8% | 12 | 9% |
| White | 13 | 12% | 22 | 16% |
| **Age Group** |  |  |  |  |
| Under 18 | 3 | 3% | 3 | 2% |
| 18 to 24 | 91 | 81% | 108 | 79% |
| 25 to 29 | 11 | 10% | 15 | 11% |
| 30 to 39 | 4 | 4% | 4 | 3% |
| 40 to 49 | 2 | 2% | 3 | 2% |
| 50+ | 2 | 2% | 4 | 3% |

The Student Development Office started tracking ASO and ICC participation through the Datatel/Colleague CORM screen in fall 2016. It was through this screen that the Office of Institutional Research & Planning provided the aforementioned demographic information.

*Student Equity Advisory Council*

The Student Equity Advisory Council (SEAC) served 648 students during the 2016-2017 academic year and 1,319 students during the 2017-2018 academic year. These students participated in SEAC events such as the cultural heritage months, Student Empowerment Dialogue Series, and other student equity-related events. The 2017-2018 academic year data also includes students who have utilized the Warrior Pantry.

The Student Equity Advisory Council consists of two to three student co-chairs, one student representative each from ASO and ICC, and one representative from each student equity club. These student leaders help to plan and coordinate events on campus. There were a total of 12 students who participated in 2016-2017 and 15 students who participated in 2017-2018.

The data in Tables 2 and 3 below is self-reported by students and included in the annual Student Equity Report submitted to the Student Equity Program:

Table 2: 2016-2017 SEAC Participants

|  |
| --- |
| **Gender**  Male: 137Female: 212  **Race**  African-American: 59  Multiracial/Mixed Race: 25  American Indian/Alaskan Native: 4  Pacific Islander: 7  Asian: 61  White Non-Latino or Hispanic: 43  Latino/Hispanic: 153  Other/Not Available: 15    **First Generation College Student**  Yes: 125  No: 208  Decline to State: 9  **Major**  Accounting: 1  Administration of Justice: 3  Anthropology: 1  Architecture: 2  Art: 16  Biology: 10  Business Administration: 18  Chemistry: 3  Child Development: 11  Communications: 5  Computer Science: 4  Construction Technology: 1  Cosmetology: 1  Criminal Justice: 2  Engineering: 6  English: 9  Environmental Studies: 1  Film/Video: 4  Fire Tech/EMT: 3  Graduated: 1  History: 6  Journalism: 1  Music: 6  Nursing: 6  Philosophy: 3  Photography: 4  Physical Education: 4  Political Science: 7  Psychology: 12  Radiologic Technology: 1  Respiratory: 1  Sociology: 28  Theater: 3  Other/Not Available/Undecided: 24    **Educational Goals**  Certificate/License: 28  AA/AS Degree: 114  Transfer for BA/BS Degree: 163  Masters: 123  Doctorate: 39  Other/Not Available/Undecided: 16    *\*All findings were self-reported by students* |

Table 3: 2017-2018 SEAC Participants (Including Warrior Pantry data)

|  |
| --- |
| **Gender**  Male: 391  Female: 375  Other or Decline to State: 26  **Race**  African-American: 225  Multiracial/Mixed Race: 22  American Indian/Alaskan Native: 3  Pacific Islander: 2  Asian: 132  White Non-Latino or Hispanic: 76  Latino/Hispanic: 291  Other/Not Available: 46    **First Generation College Student**  Yes: 159  No: 228  Decline to State: 403    **Major**  Accounting: 1  Administration of Justice: 27  Air Condition & Refrigeration: 8  Anthropology: 1  Architecture: 13  Art: 8  Automotive: 18  Biology: 11  Business Administration: 27  Chemistry: 1  Child Development: 31  Communications: 22  Computer Science: 28  Construction Technology: 0  Cosmetology: 19  Dance: 2  Economics: 5  Engineering: 13  English: 35  Environmental Studies: 2  Ethnic Studies: 10  Film/Video: 14  Fire Tech/EMT: 3  General Studies: 33  Geography: 1  History: 2  Human Development: 1  Journalism: 3  Mathematics: 2  Music: 4  Nursing: 28  Philosophy: 1  Physical Education: 33  Political Science: 13  Psychology: 28  Radiologic Technology: 5  Real Estate: 1  Sociology: 3  Theater: 1  Welding: 16  Other/Not Available/Undecided: 62    *Warrior Pantry Report (IR&P) not included in data above for Majors*  STEM Majors: 113  Accounting, Business, and Economics: 68  Anthropology, Psychology, Sociology: 62  Health Fields: 60  Visual Arts: 38  Performing Arts: 35    **Educational Goals**  Certificate/License: 33  AA/AS Degree: 137  Transfer for BA/BS Degree: 471  Masters: 122  Doctorate: 88  Other/Not Available/Undecided: 117 |

*Metro U-Pass*

The Metro U-Pass was initially offered at El Camino College in the fall 2017 semester. During the 2017-2018 academic year, 241 students purchased the Metro U-Pass. Females make up 53% of the recipients, which matches their population ratio within the student body at El Camino College. Figure 1 shows Metro U-Pass participation by gender.

Figure 1: Metro U-Pass recipients by gender

African-Americans comprise 23% of the people who utilized the Metro U-Pass (Table 4). Asians comprise less than 7% of the participants. Latino students were the single largest group, with 65% of the recipients identified as Latino. This is higher than the proportion of Latino students at El Camino College, where they comprise 53% of the student body. White, non-Latino students are 6% of the Metro U-Pass recipients.

Table 4: Metro U-Pass recipients by race/ethnicity

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | | **N** |
| African-American | | 40 |
| Asian |  | 16 |
| Latino | Central American | 26 |
| Mexican/ Mexican-American | 114 |
| Other Latino | 17 |
| White |  | 13 |
| Other, Unknown, or Decline to state | | 15 |

First generation students, those whose parents/guardians did not obtain a 4-year degree from the U.S.A., are a special population targeted by the college for additional support to ensure their educational success. Most students do not currently have an identified first generation status, as collection of this data is a recent phenomenon. Of the students who utilized the Metro U-Pass, less than 9% indicate their parent education level, with half indicating they are first generation students (Table 5).

Table 5: Metro U-Pass participants by first generation status

|  |  |
| --- | --- |
| **Status** | **N** |
| First Generation | 11 |
| Not First Generation | 10 |
| Unknown | 220 |

Table 6 shows the majority of the students who utilize the Metro U-Pass have a goal to transfer to a 4-year institution (69%). Some want to earn an Associate degree while others just want to transfer. Almost 16% have an unknown goal or have not decided on a goal.

Table 6: Metro U-Pass participants by educational goal

|  |  |
| --- | --- |
| **Education Goal** | **N** |
| Transfer | 167 |
| Degree | 14 |
| Certificate/Job Skills | \* |
| Personal Growth | 12 |
| Unknown/Undecided | 38 |
| 4-Year Student | \* |

\*Less than 10 students

Table 7 includes a list of the top majors and major groups selected by Metro U-Pass participants. The group with the most participants are Science, Technology, Engineering, or Math (STEM) majors. Because not all majors are included in this chart, and since some students indicated more than one major, the total number of majors is different from the total number of the students.

Table 7: Metro U-Pass participants by major

|  |  |
| --- | --- |
| **Major** | **N** |
| STEM Majors | 76 |
| Anthropology, Psychology, Sociology | 43 |
| Visual Arts | 32 |
| Accounting, Business, Economics | 29 |
| Health Fields | 24 |
| Public Safety | 19 |
| Childhood Education | 16 |
| Performing Arts | 14 |
| Sign Language/Languages | 13 |
| Liberal Studies | 12 |
| Career Technology | 12 |
| Engineering Technology | 11 |
| English | 10 |
| History, Political Science | 9 |
| Communication Studies | 8 |
| Architecture | 6 |
| Physical Education | 6 |
| Computer Information Systems | 3 |
| Journalism | 3 |
| Real Estate | 2 |

*(Metro U-Pass demographics report generated by Institutional Planning and Research)*

*Photo ID*

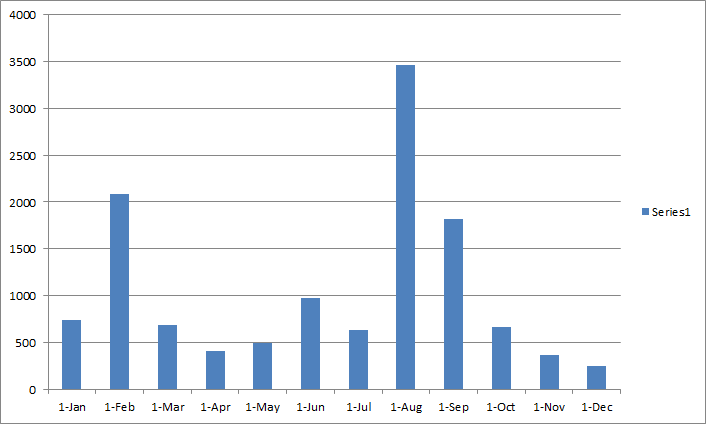
The photo ID booth produced the following numbers of photo ID cards:

* July 2016 to June 2017
  + 11,122 cards printed
  + 14,301 customers served
* July 2017- June 2018
  + 10,813 cards printed
  + 13,440 customers served

The decrease in customers served from 2016-2017 to 2017-2018 is projected to be due to the increased customer service provided by the SDO staff. The SDO staff asked students for the reasons why they were waiting in the long lines in August, September, and February. Students who were in line for semester stickers or other reasons were then removed from the lines and served by SDO. The students served outside the line did not make it to the end of the Photo ID line and were not counted by the Photo ID staff member. Thus, it is projected that hundreds of students were served in the line but were not counted in the official stats.

The graph below (Figure 2) shows the number of photo IDs printed by month for 2017-2018. The busiest months occurred in August (3,921), September (2,180), and February (2,619).

Figure 2: Photo IDs printed in 2017-2018 (by month)



**Student Activity Center Noon and Evening Counts**

Beginning in 2016, the Student Development Office (SDO) began tracking the number of students inside the Student Activities Center at certain times. The data collected has helped to show that the Student Activities Center is utilized on a regular basis by students and supports a robust student life with its current hours.

Students within the Student Activities Center were counted at noon and 30 minutes before closing (termed Noon Count and Evening Count, respectively). On Fridays, only Noon Counts were taken since the building closes at 1:00 p.m. It should be noted that students within the KEAS areas, although inside the Student Activities Center, were not counted as SDO does not oversee those areas.

The Student Activities Center provides several resources that are unique to the building. These resources include microwaves, games (available for check out with the ASB sticker), and a space for students to relax and socialize. This allows students to utilize the Center in a variety of ways: as a cafeteria, a casual study area, and for recreational purposes without having to relocate due to room use restrictions. Students also access the building when conducting business with SDO, or as a shortcut to their next destination. All these students are included in the Noon and Evening Count.

The range of dates when Noon and Evening Count data was collected encompasses January 2016 to August 2018. It is important to note that during this time, while several dates had missing Noon and Evening Counts, trends can still be identified by averaging the data.

Figure 3: Average number of students in Activities Center at noon

Noon Count data (Figure 3) shows that there is high usage of the Student Activities Center Monday through Thursday, averaging 48-58 students. Although clubs come in more frequently on Tuesdays and Thursdays due to College Hour, these groups do not stay within the Student Activities Center; these organizations conduct business with SDO before and after their events, and are typically not present during Noon and Evening Count. Fridays show a significant drop in usage, compromising only 5% of the total Student Activities Center usage at noon, but this is an expected drop as most students do not remain on campus on Fridays. The number of students utilizing the Student Activities Center remains fairly consistent Monday through Thursday, which could indicate that this space is being used by the same groups of students as their social meeting place.

Figure 4: Average number of students in Activities Center in the evening

On Wednesdays, the Student Activities Center closes at 6:00 p.m., one hour later than on Mondays, Tuesdays, and Thursdays. By extending the hours, SDO provides additional access to evening students. However, as shown in Figure 4, there is an approximately 25% decrease in the number of students who utilize the additional hours on Wednesday, which indicates that the majority of students utilize the Center between the hours of 8:00 a.m. to 5:00 p.m.

Anecdotal reports also suggest that Wednesdays after 5:00 p.m., the majority of students within the Student Activities Center are predominantly comprised of “gamers” who play board or video games. A smaller group of students utilize the Student Activities Center on Wednesday evenings before their 6:00 p.m. class, but primarily to access the microwaves rather than staying in the building itself. Additional microwave stations in the Student Services Building, which closes at 7:00 p.m. Monday through Thursday, would provide these evening students the microwave access they seem to prioritize over building access.

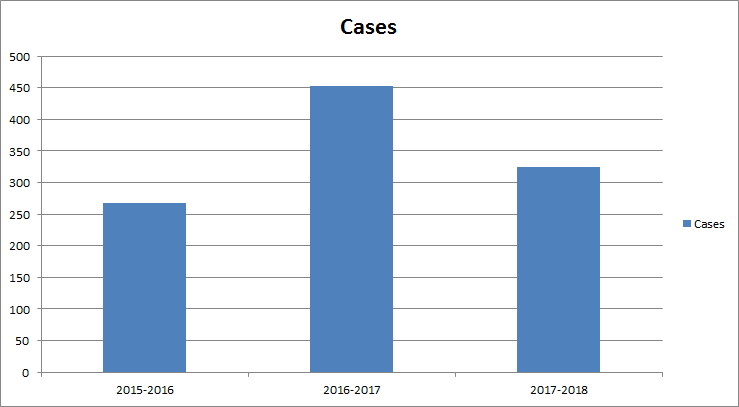
*Student Conduct/Maxient*

Maxient is the computer software that allows for the recording and archiving of various student records, including those associated with: Assessment, Intervention, and Management of Safety (AIMS); Clery Act; student conduct; student grievances; Title IX; and Title V. SDO receives most of the incident reports in Maxient and turns them into cases. Figure 5 shows the number of Maxient cases created from *2015-2018.*

* + *2015-2016 a total of 267 cases were created.*
  + *2016-2017 a total of 452 cases were created.*
  + *2017-2018 a total of 325 cases were created*

There was a 69 percent increase in cases created in 2016-2017 from 2015-2016.

Figure 5: Maxient cases created from 2015-2018



*Warrior Pantry*

El Camino College opened the Warrior Pantry to students on October 19, 2017 to address the needs of students with food insecurity. Students receive non-perishable food and toiletries donated by the community at the pantry.

