

California Community College Counseling Programs

The purpose of this framing template is to help you organize and interpret today's information and to assist you in determining ways in which it might be useful for your college.

INCORPORATING STUDENT EDUCATION PLANS IN EXISTING PROGRAMS

| Program Name, College, Contact Information | Key Features | Target Population | Student Commitment |
|--|---|--|--|
| <p>First-Year Experience Learning Communities Program</p> <p>El Camino College Torrance, CA</p> <p>El Camino CCD</p> <p>Cynthia Mosqueda cmosqueda@elcamino.edu</p> <p>(310) 660-6936</p> | <p>Started in 2000</p> <p>Orientation</p> <p>Academic counseling</p> <p>Learning communities at every level (including accelerated level)</p> <p>Summer math academy (prior to beginning courses)</p> <p>Student Education Plans (SEPs) completed when they begin the program and there is follow-up during fall and spring semesters</p> <p>Comprehensive Ed Plan beginning second year (fall)</p> <p>Scholarships offered</p> <p>Service learning component (developmental cohort required)</p> <p>Priority registration for participating students</p> | <p>Initially low-income, first generation Hispanic (Title V)</p> <p>Now, open to any student</p> <p>1,000 students annually (of 3,500 students total)</p> <p>First year of community college (and having graduated from high school)</p> | <p>Attend an information session prior to joining program (2.5-hour evening session)</p> <p>Two-day orientation</p> <p>Two workshops per semester (various topics)</p> <p>One-year commitment (fall/spring)</p> <p>Take four classes per semester (full-time); two courses within learning communities program (courses taught by faculty in the program)</p> <p>Speak to a counselor to drop a class (mandatory counseling component)</p> <p>Participate in occasional event and Saturday programs</p> <p>Service learning component mandatory in developmental courses (20 hours per semester)</p> |

| Cost to College; Budget Strategy | Staff Capacity | Challenges | Successes | Limits to Scalability |
|---|---|---|--|---|
| <p>500K/year</p> <p>Initially Title V grants for first five years; then institutionalized – paid through district</p> <p>SSSP funds</p> | <p>50% time coordinator</p> <p>Full-time secretary</p> <p>Full-time advisor</p> <p>Two full-time counselors</p> <p>Four/five part-time counselors</p> | <p>Pressure from administrators to grow because of early success</p> <p>Beginning: Making sure not to grow our student population faster than our services to support them (counseling, etc.)</p> <p>Under Title V, offered stipend to faculty; challenge finding incentives after Title V ended</p> <p>Currently have a waiting list</p> | <p>Got advice from other colleges (Santa Ana in particular)</p> <p>Establish partnerships across campus to identify faculty to participate</p> <p>No recruiting challenges due to strong connections at the high school level; easily recruited at high schools</p> <p>Successful at grants because gathered detailed data on participants (tracking graduate rates, persistence, course progression, success rates, and retention rates)</p> <p>Data showing success resulted in support across campus when we request funding for faculty or staff positions</p> | <p>It is a slow process to grow the program because it requires coordination from multiple stakeholders</p> <p>There are limited slots for certain cohorts and our college-transferrable cohorts fill up the fastest in comparison to our basic skills cohorts</p> <p>Limited by the number of learning communities we can offer because not every student wants to participate in a learning community</p> <p>Scheduling is also a bit of a challenge when offering learning communities because we make an attempt to schedule all of our classes Monday through Thursday, and in some cases back-to-back</p> |