This report provides some background into the demographics of the students who utilized the Warrior Pantry services during the 2017-2018 academic year.

During the 2017-2018 academic year, there were 467 students who utilized the Warrior Pantry at least once, according to Warrior Pantry records. Twenty of those “students” have no record in El Camino College’s internal databases. Either their identification numbers were captured incorrectly, or those people are not officially affiliated with the college.

Figure 6 shows that of the other 447 students, who could be identified as El Camino students, 53% are male. This is higher than the student body population, where males account for 48% of the population. Figure 6 shows Warrior Pantry participation by gender.

Figure 6: Warrior Pantry participants by gender

African-Americans comprise 23% of the people who utilized the Warrior Pantry (Table 8). Asians also comprise 23% of the participants, with representatives from more than seven Asian racial groups. Latino students were the single largest group, with 36% of the recipients identified as Latino. This is below the proportion of Latino students at El Camino College, where they comprise 53% of the student body. White, non-Latino students are 12% of the pantry utilizers.

Table 8: Warrior Pantry participant by race/ethnicity

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | | **N** |
| African-American | | 103 |
| Asian | Chinese | 16 |
| Filipino | 27 |
| Japanese | 21 |
| Korean | 10 |
| Vietnamese | 12 |
| Other Asian | 17 |
| Latino | Central American | 28 |
| Mexican/ Mexican-American | 98 |
| South American | 19 |
| Other Latino | 16 |
| White |  | 54 |
| Other Groups | | 10 |
| Unknown or decline to state | | 16 |

First generation students, those whose parents/guardians did not obtain a 4-year degree from the U.S.A., are a special population targeted by the college for additional support to ensure their educational success. Most students do not currently have an identified first generation status, as collection of this data is a recent phenomenon. Of the students who utilized the Warrior Pantry, only 14% identified their parent education level, with half indicating they are first generation students (Table 9).

Table 9: Warrior Pantry participants by first generation status

|  |  |
| --- | --- |
| **Status** | **N** |
| First Generation | 32 |
| Not First Generation | 30 |
| Unknown | 385 |

Table 10 shows the majority of the students who utilize the Warrior Pantry have a goal to transfer to a 4-year institution (66%). Some want to earn an Associate degree while others just want to transfer. Fewer than 9% have a goal of receiving a degree or certificate without transferring. Ten percent are undecided about their educational goal.

Table 10: Warrior Pantry participants by educational goal

|  |  |
| --- | --- |
| **Education Goal** | **N** |
| Transfer | 296 |
| Degree | 27 |
| Certificate | 12 |
| Job Skills | 22 |
| Personal Growth | 31 |
| Unknown/Undecided | 43 |
| 4-Year Student | 16 |

Table 11 includes a list of the top majors and major groups selected by Warrior Pantry participants. The group with the most participants are Science, Technology, Engineering, or Math (STEM) majors. Because not all majors are included in this chart, and since some students indicated more than one major, the total number of majors is different from the total number of the students.

Table 11: Warrior Pantry participants by major

|  |  |
| --- | --- |
| **Major** | **N** |
| STEM Majors | 113 |
| Accounting, Business, Economics | 68 |
| Anthropology, Psychology, Sociology | 62 |
| Health Fields | 60 |
| Visual Arts | 38 |
| Performing Arts | 35 |
| General Studies | 32 |
| Kinesiology, Recreation, PE | 28 |
| Engineering Technology | 26 |
| Childhood Education | 23 |
| Undeclared | 22 |
| English | 21 |
| Automotive | 18 |
| Cosmetology | 18 |
| Admin of Justice | 16 |
| Computer Science | 16 |
| Welding | 16 |
| Architecture | 12 |
| Communication Studies | 10 |
| Air Condition & Refrigeration | 8 |

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

The Student Development Office (SDO) helps students succeed and meet their educational goals through the advisement of students involved in Associated Students Organization (ASO) and Inter-Club Council (ICC). SDO advisors spend significant time advising the cabinet members of ASO and ICC. Using data from the STAL Datatel screen, Institutional Research & Planning provided a report on student success metrics for ASO and ICC Cabinet members. From fall semesters 2014 –2017, there was a range of 11-20 ASO and ICC Cabinet members.

Students involved in co-curricular activities such as ASO and ICC have higher student success rates than their peers (Astin, 1984; Tinto, 1987). El Camino College success rates from fall semesters 2014 –2017 indicate that ASO and ICC students have about a 20% higher success rate than the overall success rate for El Camino students. Success is defined as the percentage of students enrolled at first census who receive a C/P or better as a final course grade. As seen in Figure 7 below, ASO and ICC students had about a 10% higher retention than the overall ECC retention rate. Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date.

Figure 7: ASO and ICC success and retention rates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| Program Success | 89.7% | 87.2% | 87.5% | 92.0% |
| ECC Success | 67.6% | 68.0% | 68.8% | 69.3% |
| Program Retention | 91.2% | 91.5% | 89.3% | 94.0% |
| ECC Retention | 82.2% | 82.8% | 83.1% | 83.2% |
| |  | | --- | |  | |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
| Program Success | 0.897058824 | 0.872340426 | 0.875 | 0.92 |
| ECC Success | 0.675992629 | 0.680018157 | 0.687607466 | 0.692913509 |
| Program Retention | 0.911764706 | 0.914893617 | 0.892857143 | 0.94 |
| ECC Retention | 0.822278743 | 0.827980215 | 0.831384625 | 0.831788017 |
|  |  |  |  |  |

*ASO/ICC Leadership Survey*

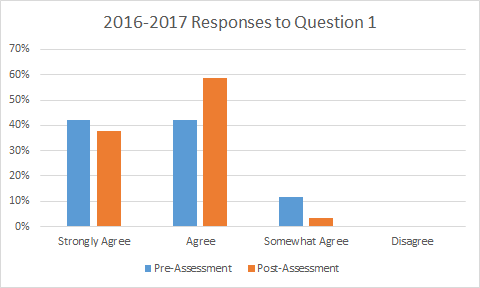
The Student Development Office has administered a Student Leadership Pre- and Post-Assessment Survey to the Associated Student Organization and Inter-Club Council student leaders since 2015. Beginning 2018, the Student Equity Advisory Committee co-chairs were included in this survey, since they had been formally incorporated into student government the previous academic year. Results from 2015 have been excluded since no pre-assessment survey data was recovered, and comparison is critical for analysis.

The Pre-Assessment Survey was conducted during Summer Retreat, which is at the beginning of the students’ year-long term. The Post-Assessment survey was conducted during Winter Retreat, approximately five months later. In this survey, two questions explore how students feel about their various abilities and personal responsibilities. These questions are:

* 1. Do I know how to set and achieve goals?
  2. Am I responsible for my own learning?

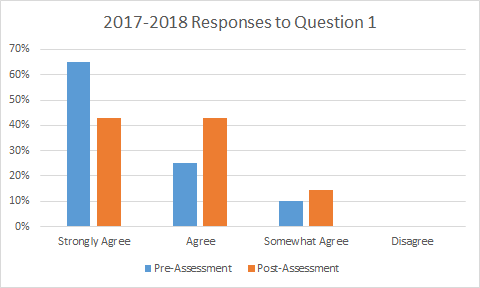
In 2016-2017, student government leaders responding to the statement “I know how to set and achieve goals” (Question 1) initially indicated that they mostly strongly agreed or agreed. A smaller group of students felt they somewhat agreed with that statement. By the time students were questioned again during Winter Retreat, there was a drop in “strongly agree” responses, while the number of "agree” responses increased. Students who somewhat agree decreased from 11.54% to 3.45% during that time (Figure 8).

Figure 8: 2016-2017 student responses to "I know how to set and achieve goals"



Results were similar with the 2017-2018 student government administration (Figure 9). Students responses strongly agreeing to the statement “I know how to set and achieve goals” decreased by Winter Retreat, while the number of responses agreeing to the statement increased. Students indicating that they somewhat agree with the statement increased from 10% to 14.3% in that time.

Figure 9: 2017-2018 student responses to "I know how to set and achieve goals"



These results show that some students may overestimate their ability to set and achieve goals within student government. The structure of student government prevents many of the students' plans from moving forward quickly. Brown Act and Robert’s Rules of Order, although in place to assure fair access to legislative bodies and proper meeting protocols, also slows progress. For example, with events that require funding, the monies need to be approved by both the Finance Committee and Senate Body. Both groups require that meetings with any voting items (i.e. requests for money) be placed on their respective agendas and posted for public view 72-hours before the meeting occurs. Voting items not written on the agenda by that 72-hour deadline would be moved to the next meeting. Further extending this timeline for approval is the fact that Senate Meetings only occur twice a month. Based on our current meeting schedules, a short timeline for approval is one week. Most often, it takes two weeks, and that doesn’t include the initial time needed to discuss and plan the events that require this money.

When considering the structure of student government and the long timelines involved with approvals, it is not surprising that the student responses that strongly agree with the statement “I know how to set and achieve goals” decreased. The very nature of student government and legislative bodies may prevent students from setting and achieving their goals. During Summer Retreat, these students may not have been aware of student government procedures and expected a streamlined process. By Winter Retreat, students are fully aware of the lengthy process required, which may halt their ability to reach their goals, or even discourage them from initially setting those goals.

However, students who agree with the statement “I know how to set and achieve goals” increased, which may indicate that after accepting the processes required in student government, they became familiar and able to navigate the system. The advisors provide support to the students, helping them hone skills such as planning, in addition to introducing new skills like conducting meetings in accordance with Robert’s Rules of Order.

Students also responded to the statement “I am responsible for my own learning” (Question 2). During the Summer Retreats of 2016-2017 (Figure 10) and 2017-2018 (Figure 11), students responded with “strongly agree” in high proportions. By the time they were asked this question again in Winter Retreat, responses had shifted with an increase of “agree” or “somewhat agree.”

Figure 10: 2016-2017 student responses to "I am responsible for my own learning"

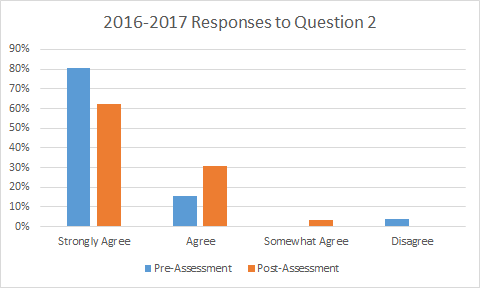
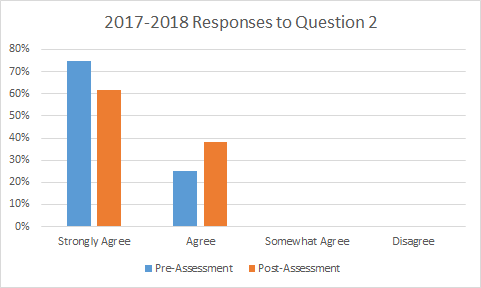


Figure 11: 2017-2018 student responses to "I am responsible for my own learning"



This change in responses may again be due to student government’s unique nature. Many students are not familiar with the Brown Act or Robert’s Rules of Order, since they have no prior experience serving on a legislative body. Yet they are required to learn these rules and procedures to fulfill their office in student government. This is where the knowledge and guidance of advisors is critical. Advisors teach the student leaders the complexities of student government, including Robert’s Rules terminology and phrasing required for meetings, and the legal requirements listed in the Brown Act that must be met. At the beginning of their term, the students rely heavily on the advisors’ expertise to navigate and succeed in student government. Over time, students become familiar with the regulations overseeing their organization. This shifts the relationship between students and advisors into a more collaborative one, but nevertheless, students continue to seek guidance from their advisors.

Advisors facilitate retreats, provide training, and prepare the student government leaders for their roles. Throughout the students’ term, they continue to receive feedback and support from their advisors, which creates strong bonds between them. This positive, supportive relationship may change students’ answer to the statement “I am responsible for my own learning” from “strongly agree” to “agree” and eliminate the “somewhat agree” and “disagree” responses completely in recognition of the collaboration and guidance they have received from their advisors.

The Student Development Office (SDO) surveyed student leaders in student government and student clubs to gauge their opinion on whether “SDO staff facilitates my academic success.” Figure 12 shows the breakdown of the 52 responses collected, 77.4% of which indicated students either strongly agree or somewhat agree with the statement. 20.75% indicated that they neither agree nor disagree, and 1.89% somewhat disagreed with the statement. There were no submissions for “strongly disagree.”

Figure 12: Student responses to "SDO staff facilitates my academic success”

As is shown by the data, the majority of students feel that SDO staff facilitate their academic success, even if not an academic or student support department. Although SDO focuses on student life initiatives, the staff within connect with students and provide additional resources that support their academic success.

*Warrior Pantry*

The recent Campus Climate Survey distributed in the spring 2018 semester demonstrated the need for El Camino College to address food insecurities among students. According to data presented by Institutional Research & Planning on August 23, 2018, 34% of surveyed ECC students indicated that they face “high food insecurity.” The Warrior Pantry’s purpose is to ensure that this percentage decreases as we increase resources available for students.

*Student Workers*

Students hired as student workers for the Student Development Office have opportunities to learn and utilize resources the office offers to all students, as well as educate their fellow peers about available resources.

Student workers in SDO are also hired through the Federal Work-Study program, which is managed by Financial Aid. By providing students who need financial assistance on-campus job opportunities, students can eliminate their commutes, maximize their time, and are supervised by educators that consider and support their educational goals when determining work schedules and responsibilities. Supervisors can also build close relationships with these students and may become mentors or provide additional resources, increasing student success.

For SDO student workers who have discussed academic challenges, the supervisor has provided support such as changes in work schedules for counseling appointments, a reduction in work hours to accommodate additional study time, and information on drop deadlines. The supervisor has also assisted a former student worker by connecting them to resources when they were facing homelessness. By expressing interest in the student workers as more than employees and by building trust, the supervisor can provide additional support when barriers are encountered.

The Student Equity Advisory Council co-chairs are paid student workers whose duties include planning equity-related student events in collaboration with ECC students and employees. This experience has been critical in helping the student co-chairs in their pursuit of higher education. Three of the four past student co-chairs have transferred to the University of California system. One is currently attending the University of California, Los Angeles as a political science major. This former student is continuing their equity-related experiences working in Residential Life and New Students and Transitions Programs. The one student who has not transferred is a current student at El Camino College who has recently changed their major from Environmental Science to Political Science to pursue a career in public policy and/or higher education.

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

*Auxiliary Services Benefits (ASB) Promotions*

The program encourages students and employees to purchase the Auxiliary Services

Benefits (ASB) sticker. SDO interacts and partners with over 50 off-campus vendors to offer discounts for their products and services. The 50 off-campus vendors include Hair Stylists/Salon and Body Care (e.g. Beauty Mantra, Cop-A-Tan), Home Improvement (e.g. Bear Brothers Painting), Insurance (e.g. Unity Insurance), Medical (e.g. Advanced Family Eye Care), Movie Theaters (e.g. AMC), Notary Services, Printing Services, Spring Goods, Trophies and Awards, Amusement Parks and Attractions (e.g. Knott’s Berry Farm, Universal Studios), Auto Services, Bookstores, Clothing, Shoes, Accessories, Computers, and Food and Beverage (e.g. McDonalds, Wing Stop). SDO collaborates with Cashier’s, Fiscal Services, and Fine Arts to purchase and sell off-campus vendor tickets and services through the Cashier’s Office and the Marsee Auditorium Ticket Booth. SDO also promotes on-campus Athletic events and Fine Arts productions by offering free or discounted admission with the ASB sticker.

*Auxiliary Services Board*

The Auxiliary Services Board interacts with 14 on campus programs and divisions by providing fiscal resources to support their co-curricular and extra-curricular programs. Twenty-two Athletic teams (e.g. Football, Water Polo) are supported with $153,795 to cover practice and competition expenses. Fifteen departments (e.g. Art Gallery, Chorale) or events (e.g. Plays) within Fine Arts are provided with $92,885 to support their co-curricular efforts. Forensics is allocated $25,201 to prepare students for the academic rigor of speech and debate. The Journalism department is allocated $65,885 to generate the newspaper, journals, and attend conferences to train students in journalism. The Auxiliary Services Board is comprised of representatives from various stakeholder groups which include: Students, the College President, Academic Management, Classified Management, Faculty, and Classified Staff.

*Associated Students Organization (ASO)*

* + *Campus Committee representation*

The Associated Students Organization are the sole student representation on many campus boards, committees, and task forces at El Camino College. These committees and task forces include: College Council, Academic Senate, Facilities Steering Committee, Citizens Bond Oversight Committee, Student Success Advisory Committee, Technology Committee, Parking and Traffic Advisory Committee, Planning and Budgeting Committee, Calendar Committee, Curriculum Committee, Enrollment Management Committee, Council of Deans, Board of Trustees, Auxiliary Services Board, ECC Foundation Board, Dreamers Task Force, Campus Food Task Force, Food Security and Shelter Task Force, and Student Discipline Task Force. ASO students advocate on behalf of their fellow students in important decisions made in these committees.

* + *FloWater*

Beginning the fall 2016 semester, ASO purchased hydration stations from the company FloWater. These water filtration machines provide El Camino College students and employees with filtered drinking water. ASO and SDO work with FloWater for maintenance and billing services.

* + *Academic Divisions – Senators & Division Council*

ASO Senators serve on all academic division council meetings. These student leaders represent their fellow students in issues affecting students within their respective divisions. The collaboration between ASO senators and their respective academic deans have led to upgrades such as locked display boards to highlight available courses within the division and other pertinent information.

*Commencement*

The annual Commencement ceremony is organized by a Committee of 31 employees representing various divisions and departments. The Student Development Office (SDO) partners with the following divisions to ensure the highest quality ceremony:

* Health Science and Athletics prepares Murdock Stadium for the ceremony.
* Facilities and Planning Services prepare the contracts for the rental furniture used for the ceremony and are charged with fixing and cleaning the campus in preparation for the event.
* Outreach and School Relations co-lead the faculty assembly, graduate assembly, processional, conferring of degrees, and recessional.
* The Bookstore sells and organizes regalia for graduates and employees.
* Marketing and Communications informs graduates and spectators regarding important information to prepare for the event.
* The Vice President of Academic Affairs office coordinates the retiree faculty ceremony.
* The Center for the Arts coordinates sound, staging, ceremonial responsibilities, and staffing Murdock Stadium.
* Campus Police directs traffic flow, provides transportation to guests with mobile disabilities via golf cart, and guides pedestrian traffic flow throughout campus.
* The President’s Office, Vice President of Student Services, Institutional Research and Planning, and Campus Catering also contribute to the Commencement event.

SDO outsources services to ensure the highest quality products for the ceremony. Bright Ideas provides concert style sound so that graduates and spectators clearly hear their graduate names and ceremonial speeches. Grad Images takes professional graduate photos, and MyLiveDistrict provides livestream services so that the ceremony may be viewed worldwide.

*Food and Shelter Security Task Force*

The Student Development Office (SDO) has multiple representatives on the Food Security Task Force. The Task Force is charged with addressing food, housing, and transportation insecurities for students in order to promote student success. SDO leads or contributes to the following off-campus and on-campus resources for students:

* *Hathaways-Sycamores Child and Family Security*

SDO and the Task Force partner with Hathaways-Sycamore to provide temporary shelter to students with housing insecurities. SDO works and refers students to the Homeless Liaison in Financial Aid and to Hathaways-Sycamore to provide students with temporary shelter.

* *Metro U-Pass*

SDO partners with the Metropolitan Transportation Authority (MTA) and ECC Bookstore to offer discounted Metro U-Pass stickers for students to ride Metro, Gardena Transit, Torrance Transit, and Long Beach Transit buses and rails. The Associated Students Organization also provides partial subsidies for low-income students with ASB stickers.

* *Warrior Pantry*
  + *Los Angeles Regional Food Bank*

The Warrior Pantry is a part of the Los Angeles Regional Food Bank’s College Campus Onsite Pantry Program. We are able to purchase food items and supplies from the LA Regional Food Bank to supply the Warrior Pantry shelves. The Los Angeles Regional Food Bank also offers training and services for affiliated agencies.

* + *Pasadena City College and UCLA*

In preparation for the establishment of the Warrior Pantry in the fall 2017 semester, staff from the Student Development Office and other task force members visited campus food pantries at Pasadena City College and the University of California, Los Angeles. Information gathered included tracking and inventory systems, expectations, and connections to other off-campus resources to help support efforts of the Warrior Pantry. SDO staff currently reach out to PCC Lancer Pantry staff for examples of best practices.

* + *El Camino College Foundation*

The Warrior Pantry currently has an account with the El Camino College Foundation. The foundation reaches out to community partners for donations and support for the Warrior Pantry. Under the leadership and guidance from the ECC Foundation, the Warrior Pantry was able to collect thousands of dollars in donations, including a $10,000 grant from Los Angeles County Supervisor, Janice Hahn.

* + *Student Equity Program*

The Student Equity Program provided initial funding for the fixtures and supplies to establish the Warrior Pantry. Funding for student and part-time staff is currently provided through the Student Equity Program.

* + *Professional Development Day Food Drives*

The Student Development Office including ASO, ICC, and SEAC collaborated with the Professional Development Office to host food drives during the Professional Development Days during the 2017-2018 academic year. Staff were stationed at several donation bins educating ECC staff, faculty, managers, and supervisors about efforts of the Warrior Pantry, as well as collecting monetary donations and food and toiletry donations.

* + - *Other Community Partners*

Throughout the 2017-2018 academic year, several community organizations and individuals collected food donations for the Warrior Pantry. These have included: Cub Scout Pack 862, El Segundo Middle School, Nakazawa Insurance Services, Torrance Unified School District Parent Teacher Association, National Association of Letter Carriers, Nissin Foods, Morinaga America, Inc., Torrance Chamber of Commerce, and many more.

*Inter-Club Council and Student Clubs*

* *Student Club Advisors*

All El Camino College registered student clubs are required to have at least one faculty advisor. Depending on the club’s focus, faculty advisors are from all divisions on campus. The Student Services Specialists support faculty advisors in guiding student club leaders through El Camino College policies and procedures to create an impactful learning experience through extra-curricular activities.

* *Homecoming Week*

The Inter-Club Council collaborates with athletics and student clubs to host a week’s worth of activities for Homecoming Week. Activities typically include the Homecoming Dance and Homecoming Halftime Activities.

* *Cedars-Sinai Blood Drive*

Throughout the academic year, the Inter-Club Council (ICC) collaborates with Cedars-Sinai to host the ICC Blood Drive. The Inter-Club Council promotes and encourages El Camino College students and employees to participate and donate blood. Cedars-Sinai comes to campus every semester to collect blood and plasma donations.

*Student Equity Advisory Council (SEAC)*

* *Cultural Heritage Months*

Student members of the Student Equity Advisory Council are guided in leading a planning committee consisting of students, faculty, and staff. The guidance and collaboration have led to successful events such as the Black History Month Taste of Soul and Black Excellence Dinner. The events have included notable members and organizations in the community such as: Senator Steven Bradford, Trustee Ken Brown, Liberty in North Korea, Filipino Migrant Center, Empowering Pacific Islander Communities, and many more.

* *Student Empowerment Dialogue Series*

The Student Empowerment Dialogue Series has included speakers who are current faculty or staff on campus, as well as, members from organizations such as the South Bay LGBT Center located near the El Camino College campus.

* *Social Justice Fair*

The Student Equity Advisory Council has hosted the annual Social Justice Fair for the past two academic years. The SEAC co-chairs reach out to nearly a hundred community organizations, inviting them to come on campus to educate El Camino College students about their causes and efforts to bring about social change. Organizations that have participated include: South Bay LGBT Center, YWCA, CODEPINK, California Common Cause, League of Women Voters, and many more.

*Standards of Student Conduct/AIMS/Title IX*

The Director of Student Development interacts with multiple on-campus departments as the primary campus student conduct administrator and member of the Assessment, Intervention, and Management of Safety (AIMS) team. AIMS is a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. SDO partners with Maxient to offer a web-based student behavior incident report and database to process cases involving student conduct, AIMS, Title IX (sexual misconduct), Title V (discrimination), and student grievances. SDO collaborates with Academic Affairs, the Office of Staff and Student Diversity, and both the Dean and Division Office of Student Services to process various types of student behavioral cases. Other representatives on the AIMS team include: Campus Police, Counseling, Enrollment Services, Special Resource Center, and Student Health Services.

The Director of Student Development collaborates with each academic division to respond to academic dishonesty and other behaviors that violate the Standards of Student Conduct. Additionally, the Director of Student Development coordinates health and safety threats and corresponding student conduct sanctions with Campus Police.

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

*ASB Sticker/Student Activities Fee to $15*

Student Development Office (SDO) advised Associated Students Organization (ASO) through the process of increasing the ASB Sticker fee from $10 to $15 per semester. The ASB Sticker fee had been $10 since at least 1996. The rising cost of inflation and organizing co-curricular activities called for an increase in the fee. ASO completed a thorough consultation process by attending many meetings (e.g. Planning & Budget Committee and College Council) to garner support for raising the fee to $15. The increased student fee revenue eliminates the deficit spending of the Auxiliary Services budget. Thus, programs (e.g. Forensics, Puente) and divisions (e.g. Athletics) supported by Auxiliary Services funds operated at the same funding levels rather than experiencing budget cuts.

*Commencement*

From spring 2015 to spring 2018, the number of students receiving degrees, certificates, and participation in the Commencement ceremonies has increased. The number of graduates participating in the Commencement ceremony has increased 27% from spring 2015 to spring 2018 (Table 12). The number of guests and spectators for the Commencement ceremony has also increased since spring 2016. The largest increase in graduate participation occurred in spring 2016 when the ceremony moved from the temporary location at the Softball field to the permanent newly refurbished Murdock Stadium. There was a 17% increase in graduates participating in the spring 2016 ceremony compared to the spring 2015 ceremony. The number of graduates and spectators/guests were as follows:

Table 12: Graduates

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **AA/AS Degrees** | **Certificates** | **Participants in Ceremony** |
| 2014-2015 | 2,093 | 431 | 795 |
| 2015-2016 | 2,153 | 619 | 930 |
| 2016-2017 | 2,919 | 785 | 1005 |
| **2017-2018** | 3,478 | 752 | 1013 |

**GUESTS:**

**2015-2016:**  6,000 **2016-2017:** 7,000 **2017-2018:** 7,500

*Hiring Student Service Specialist for Equity initiatives*

Several factors including: the rise in the number of student clubs and club events, the increased participation and fiscal responsibility taken on by ASO, the need to increase equity and diversity initiatives at ECC, and the pending move to a new Student Activities Center have served as the impetus to hire a second Student Services Specialist in SDO. To assist in the District’s realization of the Student Equity Plan, the full-time Student Services Specialist was hired in fall 2016 to coordinate SDO and student club equity programs and initiatives. The Specialist was charged in developing the Student Equity Advisory Council to provide further support and development of equity-based student organizations. As a result, equity-based clubs increased by 50%in one year. The Specialist also developed the Student Empowerment Dialogues, enhanced Cultural Heritage month programming, and established the Warrior Pantry.

*Metro U-Pass*

In fall 2017, the Student Development Office (SDO) partnered with the Metropolitan Transit Authority (MTA) to offer a discounted bus and rail program for students called the Metro U-Pass. The Metro U-Pass allows students to ride Metro, Gardena Transit, Torrance Transit, and Long Beach Transit buses and rails for 69% cheaper than the Metro 30-day pass. The Metro U-Pass offers students with transportation insecurities an affordable option to travel to El Camino College for courses. In the first year of the program at ECC (2017-2018), 241 students purchased the Metro U-Pass.

*Maxient Implementation*

In fall 2017, the Student Development Office (SDO) successfully implemented Maxient, the computer software that allows for the recording and archiving of various student records, including those associated with: Assessment, Intervention, and Management of Safety (AIMS); Clery Act; student conduct; student grievances; Title IX; and Title V. SDO formed a task force of students, classified professionals, managers, and faculty to test-run and provide input on the development and structure of the Maxient system for El Camino College. Maxient is still currently used at El Camino College and Compton College. Maxient allowed for the elimination of the hard copy student incident form that had been controversial since its debut during the 2014-2015 academic year, in addition to supporting the institution’s goal of moving from paper and pencil forms to electronic forms.

*Mural Project*

Through the SDO department values of Excellence, Support, Community, and Fun, SDO sought to develop projects to manifest our said core values. Ideas were sought to incorporate students, encourage increased campus involvement, and develop a more welcoming and warmer atmosphere in the Student Activities Center. The love and impact of murals on the masses resulted in the initiative to create a mural for the Student Activities Center. ASO provided financial support and worked closely with SDO student workers and the Senator of Fine Arts, Michelle Ohia, to help spread the word about this opportunity to students via a flyer titled “Call for Artists.” To be considered, the artist, or arts group were required to submit a sketched and colored version of the art work along with a summary about which core value was expressed through the art and why, along with a budget proposal. In totality, we received six proposals and of those proposals only one met our criteria.

The only selected mural artist worked diligently to finish the project and showed true leadership skills through her project management roll. On May 22, 2018, a Mural Unveiling Ceremony was held in the SAC East Lounge, which currently holds the ECC Mural. The event and project attracted a total of 35 people and several local news outlets. A scholarship on behalf of ASO was presented to the mural artist at the end of the program.

*Staff Retreats*

In January 2017, the Student Development Office (SDO) engaged in a departmental staff retreat to facilitate professional development, knowledge acquisition, and team unity. This was the first SDO staff retreat in at least 14 years. The SDO staff completed and discussed the True Colors assessment. True Colors is a model for understanding yourself and others based on personality temperament. Through True Colors, the team learned the diverse values, motivations, actions, and communication styles of each team member. SDO members also shared their individual values and then identified the SDO department values as Excellence, Support, Community, and Fun.

At the January 2018 SDO retreat, the SDO team learned and discussed their strengths through the facilitation of a StrengthsFinders consultant. The SDO team shared their individual strengths and discussed how knowledge of team member strengths can further improve the department’s mission of serving students.

*Student Equity Advisory Council (SEAC)*

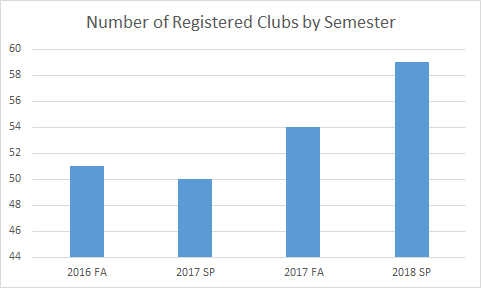
The Student Equity Advisory Council was established in the spring 2017 semester under leadership of the new Student Services Specialist. In just one and a half years, the Student Equity Advisory Council has planned events for cultural heritage months, the Student Empowerment Dialogue Series, the Social Justice Fair, and other student equity-related events. SEAC makes sure that students’ diverse experience and backgrounds are represented in campus decision-making and student-initiated events.

*Student club and ASO events increase*

The Student Development Office (SDO), in conjunction with Inter-Club Council (ICC), has been promoting student clubs during their student interactions, as well as in various ICC meetings. Students are also encouraged to create their own student clubs and are provided additional support to make the process as easy as possible. Registration of these clubs has also been heavily promoted as a way for student groups to use campus facilities for their meetings, have club events, and access ICC funding. Registration is overseen by the SDO Student Services Technician and eligibility requirements confirmed.

Due to these efforts, the number of registered clubs has increased 13.5% from fall 2016 to spring 2018 (Figure 13). By spring 2018, a total of 59 registered student clubs were recognized by SDO and ICC, the largest amount in recent memory.

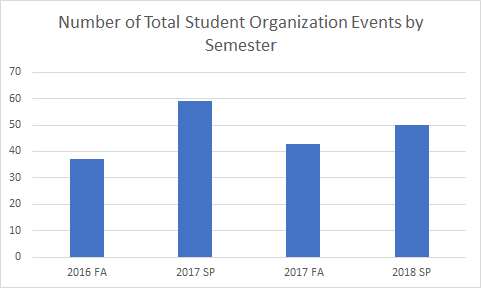
Figure 13: Registered Clubs (by semester)



Student organization events also increased in comparison to fall 2016 totals. In fall 2016, only 37 events occurred, which includes events hosted by student clubs, ICC, and ASO. In the three semesters following fall 2016, the number of events held ranged from 43-59, which is between a 116% to 159% increase (Figure 14).

Of note is the cyclical nature of events throughout the academic year. Traditionally, student organizations have less events in the fall semester. During fall, new ASO and ICC administrations begin their term, and preparation for these positions require extensive training. The reduction in fall events may reflect that learning curve, with competency increasing over time and being reflected in the rise of events in the spring. This also occurs with student clubs, since experienced club members typically transfer or graduate in the spring, leading to a learning curve for those remaining.

Figure 14: Student organization events (by semester)



*Associated Students Organization (ASO)*

Under the advisement and guidance from the Student Services Specialists, ASO hosted an array of new and unique events.

During the spring 2018 semester, ASO hosted the ASO Movie Night, which boasted attendance of nearly 500 people including ECC students, staff, faculty, families, and community members.

The 2017-2018 ASO Policy and Advocacy Committee created a resolution for the Student Senate for California Community Colleges to advocate for Student Health Centers to remain open during winter and summer intersessions. The resolution was used by Student Health Services as evidence of the need to expand their operating hours to include winter and summer intersessions.

The 2015-2016 and 2016-2017 ASO Senate were able to provide hydration stations on campus through FloWater. The machines are in high-demand and consistently in need of maintenance due to frequent use.

*Warrior Pantry*

The Warrior Pantry was established in the fall 2017 semester as an effort led by the Student Development Office and Food Security and Shelter Task Force. During the 2017-2018 academic year, the Warrior Pantry served nearly 450 ECC students. The Warrior Pantry is the first on-campus food pantry at El Camino College.

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

* Reinstitute Communications 6 – Leadership Development. The 2015 Program Review noted that this course was cancelled in fall 2014. This recommendation was never placed on an SDO Program Plan and thus was not implemented. There was no impact on the students. Leadership education occurred outside the classroom through retreats, meetings, and one-on-one advisement of students.
* Install camera monitoring throughout the Activity Center. This recommendation was never placed on an SDO Program Plan and thus was not implemented. Student workers and SDO staff help monitor the Activities Center for health and safety concerns. Students have continued to utilize the Activities Center for socializing, studying, eating, and gaming.

**Program Environment**

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

**Use this for Recommendation section…**

**Include Division Thematic Goals and Defining Objectives language**

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?**

The Student Development Office and Student Activities Center was built in 1950 with little to no upgrades or renovations since the building’s inception. Thus, the 68-year-old building has an outdated and dilapidated appearance that does not provide acceptable modern technology needs, lacks sufficient work climate, and challenges the ability for SDO staff to meet and service the needs of students and the campus.

The Student Development Office (SDO) is located in the Student Activities Center, Room 160. However, SDO staff offices are located in four different areas of the Student Activities Center (AC). There are two full-time staff, Director and Administrative Assistant, five part-time Non-Cert Classified staff and/or Temporary Non-Classified (TNC) staff that work from Room 160. The Director has an office, and the Administrative Assistant works from a cubicle in an office shared by a temporary Non-Cert Classified Student Services Technician. The four other part-time staff members share cubicles and desks based on their work days and hours. One of the work spaces is a table which challenges the staff member to adequately complete their work. The SDO office ventilation system is not reliable. The unreliable heating and air conditioning in Room 160 often creates an unacceptable working environment due to extreme hot or cold weather. There is a break room and information booth adjacent to the SDO Office (Room 160). Approximately 10 student workers paid through Federal Work Study grants staff the information booth and assist with front desk customer service in the SDO Office. The information booth and break room do not have climate control and are subject to extreme hot and cold weather conditions depending on the external weather. The break room also has outdated and broken windows.

The other three locations housing SDO staff members work space include AC 152B, AC 158, and Physics 116. Two Student Services Specialists are located in AC 152B. AC 152B does not have centralized or local heat or air conditioning which leads to extreme hot and cold working conditions for the two full-time Specialists. Moreover, the windows are uncovered which leads to sun glare and excessive heat entering the office space. The Photo ID booth was recently (August 2018) moved to AC158. AC158 does not have centralized air or heat either. However, Facilities installed a portable air conditioning unit that provides for cooler working conditions for the Photo ID staff member and employees/students taking their photo. The former Photo ID space was in the center of the AC with inoperable windows and no centralized air. Thus, the working conditions in the former Photo ID space often reached 85 degrees in the summer. Physics 116 is the location of the Warrior Pantry. One part-time staff member is housed and works in Physics 116. The Warrior Pantry’s centralized air provides acceptable working climate conditions. However, the office section of the Pantry is small and cramped and can challenge the ability for staff to serve multiple students simultaneously. One of the Specialists and student workers also work in the Pantry at least twice a week.

The Student Activities Center also houses the ASO Executive Office, ASO Senate Office, and ICC Office. The locations of the ASO Executive Office, the ASO Senate Office, and the ICC Office are AC 155, AC 162, and AC 156, respectively. The ASO offices do not have centralized air and thus, students are often subjected to extreme hot and cold working conditions. ASO Committee meetings are often held in the ASO Executive Office and thus, students are meeting in extreme weather conditions. The ASO Executive Office has one shared cubicle with a door. There are also three other shared computers for students to use. The ASO Senate Office has two computers to share but no private space for meetings or confidential space to work. The ICC Office has centralized air. Since ICC is adjacent to the ASO Executive Office, the ICC Office door is often ajar to provide some cool air flow into the ASO Executive Office. ICC students share two computers. The furniture in all the student offices are old, dilapidated, and mismatched. Student leaders are using broken couches, chairs, and desks with furniture of varying mismatched colors and styles.

*Wi-Fi Project:* The lack of consistent Wi-Fi challenges the SDO staff to adequately service the needs of students. The unreliable Wi-Fi in the SDO office means that SDO staff can’t use laptops or other devices to complete work projects. SDO staff must be connected to the network via hard wire to complete work. In September 2018, ITS completed the Wi-Fi project and installed additional Wi-Fi routers in SDO and the SAC to strengthen Wi-Fi services to employees and students.

The nearly 70-year-old Student Activities Center lacks centralized air and sufficient furniture in student gathering spaces. Students gather in the West Lounge, East Lounge, and West Lounge Lobby area to study, play games, eat, and socialize without the comforts of centralized air. SDO staff strategically place large fans to blow air in an attempt to keep students cool. The East Lounge is cluttered with mismatched furniture of various shapes, sizes, and colors. The lack of coordinated furniture and centralized air detracts students from using the East Lounge. Moreover, there are not enough electrical circuits and power to support the contemporary student technological needs or to fulfill academic and personal commitments. Students use the microwaves in the West Lounge Lobby to warm-up their food and check the community bulletin board for local events and items for sale. It should be noted, however, that due to the SDO 2015 Program Review and Program Plan process, students in the West Lounge enjoy relatively new tables and chairs for their academic and personal pursuits. Most students in the West Lounge fill the new tables and chairs and engage in intense gaming activity. One of the five FloWater stations is also located in the West Lounge. FloWater is an ASO initiative that allows students and employees to fill their water bottles with cold, filtered water.

*Personnel:* SDO heavily relies on part-time staff to provide the required programs and services to staff and students. There are four (4) full-time and seven (7) part-time staff members working for SDO. Moreover, SDO relies on part-time student workers to help with many front desk clerical responsibilities. The College must provide more fiscal resources to allow SDO to hire more full-time staff members to meet the growing and increasingly diverse demands and needs of students and student leaders. As discussed earlier, the increasing numbers of student clubs, student club activities, establishment of new resources such as the Warrior Pantry and SEAC call for more full-time staff.

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

There are currently 11 employees assigned to the Student Development Program comprised of full time and part time staff (Figure 15).

**Full-Time**

Dr. Gregory J. Toya, Director of Student Development  
Rudi Lopez, M.A., Administrative Assistant  
Chris Dela Cruz, Student Services Specialist  
Mari Baquir, Interim Student Services Specialist

**Part-Time**

Antonia McKinley, Food Pantry Assistant

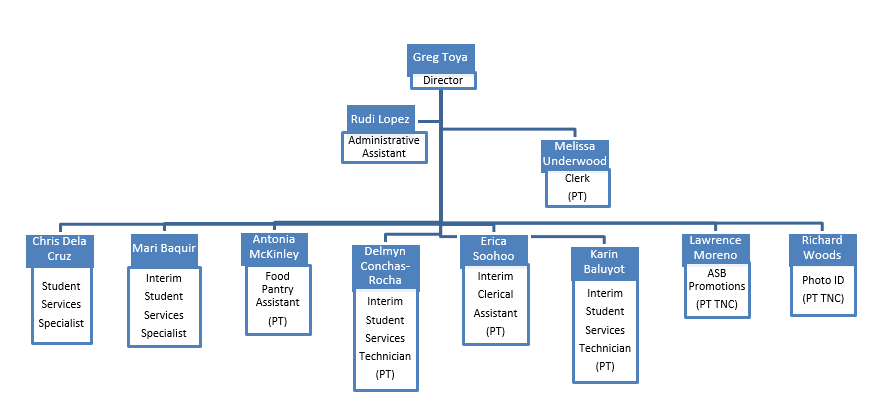
Delmyn Conchas-Rocha, Interim Student Services Technician  
Karin Baluyot, Interim Student Services Technician  
Lawrence A. Moreno, ASB Promotions Specialist  
Erica Soohoo, Interim Clerical Assistant  
Melissa Underwood, Clerk  
Richard Woods, Photo ID Technician

Figure 15: SDO Org Chart

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

*Student Services Specialist to Fund 11 (full-time)*

Several factors including: the rise in the number of student clubs, the increase in club and ASO events, the increased participation and fiscal responsibility taken on by ASO, the need to increase equity and diversity initiatives at ECC, and the pending move to a new Student Activities Center have served as the impetus to hire a second Student Services Specialist in SDO.

To assist in the District’s realization of the Student Equity Plan, the full-time Student Services Specialist was hired in fall 2016 to coordinate SDO and student club equity programs and initiatives. Since fall 2016, the Specialist position has been funded through Student Equity funds. Due to rising work demands, this needs to become a permanent position by moving the source of funds from Student Equity to General (Fund 11). With the growing number of equity initiatives for the College, the need to expand food pantry services, and to provide additional services to students with food, shelter, and transportation insecurities, the College needs to fund this position through Fund 11.

*Associate Director (full-time)*

The rise in the quantity and complexity of student conduct and student behavior calls for the hiring of a second administrator to process student conduct cases and assist in coordinating student behavior cases with the AIMS (Behavioral Intervention Team). The Associate Director will also assist with managing Maxient, processing the annual Clery requests, and ensuring compliance with laws, policies, and procedures. The Associate Director may also serve in assisting with case management for the College. The Associate Director would assist the case manager in providing guidance and support for distressed students and assist in assessing threat assessments with Campus Police for students of concern.

The hiring of an Associate Director will allow the Director to better serve the managerial role of providing leadership for the department. Moreover, with the expanding role of ASO, ICC, SEAC, Warrior Pantry, and Metro U-Pass, another manager is needed to promote the development of student leaders, serve as a co-advisor, and address the food, shelter, and transportation needs of students. The increase of the Student Activities Fee to $15 and larger ASO and ICC budget is increasing the activity and fiscal responsibility for SDO which justifies the need for a second manager for SDO. Additionally, with the pending move to a new Student Activities Center and potential to expand hours to serve night students, a second manager is needed to be present in the office during expanded service hours. Moreover, the increased work demands for SDO and need for increased staff means that the Associate Director can assume some supervisory responsibilities from the Director.

*Case Manager (full-time)*

The case manager provides leadership, guidance, and support to students in resolving educational and personal challenges that may impede their academic progress as well as performing threat assessments for students of concern. The case manager would take a leadership role with the AIMS team to serve and refer students to campus and community resources that address academic, psychological, well-being, economic stress, behavioral concerns, family relationships, social adjustment, and other challenges. The case manager would partner with Campus Police to lead threat assessments and interventions with students of concern to protect the health and safety of all members of the College community. The case manager would coordinate the Maxient or incident report process, assigning of cases, and partnering with colleagues to follow-up and close cases. This position is non-counseling and non-therapeutic.

*Clerical Assistant - Accounting (full-time)*

The rise in the number of student clubs and student club events and increased participation and fiscal responsibility for ASO demonstrates the need for a full-time Clerical Assistant for the Student Development Office. The increase of the ASB sticker fee to $15, the increased budget for ASO and ICC, and the pending transfer of ASB funds to ASO, will drastically increase the fiscal demands for SDO and the Clerical Assistant. The transfer of ASB funds to ASO will increase the ASO budget from $150,000 to almost $600,000. The increase of $450,000 will drastically increase the fiscal responsibility and financial transactions to process for the Clerical Assistant. Moreover, as the Warrior Pantry expands so will the fiscal demands and transactions.

Currently, there have been many instances when the part-time Clerical Assistant is needed to clarify campus financial processes or begin the requisition for event expenditures, but they are not scheduled to be in the office, so students must wait one or two business days to meet with the Clerical Assistant. Establishing a full-time Clerical Assistant position will help to have more timely financial requisitions, detailed financial records, and serve as a valuable fiscal resource to ASO, ICC, SEAC, and student club leaders.

*Full-Time Clerk – Front Desk Staff*

The rise in the number of student clubs and activities, the increased budget and activity of ASO, the increased participation in Commencement, and the creation of SEAC, Warrior Pantry, and Metro U-Pass demand the hiring of a full-time Clerk. The part-time Clerk is currently responsible for being the first staff person to answer phone calls and assist customers at the front desk. With the part-time staff member only allowed to work 3 days, there are two other business days in which other staff members are interrupted from their primary duties to answer the phones and serve customers at the front desk. This leads to a decrease in work production and ability to help students succeed in other ways. The Clerk is also the first point of contact to organize the A-frame and t-stand check-out, the helium tank use, the Free Speech and Distribution of Literature process and sign-up sheet. The Clerk also assists the Administrative Assistant with calendars and scheduling of meetings, submitting and following up on work orders, ordering supplies, and assisting SDO colleagues with other administrative tasks. With the move to a new Student Center and possible expansion of hours, a full-time Clerk is needed to continue providing excellent service to students, employee colleagues, and the public.

*Student Services Specialist (Full Time) - Warrior Pantry and Basic Needs*

El Camino College is strongly focused on supporting students’ basic needs with help and resources from the CCC Chancellors Office. Currently, ECC focuses on on-site campus food pantries, CalFresh, housing insecurity and homelessness, and more. It is important to have a single point-person who can help students with the multitude of resources available to serve students’ basic needs. The new Student Activities Center can have office space to meet with students in private.

*FT Technician or Clerical Assistant - Photo ID and ASB Promotions*

A full-time staff member to promote the Auxiliary Services/Student Activities Fee sticker and staff the photo ID would allow SDO to provide Photo ID and ASB services to students during SDO hours of operation. Currently, the Photo ID office is closed for certain hours during SDO and Student Activities Center hours of operation because the primary Photo ID staff member is funded and works part-time. Moreover, the increase in the student activities fee/ASB sticker to $15 calls for additional staffing to encourage students to “opt-in” and for employees to purchase the sticker. This position may assist or help coordinate the efforts to promote the sales and benefits of the sticker.

As SDO moves into a new Student Activities Center, the Photo ID office should be inside or connected to the SDO main office to assist the Photo ID staff with serving students and employees needing an ID. With ECC’s transition to the VIP One Card, a full-time person is needed to process and collaborate with ITS when ITS is ready to implement the new Photo ID card.

1. **Describe facilities needs for the next four years.**

*Temporary Location/Swing Space*

With the demolition of the current 68-year-old Student Activities Center scheduled for mid-2019 and unknown completion date for the new Student Activities Center, SDO and Student Activity Center students will need to move into a temporary/swing space that meets the needs of the students. The swing space will need to accommodate offices/cubicles/work space for the 9-11 full and part-time SDO staff. One or two of these work spaces also needs to be a private office to protect confidential information. The swing space needs to provide office/work space for the ASO Executives, ASO Senate, and ICC Executives. Currently, all three student groups have their own offices. SEAC does not have their own work space and should have a separate office or work space. The temporary location and office for SEAC could be the development of a Cross-Cultural Center for the College. If space, staffing, and resources are sufficiently allocated, the temporary location could serve as temporary locations for the development of a Cross-Cultural Center, Dreamer Center, and/or a Lesbian, Gay, Bisexual, Transgender (LGBT) Pride Center.

The swing space should also provide hang out, study, or multi-functional space for students to study, socialize, eat, and/or address other needs. The swing space needs climate control, preferably centralized heat and air to provide comfortable and productive working environments for SDO employees and students.

The institution should consider PE South and the South Gym as a swing space for SDO, student leaders, and students. PE South provides ample office and student spaces. The current configuration of offices in PE South may be used to provide office space for the SDO staff, ASO, ICC, and SEAC. Some of the PE South offices may be transformed into common spaces for students to study, socialize, and/or warm up their meals to eat. The South Gym may be used for programmatic space for events and meetings, like the current function of the East Lounge. The South Gym may be used for student club events and meetings, divisional meetings, and continue to serve as a recreational venue for activities such as volleyball and basketball. PE South and South Gym also have climate control with air conditioning and heat. If space, staffing, and resources are sufficiently allocated, the temporary location could serve as temporary locations for the development of a Cross-Cultural Center, Dreamer Center, and/or a Lesbian, Gay, Bisexual, Transgender (LGBT) Pride Center until the Centers are permanently placed in the new Student Activities Center.

The institution is also considering the North Gym and Temporary Classrooms for SDO and the students. For North Gym to be a viable option, the institution would need to install heating and air conditioning and fix the acoustics. Offices and cubicles would also need to be installed. Temporary classrooms may also be a viable option if there is enough office/work space for employees and student leaders, multi-functional space for students, and climate control for a comfortable environment. SDO could also partner with Health Sciences and Athletics to offer intramural or recreational sports activities in the North Gym.

*New Student Activities Center*

A total of 54 student leaders from ASO/ICC/SEAC and ECC student clubs and organizations participated in a survey where they shared their thoughts on services and resources they would like to see in the new Student Activities Center. Students were asked to rank the following in order of most to least importance to them:

1. Meeting and event space
2. ASO, ICC, Student Leader offices
3. Hang out space
4. Centralized heat and air
5. Food court
6. Coffee house
7. Food Pantry
8. Reflection/Quiet space
9. Gaming space
10. Microwaves
11. Electrical outlets/charging stations
12. Built in water refilling stations
13. Other

Survey results showed that the top four priorities, those marked “very important” by students, were:

1. Built in water refilling stations
2. Centralized heating and air
3. Meeting and event space, and
4. Electrical outlets/charging stations.

Of these four top priorities, there were three that students felt so strongly about that none of the students surveyed marked these as “Not at all important.” The three priorities were: built in water refilling stations, centralized heating and air, and electrical outlets/charging stations. Gaming space was the least important item on the list, with 17 of the 54 students surveyed marking it as “Not at all important.”

Comments collected in the survey reflect the students’ vision for the new Center. A few comments are included below:

Comment 1: *“Charging stations are always a plus since majority of students use electronic devices for school and play. Water stations are a must! Having access to clean water will keep students hydrated.”*

With the prevalence and continued growth in the number of electronic devices students use, students need a place to charge their devices. While electrical wall outlets are available in the current activities center, many devices charge using a USB cable and thus require a USB to AC adapter to plug into the wall. Additionally, there are only a limited amount of outlets available, and these outlets are not always conveniently located for student use.

Water refill stations are good for the environment, reducing the number of plastic bottles being thrown away. By providing a clean water alternative to bottled water, students no longer need to spend money to purchase bottled water or worry about needing to bring water from home. There is only one FloWater station in the current Center, and additional built-in hydration stations should be added in the new Center.

Comment 2: *“I would like to see the student activities center be a place to eat lunch and relax rather than an area that students play video games all day. The current activities center is only being used by a small portion of students and should be a space where all students can relax between classes.”*

To increase student usage, the Center needs to expand to meet the needs of a more diverse population of students. Meeting rooms of varying sizes need to be available to accommodate clubs/organizations and host student activities. These rooms should provide a comfortable workspace for individuals or groups to gather, work, or relax. Students should feel a sense of belonging.

Comment 3: *“Please install air conditioning.”*

To create a welcoming and comfortable environment for both students and SDO staff, the new Center needs to have air conditioning. Additionally, in an effort to ensure that this environment is continued year round, the Center should have heat during the winter.

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

The College move from paper and pencil to electronic forms and procedures is increasing the demand for equipment and technology. Coupled with constant upgrades and changes to technology, SDO staff needs contemporary technological tools to meet the demands of increasingly tech savvy students. To meet the technological needs of students, SDO needs the following:

*Laptops*

Upon completion of the Wi-Fi project in SDO and Student Activities Center, more laptops are needed to allow staff to complete work duties using the Wi-Fi. Utilizing Wi-Fi laptops will allow staff to help cover the customer service duties at the four SDO work locations and the Student Activities Center. SDO currently only has one shared ancient color printer. Laptops will also help with ASO elections and logging participants into the various programs and events. Moreover, SDO staff may be more sustainable by utilizing technology rather than paper when attending meetings.

*iPads*

With the expansion of Wi-Fi, iPads would increase efficiency and productivity of SDO procedures. For example, ASO elections may move from paper and pencil to an electronic process. Rather than having students complete a paper scantron, students can vote via an iPad. ASO, ICC, and SEAC plan multiple events throughout the academic year. In order to correctly track how many students SDO serves, we need iPads to track attendance at events.

*Color Printers*

The color printer is very slow and does not serve the increasing demands of the office. Thus, SDO needs multiple color printers to allow for printing of flyers and materials for programs and postings. All in one or four in one color printers would provide multi-functional options for staff to complete their duties.

*Scanners – All in ones.*

SDO needs a scanner to scan paper and convert them into electronic folders. SDO is in the middle of a large scanning project involving hundreds of files that need to be scanned, uploaded to a computer file, and then uploaded to the Maxient database. Unfortunately, SDO only has one scanner which is part of a shared all-in-one printer, copier, and scanner. Thus, staff members working on the Maxient scanning project are often interrupted because other staff members need to copy, print, or scan. The interruptions slow the progress of the project. Purchasing additional scanner or all-in-one machines would expedite the Maxient scanning and additional scanning projects.

*Shredders (Industrial)*

An industrial shredder is necessary to shred the abundance of paper accumulated over decades of hard paper files in SDO. For example, the Maxient shredding project converts paper files to the Maxient electronic database. When paper files are scanned and SDO gains approval to shred the paper files, an industrial shredder will expedite the process of shredding hundreds of paper files.

*Student club and government software*

Students consistently visit or contact our office regarding information for student clubs such as meeting rooms and times, advisor information, and how to join. Student club and government software such as OrgSync allows students to peruse through club information and directly contact other student leaders for information in joining or participating in club events.

**Other Needs**

*Programmatic Budget to possibly replace Student Equity Funds*

In addition to the Student Services Specialist position, the Student Equity funds cover the expenses for many of the diversity and equity initiatives organized by SDO, including: Warrior Pantry staffing, food, and supplies; Student Empowerment Dialogues; Cultural Heritage Month events; Student Equity Club Mixer; Student Initiated Projects; SEAC student workers (Co-Chairs); supplies; and other equity related events (e.g. Dia de los Muertos). Since the Student Equity funds are being collapsed into an integrated plan, including SSSP and Basic Skills Initiative, the status of future funding of SDO equity initiatives is unknown.

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

SDO Fall, Winter, and Spring Semester

Monday-Tuesday: 8:00 a.m. – 5:00 p.m.

Wednesday: 8:00 a.m. – 6:00 p.m.

Thursday: 8:00 a.m. – 5:00 p.m.

Friday: 9:00 a.m. – 1:00 p.m.

SDO Summer and Non-Semester

Monday-Thursday: 8:00 a.m. – 4:30 p.m.

Friday: 9:00 a.m. – 1:00 p.m.

Photo ID Hours Fall, Winter, and Spring Semester

Monday 9:00 a.m. – 1:00 p.m.

Tuesday, Thursday 9:00 a.m. – 4:00 p.m.

Wednesday 12:00 p.m. – 6:00 p.m.

Friday Closed

Photo ID First Two Weeks of Fall and Spring Semester

Monday, Tuesday, Thursday 9 a.m. – 5 p.m.

Wednesday 9 a.m. – 6 p.m.

Friday 9 a.m. – 1 p.m.

Photo ID Summer and Non-Semester Hours of Operation

Tuesday 9:00 a.m. – 3:00 p.m.

Wednesday 10:00 a.m. – 4:00 p.m.

Thursday 9:00 a.m. – 3:00 p.m.

Friday Closed

Yes, SDO schedules hours of operation that match the needs of staff and students. During the primary semesters, fall and spring, and winter intersession, SDO is open until 5:00 p.m. for three nights, 6:00 p.m. on Wednesdays, and until 1:00 p.m. on Friday. As indicated above, most of our students utilize SDO and Student Activities Center (SAC) from 10:00 a.m. - 2:00 p.m. with average SAC student use ranging from 48-59 students at Noon. On Friday, SDO and SAC closes at 1:00 p.m. With only about 13 students in SAC on Fridays at Noon, there is justification to close the building at 1:00 p.m.

Closing the building and office on Fridays at 1:00 p.m. increases staff productivity. SDO staff takes lunch at 1:00 p.m. and then have several hours in the afternoon to work uninterrupted. The uninterrupted work allows staff to focus on job tasks that require concentrated efforts such as reports (e.g. Program Review) and statistics.

Evening students are being served on Wednesdays with extended hours for SDO, Student Activities Center, and Warrior Pantry open until 6:00 p.m. SDO elected to extend evening hours on Wednesday to be congruent with the Student Services building extended Wednesday hours until 7:00 p.m. As indicated above, approximately 24-26 students are in the SAC at 4:30 pm on Monday, Tuesday, and Thursday and 19 students are in the SAC at 5:30 p.m. on Wednesday. Thus, there is a decrease in numbers of students using the SAC during the extended hours on Wednesday which justifies closing SAC at 5:00 p.m. on Wednesday. However, one may argue that staying open late on Wednesday allows SDO/SAC to serve an average of 19 students that would not be served if SAC closed at 5:00 p.m.

With the move to a new Student Activities Center and the possible College need to increase services to night students, SDO may consider extending night hours to more than once a week. If SDO regularly extends hours past 5:00 p.m., additional funds for staffing will be required. Additional staff would also need to agree to change their hours to work through 6:00 p.m. or 7:00 p.m. on a regular basis.

Since there are minimal numbers of students to serve during the summer and during breaks, SDO closes at 4:30 p.m. Currently, student government and club activity during summer and breaks are limited to a few meetings and retreats. Students taking summer school are usually finished with classes by 2:00 p.m. which allows for summer ASO meetings to be completed by 4:30 p.m.

*Photo ID*

With part-time staff primarily operating the Photo ID booth and limited payroll budget, the hours of operation for Photo ID are less than the hours of operation for SDO. During the fall and spring semester and winter intersession, the Photo ID booth is only open on Monday morning, most of Tuesday and Thursday, Wednesday afternoon, and closed on Friday. During the summer session Photo ID was only open Tuesday, Wednesday and Thursday. The limited Photo ID hours mean that students and employees can’t obtain an ID during all hours of operation for SDO and SAC. Students and employees would be better served if the Photo ID hours matched the hours of SDO and SAC. Increased budget for staffing and additional staff is needed to have the Photo ID hours match the operating hours of SDO and SAC.

To account for large demand during the first two weeks of fall and spring semester, the Photo ID hours extend to almost match the hours of operation of SDO and SAC. The extended hours allow SDO to serve the many new students and employees needing a Photo ID.

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?**

*California SB 85*

California Community Colleges are often subject to legislation from local, state, and federal government. For instance, California SB 85 charges educational institutions to ensure that they are putting efforts towards eliminating food insecurities. Local issues such as homelessness and rising costs of housing and other goods will affect the number of students who may face changes to their basic needs.

Legislation and executive action at the federal government level has affected undocumented students on the El Camino College campus. The AHEAD Club has served to introduce resources for undocumented students. The executive order to rescind DACA directly affected the number of students participating in AHEAD. Many students decided to find work or chose to not continue with school.

*Change to Free Speech and Solicitation*

With legal interpretation of the first amendment changing to favor people exercising their first amendment rights, the District revised the Administrative Procedure (AP) to make it easier for people to exercise their first amendment rights at El Camino College. In October 2016, AP 3900.1 was replaced by Board Policy and AP 3900. In AP 3900, people exercising their free speech rights are no longer required to register with SDO. People are encouraged to check-in with SDO. Regarding solicitation, the old AP 3900.1, mentions that sales or solicitation of funds are only authorized by ECC and the Bookstore (See #10). Bookstore management verbally mentioned that any sales or solicitation outside the Bookstore of organizations external to ECC must be approved by the Bookstore. However, the AP 3900 is silent on that matter.

Because of the changes noted in AP 3900, SDO and the College changed practices and procedures for people exercising their first amendment rights. When AP 3900.1 was operational, Campus Police would check if people exercising their free speech registered with SDO. If someone had not registered with SDO, then Campus Police would escort them to SDO to register. With AP 3900, Campus Police can no longer require people exercising their first amendment rights to register with SDO. Moreover, SDO changed the free speech registration form and process. People who voluntarily check in with SDO are requested to sign-in and are asked if they would like further information about exercising their free speech at El Camino College. SDO acts as a liaison between free speech organizations and ECC groups who wish to use the same space. SDO will communicate with the free speech organizations regarding any reservations for the space, which helps organize priority access, and work collaboratively with the organizations to relocate them to other highly trafficked areas that may suit their needs.

**Service Area Outcomes (SAOs)**

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

1. **List the program’s SAOs.**

**2018-2019**

**SAO #1 – Student Club Events**

*The Student Development Office will guide and encourage the Inter-Club Council and student clubs to plan numerous club events.*

**SAO #2 – ASO/ICC/SEAC Campus Impact**

*Students involved in student government will understand their ability to impact the campus community based on their participation in student government and college governance.*

**SAO #3 –Warrior Pantry**

*The Student Development Office will assist students in combating food insecurities through providing non-perishable foods, toiletries, and connections to other campus and community resources.*

The SAOs from 2015-2018 varied according to identified student needs and changing department, division, and campus priorities. SAO #2 has remained constant but SAO #1 and #3 have varied over the past three years. Please see attachments for a list of past SAOs.

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

The SDO Director, staff, and Dean of Student Support Services collaborated to develop the department’s SAOs. Through monthly department staff meetings, input and ideas are gathered from all SDO staff regarding the development of SAOs. In the summer, the previous years’ SAO results, analysis, and planned action are discussed in the staff meeting and within smaller staff groups. The previous year results, analysis, and planned action guide the topics and proposed changes for the following years’ SAOs. Results and proposed changes are discussed at SDO staff meetings. After topics are finalized, a lead and additional staff members are selected to draft specific SAOs. The Director consistently consults with the Dean to gather input and informs the SDO staff regarding the Dean’s input in formation of the SAOs. SDO staff considers the Dean’s input and drafts the SAOs for final review at the SDO staff meeting. Drafted SAOs are discussed and finalized at the SDO staff meeting.

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

SAOs are assessed annually. In the summer, SDO staff gather data from internal sources and/or Institutional Research & Planning (IR&P) to assess and analyze the results. For example, in 2015-2016, SAO #1 involved student conduct so the data was generated from a Microsoft Excel spreadsheet to conduct the analysis. SAO #3 was the same as SAO#2 in 2018-2019 which analyzes student leader impact on campus. To analyze SAO#3, we partnered with IR&P to implement pre and post-surveys of ASO and ICC students. After students completed the pre and post-surveys, IR&P sent SDO the raw statistical results. SDO would analyze and draft results based on the IR&P data.

Annual assessment results and analysis are shared with the entire SDO staff at monthly SDO staff meetings. The department reviews the results and determines if further analysis is necessary or if new SAOs need to be developed. The Director consults with the Dean regarding SAOs for the following year, then results are drafted and finalized.

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

If the SAO assessment results were not as anticipated, then the SDO staff reviews the data, data gathering methods, and results to determine if any errors or changes to future SAOs are needed.

For example, in 2015-2016, the assessment results were partially not met for SAO #2 and #3.

**SAO #2 – ASO ICC Leadership Philosophy**

*Students involved in student government will be able to articulate a personal leadership philosophy or style as a result of their involvement in student government.*

**SAO #3 – ASO ICC Campus Impact**

*Students involved in student government will understand their ability to impact the campus community based on their participation in student government and college governance.*

Utilizing a pre and post-method for analysis, SDO staff predicted that ASO and ICC students would indicate a 30% increase in understanding their leadership philosophy and 20% increase in their campus impact. For both SAOs, the SDO staff overestimated the percentage change from the pre and post-test. Students reported a 3-9% increase in their understanding for both SAOs. In consultation with IR&P staff, SDO staff analyzed the data and noticed that the low increase in understanding was due to ASO and ICC leaders entering the position and taking the pre-test with a complex understanding of their leadership philosophy and campus impact. Specifically, for their leadership philosophy (SAO #2), 83% of students in the pre-test indicated awareness of their leadership philosophy and 83-88% of students in the pre-test indicated understanding of their campus impact. Thus, the target of a 20-30% increase was not attainable. Recognizing that students enter their ASO and ICC positions with self-reported high levels of understanding their leadership philosophy and campus impact, the SDO staff lowered the target increase in 2016-2017 to a more realistic 5% increase. As a result, the SAO results in 2016-2017 were met with a reported 2-8% increase in student understanding of their campus impact (SAO #2 in 2016-2017).

In 2015-2016, a data gathering anomaly led to changes in data gathering methods for 2016-2017 and beyond. IR&P informed SDO that there was a drastic decrease in the number of students taking the pre-test (36) versus the post-test (14). Thus, SDO changed the data gathering methods in 2016-2017. In 2015-2016, students were requested to complete the pre-test during the ASO Fall retreat. For the post-test, students were requested to complete the survey during the middle of spring on their own time. Students who did not complete the post-test were followed up on an individual basis by SDO staff. SDO staff determined that providing a structured opportunity for students to complete the survey would yield a higher return rate. In 2016-2017, SDO staff allocated time during the spring retreat for students to complete the survey. As a result, more students completed the post-survey, increasing the validity of the results.

In some cases, assessment results were met but due to changing department/College responsibilities and priorities, the SAOs were replaced with new SAOs. For example, in 2015-2016, SAO #1 was met and then replaced by a new SAO #1 in 2016-2017.

**2015-2016**

**SAO #1 – Student Conduct**

*Students subject to the student conduct process will learn to comply with institutional policies; and commit no additional violations of institutional policies at El Camino College.*

**2016-2017**  
**SAO #1 – Cultural Heritage Months**

*The Student Development Office hired a new Student Services Specialist to coordinate/assist with El Camino College Cultural Heritage Month activities.*

To assist the College with meeting the goals of the Student Equity program, the SDO Specialist was charged to increase the quantity and quality of cultural heritage months offered at the College. Thus, with the new priority of the College and SDO, the SAO changed from analyzing student conduct numbers to cultural heritage month activities.

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

Annual SAO assessment results are shared with SDO staff at monthly meetings. The last two years of SAO data are shared with students, staff, and the public through the SDO webpage. The SDO staff plans to discuss and determine other methods to share SAO information and results with staff, students, and the public, especially contemporary or technology-based strategies such as social media.

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

SAO assessment results inform the SDO staff of changes or modifications to SDO programs, resources, and services. The following changes were implemented because of SAO results:

* *ASO/ICC and student leader advising*

Although student leaders entered ASO and ICC with high levels of understanding of their leadership philosophy and campus impact, the slight increase in the post-test indicates that SDO advisement of student leaders positively impacts their leadership development. Thus, SDO advisors intentionally increased the length of the retreats/trainings and increased SDO and College staff’s role with facilitating retreats and training sessions. The ASO and ICC fall retreat shifted from a format of one day of teambuilding and one day to go over nuts and bolts of the position to a more intentional application of student development theory. The 2017 and 2018 fall retreats expanded to three days which allocated increased time for team building, learning the nuts and bolts, and setting organizational goals. SDO advisors also included the Vice President of Student Services, Dean of Student Support Services, and several other ECC colleagues to facilitate leadership training sessions.

* *Cultural Heritage Months and Student Empowerment Dialogues*

In 2016-2017, SAO results indicated that SDO was involved in more cultural heritage month activities than anticipated. With increased campus interest in cultural heritage month activities and a desire to expand other equity programming for the campus, SDO increased the involvement of students in coordinating cultural heritage month and other equity initiatives. The Student Equity Advisory Council partnered with SDO to develop the Student Empowerment Dialogues. The dialogue series engages students in dialogue and discussion regarding topics relating to equity, diversity, and inclusion at El Camino College. SEAC students promote community, solidarity, tolerance, and understanding of people from different backgrounds, cultures, and beliefs through the facilitation of the dialogues.

* *Warrior Pantry*

In 2017-2018, SAO #3 targeted 150 students to be served by the new Warrior (food) Pantry. The Warrior Pantry serviced over 467 students with 1351 visits. With a demand of 211% higher than anticipated, the Warrior Pantry hired a part-time staff member to coordinate the day-to-day tasks of the Warrior Pantry. While the Warrior Pantry part-time staff member helps to serve the increased demands of students, more staffing and resources are needed as the College expands the hours and numbers of food pantries for students.

* *Photo ID Booth*

Because of the higher anticipated number of Photo IDs processed for SAO#3 in 2016-2017, SDO staff analyzed peak times of services and brainstormed ways to increase and better serve students and employees coming to obtain a Photo ID. After extremely long lines during the first-few weeks of fall, SDO decided to expand the operational hours during the week before fall. As a result, students and employees were able to obtain Photo IDs before the fall semester started which reduced the long lines during the first two weeks of school. Moreover, SDO expanded the Photo ID services from a 3-day operation to 4-days by opening Photo ID on Mondays during the academic year.

**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?**

*Expanded hours on Wednesday to serve night students*

In 2015-2016, in a division-wide effort to expand services to evening students, SDO expanded Wednesday hours of operation to extend closing to 6:00 p.m. rather than 5:00 p.m. With the Student Services Center hours extending until 7:00 p.m. on Wednesdays, SDO decided to also extend hours of operation on Wednesdays. The extended hours on Wednesdays allows students with night classes to obtain services in both the Student Services Center and Student Activities Center.

*Expanded Photo ID hours*

SDO staff analyzed peak times of services and brainstormed ways to increase and better serve students and employees coming to obtain a Photo ID. After extremely long lines during the first-few weeks of fall, SDO decided to expand the operational hours during the week before fall. As a result, students and employees were able to obtain Photo IDs before the fall semester started which reduced the long lines during the first two weeks of school. Moreover, SDO expanded the Photo ID services from a 3-day operation to 4-days by opening Photo ID on Mondays during the fall, winter and spring semesters.

*Metro U-Pass*

To address transportation insecurities for students and increase student enrollment and success, SDO partnered with the Bookstore to launch the Metro U-Pass program in fall 2017. Metro informed ECC that most of the people using Metro services and the Metro U-Pass are people of color and/or low-income. Specifically:

* Metro service area (LA County) is 77% people of color with 15.9% low income
* Metro U-Pass participation is 93% students of color with 75% low income

The Metro U-Pass is a discounted pass for any enrolled student to ride Metro, Gardena Transit, Torrance Transit, and Long Beach Transit buses and rails. The discounted program improves transportation options for students to arrive and attend courses at El Camino College.

*Increased Student Activity Fee to support increased student activities/programming*

Student Development Office (SDO) advised Associated Students Organization (ASO) through the process of increasing the ASB Sticker fee from $10 to $15 per semester. The ASB Sticker fee had been $10 since at least 1996. The rising cost of inflation and organizing co-curricular activities called for an increase in the fee. ASO completed a thorough consultation process by attending many meetings (e.g. Planning & Budget Committee and College Council) to garner support for raising the fee to $15. The increased student fee revenue eliminates the deficit spending of the Auxiliary Services budget. Thus, programs (e.g. Forensics, Puente) and divisions (e.g. Athletics) supported by Auxiliary Services funds are able to operate at the same funding levels rather than experiencing budget cuts.

The increased sticker fee elevates the ASO/ICC budget from $120,000 to $170,000 and allows for higher quantity and quality programs developed by ASO and ICC to facilitate community, school spirit, and sense of belonging. Through the increased revenue, ASO and ICC have increased the quality of life for students and employees by providing the funds to install and maintain filtered drinking water through FloWater machines. Moreover, ASO hosted the inaugural movie night to 500 students, employees, and community members that included discounted In-N-Out burgers. ICC allocated increased funds to support student club-initiated programs and events and plans to re-establish defunct programs such as the Children’s Holiday Party.

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

The Student Development Office (SDO) has surveyed student government leaders since the 2015-2016 academic year. In this survey, students’ knowledge of leadership-related topics and effectiveness of their leadership-related skills were questioned. By providing this survey at the beginning and in the middle of their student government term, SDO advisors are able to use these metrics to make intentional changes to the program to address needs. Some of these changes include expanded training, changes in the retreat curriculum, and implementing different advising approaches that close the knowledge gaps or support gaps that students express.

*Extending hours of operation*

After joining the Student Services building in extending hours to night students by extending SDO hours of operation until 6:00 p.m. on Wednesdays, SDO tracked 5:30 p.m. student head counts to determine numbers of evening students served. From January 2016 to August 2018, an average of 19 students utilized the Student Activities Center at 5:30 p.m. Thus, extending SDO hours of operation allowed an average of 19 students to utilize the services and resources in SDO and the Student Activities Center.

The Warrior Pantry began serving night students in spring 2018 by operating the pantry until 6:00 p.m. on Wednesday. Warrior Pantry staff will begin/continue to track evening hour service to improve and increase available food to students and decrease food insecurities.

*Flo Water*

To increase campus sustainability and provide healthier, better tasting water to the campus community, ASO funded the installation and maintenance of FloWater hydration stations. ASO reported that only 13% of plastic bottles are recycled and take thousands of years to decompose. The ECC plastic bottle recycling rate was reported by Facilities Services to be less than 1%. To decrease the use of plastic water bottles and provide healthier and better tasting drinking water, five hydration machines were purchased and installed in various locations on campus. In the first two months, 27,646 water bottles were filled which prevented the use of 238,793 plastic water bottles.

In addition, the most recent Campus Climate Survey preliminary results from the spring 2018 semester show that 21% of respondents mentioned that El Camino College can improve in providing healthier food and better water options. The need is seen in the number of plastic water bottles saved in the first two months alone.

*Increasing Student Activities Fee (ASB Sticker) to $15*

The Associated Students Organization (ASO) and Student Development Office (SDO), in partnership with the Auxiliary Services Board (ASB), conducted research to examine and propose an increase to the El Camino College (ECC) Student Activity Fee (ASB sticker). The ECC Student Activity Fee has been $10/semester since at least 1996. Since 1996 the rising cost of inflation has challenged ASB programs to fund their programs. Coupled with the loss of Bookstore revenue to the Auxiliary Services Board (ASB), the ASB budget entered deficit spending.

Table 13 shows information gathered comparing student fees from 8 California Community Colleges (Orange Coast College, Santa Ana College, Cerritos College, Long Beach Community College, Los Angeles Community College District, Santa Monica College, Southwestern College, and Cabrillo College). Colleges were selected by Student Development Office staff based on similar student Full Time Equivalent (FTE) and proximity to El Camino College. Of the 9 colleges, El Camino ranked 3rd lowest in total fees charged per semester. Raising the student activity fee to $15, still meant lower total fees to students than other comparable institutions (Santa Monica, Orange Coast, Southwestern, and Long Beach).

Table 13: Community College Student Fee Comparison

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College** | **Activity Fee** | **Student Rep Fee** | **Student Center Fee** | **TOTAL Fees** |
| LACCD | $7.00 | $1.00 |  | $8.00 |
| Cerritos | $10.00 | $0.00 | $0.00 | $10.00 |
| El Camino | $10.00 | $0.50 | $0.00 | $10.50 |
| Cabrillo | $10.00 | $1.00 |  | $11.00 |
| Santa Ana | $10.00 | $2.00 |  | $12.00 |
| Southwestern | $8.00 | $0.00 | $10.00 | $18.00 |
| Santa Monica | $19.50 |  |  | $19.50 |
| Orange Coast | $21.00 |  |  | $21.00 |
| Long Beach | $20.00 | $2.00 |  | $22.00 |

Moreover, in a system wide survey by the California Community College Student Affairs Association (CCCSAA) that captured information from 42 colleges, El Camino College was tied for 22nd lowest cost for Student Activities Fees and 5th lowest for annual fees charged to the student. At $15 per semester, El Camino College is still one of the lowest in total annual fees charged. El Camino College total annual fees would be $32.00 which would be tied for 10th lowest among the 42 Colleges. While El Camino College may be charging one of the highest amounts for the Student Activity Fee, it still remains lower annually than comparable institutions (Southwestern, Santa Monica, Orange Coast, and Long Beach).

Of the seven college ASO operating budgets compared, El Camino College ASO ranks the lowest at $121,600 (Table 14). With the increase to a $15 student activity fee, the ECC operating budget is approximately $176,000. Even with this increase, ECC’s ASO budget is still ranked the lowest of comparable institutions.

Table 14: Community College ASO Budget Comparison

|  |  |  |
| --- | --- | --- |
| **College** | **Allocation% to Student Government** | **Student Government Budget** |
| El Camino | 35% | $121,600 |
| Santa Ana | 100.00% | $212,725 |
| Cabrillo College | 100% | $250,000 |
| Southwestern | 100.00% | $337,121.00/$581,437.00 |
| Santa Monica | 33%. 66% to student programs | $1.2 million: $400,000 (Unrestricted) $800,000 (To other programs) |
| Cerritos | 100.00% | $1.3 million |
| Orange Coast | 100.00% | 1.6 million ($78,000 for Programs)  $213,500.00 (Total Operating Budget) |

The increased budget allows ASO and ICC to increase their positive impact on the student experience. ASO plans to increase funds to legacy projects such as FloWater, electrical charging stations, food pantries, transportation, and meeting other basic student needs. For example, ASO plans to increase their subsidy and support of offering discounted or free Metro U-Passes to students and increase financial support to establish extended Warrior Pantry hours and staffing and or add additional food pantries to the College. ASO plans to fund more effective student leadership programs, contribute to personnel/staffing needs, and address any emerging student needs.

A larger budget to ICC increases the activities and programs that facilitate student involvement, leadership, development, and spirit. ICC’s increased funds has increased support for club programs and initiatives that enhance the student club experience (e.g. Robotics Competition). With the increased funds, ICC plans to re-establish dormant programs such as the Children’s Holiday Party. ICC is electrifying the College with increased school spirit by collaborating with Athletics to expand Homecoming and partner with multiple College departments to expand Warrior Wednesday activities. ICC plans to partner with ASO to develop leadership training opportunities and offer expert presentations for students to enhance their transformational leadership knowledge and skills.

ASO/ICC is also discussing support of Student Equity Advisory Council to expand equity programs, such as cultural heritage month events and Student Equity Program initiatives, to assist in closing the educational achievement gaps.

*Student Equity Advisory Council (SEAC) Events and Services*

Under the El Camino College Student 2017-2019 Integrated Plan, resources from the Student Equity Program (SEP), Student Support Services Program (SSSP), and Basic Skills Initiative (BSI) are to focus their efforts in retention and course completion for African American, Latino, Pacific Islander, Foster Youth, and student veterans.

Although the 2016-2017 SEAC events and programs mostly served Latino students, there were noticeable areas of improvement to serve African American and veteran students. SEAC students took leadership over the Black History Month planning committee and heavily increased African American participation in their programs. The G.R.E.A.T. Men student club also served as an avenue to provide community and support for African American, Latino, and Pacific Islander students.

SEAC also supported the Veteran’s Club by providing funding and logistical support for their Veteran’s Day Celebration where students and employees were invited to learn about veteran student experiences and strategies to support student veterans at El Camino College.

*Warrior Pantry*

The Warrior Pantry was initially created to respond to increasing food insecurity among students. The previous demographics report of the Warrior Pantry closely reflected literature and studies of students who mainly experience food insecurity such as African American and Latino men. Wood, Harris, and Delgado (2017) reported that 12% of community colleges report these experiences in food insecurity. County of Los Angeles’ Public Health Report (2015) shows the South Bay as having the highest percentage of households (<300% of Federal Poverty Level) that experience food insecurity (36.9%). In addition, the South Bay has the largest increase of households reporting food insecurity (63.3%). The Warrior Pantry addresses the food insecurity needs of students and South Bay households.

As mentioned previously, the most recent preliminary results from the Campus Climate Survey administered in spring 2018 showed that ECC can improve by providing healthier food options on campus. The Warrior Pantry staff is working towards serving fresh produce, a healthier option than nonperishable and canned goods.

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.**

*Associated Students Organization and Inter-Club Council*

The Student Development Office (SDO) helps students succeed and meet their educational goals through the advisement of students involved in Associated Students Organization (ASO) and Inter-Club Council (ICC). SDO advisors spend significant time advising the cabinet members of ASO and ICC. Thus, using data from the STAL Datatel screen, Institutional Research & Planning provided a report on the student success metrics for ASO and ICC Cabinet members. From fall 2014 – fall 2017, there was a range of 11-20 ASO and ICC Cabinet members. ASO and ICC 1-term persistence rates ranged from 85-100%, while 2-term persistence rates ranged from 15-73% (Table 15). The 1-term persistence rates are the percentage of students who return the following term and the 2-term persistence rates are students who return the following year. The lower two-year persistence rates are hypothesized as an outcome of students transferring to another higher education institution after only one-year involvement in ASO or ICC. Over the past four years, most ASO and ICC students transferred to another educational institution and earned Associated of Arts or Associated of Science Degrees (Table 16).

Table 15: ASO and ICC persistence rates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| Enrollment | 20 | 11 | 13 | 12 |
| 1 Term Persistence | 85% | 91% | 100% | 100% |
| 2 Term Persistence | 15% | 73% | 46% |  |

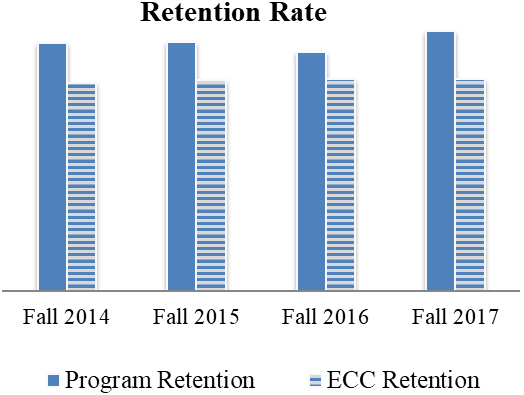
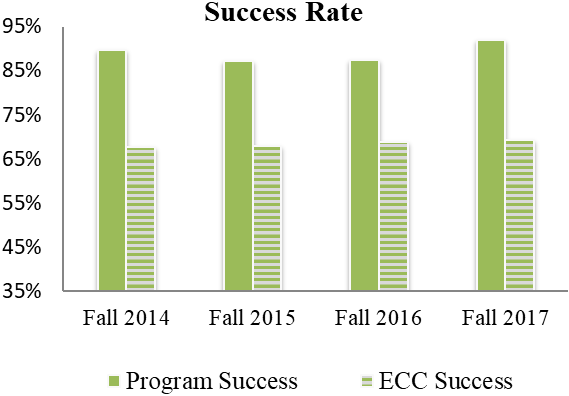
Table 16: ASO and ICC awards and transfer rates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
| AA or AS | 59 | 21 | 24 | 31 |
| Certificates | 1 | 1 | 1 | 1 |
| Transfers | 25 | 16 | 9 | 6 |
| ECC AA or AS | 1,983 | 1,977 | 2,463 | 2,783 |
| ECC Certificates | 459 | 410 | 474 | 558 |
| ECC Transfers | 1,500 | 1,478 | 1,500 | 1,576 |

Students involved in co-curricular activities such as ASO and ICC have higher student success rates than their peers (Astin, 1984; Tinto, 1987). El Camino College success rates from fall 2014 – fall 2017 indicate that ASO and ICC students have about a 20% higher success rate than the overall El Camino student success rate (Figure 16). Success is defined as the percentage of students enrolled at first census who receive a C/P or better as a final course grade. ASO and ICC students are retained at about a 10% higher rate than the overall ECC retention rate. Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date.

Figure 16: Student success and retention

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| Program Success | 89.7% | 87.2% | 87.5% | 92.0% |
| ECC Success | 67.6% | 68.0% | 68.8% | 69.3% |
| Program Retention | 91.2% | 91.5% | 89.3% | 94.0% |
| ECC Retention | 82.2% | 82.8% | 83.1% | 83.2% |



ASO and ICC students also completed the Core Services (Orientation, Assessment, and Educational Plan) at a higher rate than the ECC overall rate. In fall 2017, ASO and ICC completed the highest percentage of students completing all CORE services in four years (Table 17). 75% of ASO and ICC students completed all CORE services as compared to the overall College rate of 34% (Table 18).

Table 17: Core services rates for ASO and ICC students

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASO & ICC Cabinet** | **Fall 2014** | | **Fall 2015** | | **Fall 2016** | | **Fall 2017** | |
| Term Enrollment | 20 | | 11 | | 13 | | 12 | |
|  | # | % | # | % | # | % | # | % |
| Orientation | 1 | 5% | 7 | 64% | 7 | 54% | 11 | 92% |
| Assessment | 17 | 85% | 11 | 100% | 12 | 92% | 10 | 83% |
| Educational Plan | 9 | 45% | 11 | 100% | 13 | 100% | 12 | 100% |
| **All Core Services** | **-** | **0%** | **7** | **64%** | **6** | **46%** | **9** | **75%** |

Table 18: Overall core service rates for El Camino students

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ECC** | **Fall 2014** | | **Fall 2015** | | **Fall 2016** | | **Fall 2017** | |
| Term Enrollment | 24,263 | | 24,000 | | 24,092 | | 23,996 | |
|  | # | % | # | % | # | % | # | % |
| Orientation | 3,928 | 16% | 7,071 | 29% | 9,150 | 38% | 10,463 | 44% |
| Assessment | 17,849 | 74% | 18,019 | 75% | 17,742 | 74% | 17,209 | 72% |
| Educational Plan | 9,196 | 38% | 14,191 | 59% | 16,417 | 68% | 17,578 | 73% |
| **All Core Services** | **2,816** | **12%** | **5,203** | **22%** | **7,045** | **29%** | **8,200** | **34%** |

The ASO and ICC success metrics were produced in collaboration with SDO and Institutional Research & Planning (IR&P). This is the first program review in which SDO has reported student success metrics. In partnership with Institutional Research & Planning, SDO plans to continue gathering annual student success metrics to inform SDO practice with enhancing student success. SDO may work with IR&P to develop a process to analyze the success of students involved in ASO/ICC who are not on the cabinet. Understanding the success data of students involved as ASO Senators or ICC Club Reps may further inform SDO on how to best promote student success with students not serving in a cabinet position.

SDO may also work with IR&P to propose adding new student groups to the student success metrics so that we can increase our understanding and better promote student success. For example, after one year in operation, we have demographic information for students using the Warrior Pantry and Metro U-Pass. SDO may work with IR&P to develop a process for obtaining student success metrics for students using the Warrior Pantry and Metro U-Pass. Additionally, SDO may work on the possible development of a system to gather demographic and student success data for students involved with the Student Equity Advisory Council.

SDO will respond to the metrics by continuing to advise students on developing their leadership, co-curricular, and academic goals. SDO expanded ASO/ICC/SEAC training to three days to increase student understanding of their role in the student organizations; to show students how to maximize their interaction with College faculty, staff, and administrators while representing student voices and needs; to develop personal and professional goals; and to introduce them to helpful resources for them and their peers to succeed in and outside the classroom. SDO is also involved in the Student Leadership Institute to further promote student success. Advisors encourage students to attend SLI which teaches professional etiquette, networking skills, and prepares them to attend state and national conferences.

**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 population the survey targeted were student leaders in ASO/ICC/SEAC as well as ECC student organizations. These students interact with SDO more frequently and therefore can provide the best feedback regarding SDO’s customer service. SDO Student Services Specialists encouraged ASO/ICC/SEAC members to complete the survey during their respective meetings. Student organizations were encouraged to complete the survey during an ICC General Meeting, where all clubs send a representative, and were incentivized with random prize drawings. The survey was distributed, and responses were collected through Qualtrics, an online system.

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

Figure 17 shows the breakdown of responses of the 54 students who participated in the survey. Student leaders in both student government and student clubs were surveyed regarding the Student Development Office (SDO) and the quality of service staff provide. In response to the item “Overall interaction with the Student Development Office staff,” 46.3% responded with “Excellent,” and another 46.3% responded with “Good.” The remaining responses selected the “Average” option.

Figure 17: Student responses to “Overall interaction with the SDO staff”

Students were also asked more detailed questions regarding SDO and the services provided. Those questions included the following:

1. Quality of staff’s responses to questions or concerns
2. Availability of staff
3. Staff knowledge
4. Professionalism and courtesy of staff
5. Ability of staff to anticipate my needs
6. Staff provide proactive service
7. Staff support my student organization’s goals and mission
8. Staff responsiveness to e-mail
9. Overall interaction with the Student Development Office staff

With regards to these specific interactions, students reported overwhelmingly positive experiences, with five out of nine questions reflecting only “Excellent,” “Good,” or “Average” responses. For the remaining four questions, one “Poor” response was collected. No “Unacceptable” responses were submitted.

SDO staff make concentrated efforts to provide excellent customer service. Students recognize this and have shared the following statements in the survey portion *Comments Regarding Student Development Office* *Staff*:

* “They are cool, helpful, and resourceful to ask and to talk to.”
* “They are all amazing! They will find a way to help you, even if they aren't sure how to at first.”
* “Thank you. I appreciate your help so much.”

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

Based on the survey results, students reported exceptional overall interaction with SDO staff (see pie chart above). Students felt 46.3% their interactions were excellent, with another 46.3% indicating good interactions. The remaining 7.41% of students reported average interactions. No negative feedback was reported.

SDO prides itself in providing exemplary customer service to students. Staff communicate changes and updates regarding policies and procedures so the department can better address student needs. Even when staff are not knowledgeable about a topic, efforts to assist the student are made. A student commented, “They are all amazing! They will find a way to help you, even if they aren't sure how to at first.”

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

In the survey, comments regarding SDO staff were collected. Three student comments provided helpful feedback which will allow SDO to address issues and take action regarding improvements.

Comment 1: *“Recognizing the need to extend outreach beyond outdated policies would benefit all club activities and potential sponsorships.”*

SDO understands that the department’s policies may be barriers for student clubs who are passionate and wish to hold activities with less bureaucracy. SDO must abide by college policies and provide lead time to other staff that collaborate with SDO on events and reservations. However, when there is an opportunity to make internal changes to shorten the response time for student clubs, SDO does so.

As an example of this, the Student Services Technician will move forward with processing the Calendar Date Requests (CDRs) to reserve campus spaces immediately even though they are allotted two weeks processing time. Also, for CDRs that are turned in less than two weeks before the event or meeting, the Student Services Technician and Student Services Specialists will often be flexible and work with clubs, so they can still hold their activity.

On a college-wide level, the Student Services Technician is a member of the Technology Committee and has advocated for a comprehensive calendaring system so reservations can be made immediately without needing confirmation from the Division Office in charge of the space.

Overall, the college is implementing new systems such as Formstack and Qualtrics that will improve student clubs’ ability to get approval for their events in a timely manner. SDO will be assessing these new systems to see how they can be integrated into its policies to benefit clubs.

Comment 2: *“My interactions with staff have been up and down. Some are great while others can't seem to be bothered to help me with any of my questions or concerns.”*

During the 2017 SDO Retreat, the staff and manager considered the department’s values and chose four that reflect the unit: excellence, support, community, and fun. On all staff meeting agendas, these four values are written and often referred back to during the meeting. By including these values in the monthly staff meetings, it helps remind staff of their behaviors, and how they should be mirroring excellence, support, community, and fun with regards to customer service.

As a continued way to improve customer service, professional development training that addresses these issues will be encouraged and supported. Additionally, staff will be encouraged to reflect on their customer service at a future staff meeting and what they can do to improve upon it.

Comment 3: *“It was very difficult to process and approve food forms to distribute food for our club events. This definitely has to improve.”*

Students who wish to sell or distribute food on campus were previously required to seek permission from Campus Food Services, the only permitted food caterer on campus. In summer 2018, Pacific Dining replaced Campus Food Services. During various meetings with Pacific Dining management, SDO staff reported known issues with the previous caterer that had negative effects on both student government and student club activities. SDO strongly advocated for the following:

* Removal of “right of first refusal” stipulation
* Faster response times from the caterer
* The ability for clubs to purchase items from grocery markets and sell during fundraisers
* More reasonable pricing for catering
* Simplified process for approvals

Through SDO’s collaboration with Pacific Dining, all the above issues have been met or exceeded. Pacific Dining also presented at an Inter-Club Council General Meeting where representatives from student clubs were present, and positive feedback was given regarding the new caterer and their procedures. SDO anticipates that issues regarding the processing and approval of food forms will be greatly reduced by spring 2019.

**Conclusions and Recommendations**  
***Only include information previously referenced in the program review***

1. **Summarize the program’s strengths.**

The Student Development Office (SDO), located within the Student Activities Center, serves as the focal point for El Camino College student life and leadership programs through the advisement and support of the Associated Students Organization (ASO), Inter-Club Council (ICC), student clubs, and Student Equity Advisory Council (SEAC). Through SDO’s advisement, students involved in these organizations learn how to advocate for their student peers, how to become more effective leaders, and how to succeed inside and outside the classroom. The Student Activities Center provides a relaxed environment for students to interact, eat, and study. Within the Student Activities Center, student government and clubs make banners and signs to publicize events, housing referrals are posted, and students can use microwaves to heat up their food.

Through SDO leadership programs, services, and activities, SDO realizes the College mission and Strategic Initiatives A, B, C, and D. SDO’s advising of student leaders such as ASO, ICC, and SEAC leads to higher levels of success, retention, and completion of CORE services (Orientation, Assessment, and Educational Plan) compared to the general ECC population. ASO and ICC student leaders also successfully obtain associate degrees and certificates and transfer to 4-year institutions.

Through metrics and emerging student needs, SDO increased, improved, and offered new programs and services to students. SDO met the emerging needs of students with transportation and food insecurities through the development of new services such as the Metro U-Pass and Warrior Pantry. SDO also expanded services by opening the Photo ID booth on Mondays during fall, winter, and spring semesters. Moreover, SDO met the needs of evening students by extending hours of operation for SDO, Photo ID, and Warrior Pantry through 6:00 p.m. SDO also addressed the emerging need and District priority to address equity gaps and education through the development of new programs such as the Student Equity Advisory Council and Student Empowerment Dialogues. SDO also partnered with ASO to increase the Student Activities Fee/ASB Sticker to $15; implemented the Maxient system for the District; and created a warmer, more welcoming environment in the Student Activities Center with the inclusion of a student-initiated mural.

SDO also excels with customer service. The student leader survey indicated that SDO staff provides “Excellent to Good” customer service, availability, knowledge, and professionalism. The customer service survey also demonstrated that the SDO staff does well with anticipating student leader needs, provides proactive service, supports student organization goals and missions, and is responsive to e-mail communication. As one student leader commented, “They (SDO staff) are all amazing!”

1. **Summarize the program’s areas that need improvement.**

The highest priority need for improvement is to provide contemporary and comfortable work spaces for SDO staff and students. The Student Development Office and Student Activities Center was built in 1950 with little to no upgrades or renovations since the building’s inception. Thus, the 68-year-old building has an outdated and dilapidated environment that does not provide acceptable modern technology work needs, lacks sufficient work climate, and challenges the ability for SDO staff to meet and service the needs of students and the campus. With the demolition of the current 68-year-old Student Activities Center scheduled for mid-2019 and the anticipated completion of the new Student Activities Center still unknown, SDO and Student Activity Center students will need to move into a temporary/swing space that meets the needs of the students for the next 4-8 years.

The new Student Activities Center needs to be innovative, contemporary, and meet the needs of future students. The new Student Activities Center should have modern offices and work spaces for the SDO staff and student leaders. Students should also have multiple resources that will allow them to excel with addressing curricular and co-curricular needs in the new Center. Thus, students will need multiple electrical power outlets, screens and technological equipment, and flexible study and work space for individuals and groups. There should be multiple multi-purpose meeting rooms with air walls to re-configure meeting spaces. The new Center should also consider having an amphitheater or other large outdoor gathering venue for students, employees, and community to enjoy concerts, music, art, or other types of events.

Students should feel welcomed and comfortable in the new Center. There needs to be individualized and group spaces for students to re-charge, reflect, or rewind. Thus, the new Center may have prayer and/or meditation rooms/spaces and/or places for students to reflect and be creative. Spaces for students to honor their intersecting social identities such as a Cross-Cultural Center, PRIDE Center, or Gender Center will help students feel validated and creates student success by promoting a sense of belonging.

The Center should have centralized heating and air conditioning and should have multiple water refill stations available for students. Additional tables and chairs should also be added to the Center to provide more space for students to study or relax.

SDO heavily relies on part-time staff to provide the required programs and services to staff and students. There are four (4) full-time and seven (7) part-time staff members working for SDO. Moreover, SDO relies on part-time student workers to help with many front desk clerical responsibilities. The College must provide more fiscal resources to allow SDO to hire more full-time staff members to meet the growing and increasingly diverse demands and needs of students and student leaders. As discussed earlier, the increasing number of student clubs, club activities, and establishment of new resources such as the Warrior Pantry and SEAC call for more full-time staff.

The College move from paper and pencil to electronic forms and procedures is increasing the demand for equipment and technology. Coupled with constant upgrades and changes to technology, SDO staff needs contemporary technological tools to meet the demands of increasingly tech savvy students.

System-wide and campus changes to the Student Equity Program may require that SDO receive funding from different sources to continue and grow the various student equity programs and initiatives such as the Warrior Pantry, Student Empowerment Dialogues, Cultural Heritage Months, and the Student Equity Advisory Council.

1. **List the program’s recommendations in a prioritized manner to help better understand their importance to the program.**

Personnel

1. Clerk (Full-Time)
2. Student Services Specialist to Fund 11
3. Student Services Specialist (Full-time) – Warrior Pantry and Basic Needs
4. Clerical Assistant – Accounting (Full-time)
5. Associate Director
6. Case Manager
7. Technician or Clerical Assistant (Full-time) – Photo ID and ASB Promotions

Facilities

1. Swing space with sufficient offices and work space, student use space, and technology
2. New Student Activities Center with the following:
   1. Built in water refilling stations
   2. Centralized heat and air
   3. Meeting and event space
   4. Electrical outlets/charging stations
   5. Food Pantry
   6. ASO, ICC, and Student Leader offices
   7. Food Court
   8. Reflection/Quiet Space
   9. Coffee House
   10. Microwaves
   11. Hang out space
   12. Gaming space
   13. Other

Equipment/Technology

1. Color Printers
2. Laptops
3. iPads
4. Student Club and Government software
5. Scanners – All in Ones

Other

1. Programmatic Budget to possibly replace Student Equity funds
2. **Please indicate whether the program should continue or be discontinued**.

**\_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.

**Attachments:**

* Customer Service Survey
* Customer Service Survey Results
* Food Insecurity Initial Research
* Metro U-Pass Profile
* SDO Service Area Outcomes: 2015-16, 2016-17, 2017-18, 2018-19
* Student Activity Fee Proposal
* Student Equity Report
* Student Services Metrics Tool
* Warrior Pantry Demographics

**Student Services 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 Services 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; 7/13/17