



Compton College

Counseling Department

Program Review

Fall 2023

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Counseling Department  
Program Review  
Fall 2023

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## Program Description

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

The Counseling Department collaborates with instructional faculty, classified professionals, and administrators to create a supportive learning environment that provides various strategic intervention programs and services designed to improve student success. *The Compton College Counseling Department mission statement is a guiding force for our diverse student population on their path to completion and pursuit of success.* We promote an inclusive environment where students can explore, identify, and achieve their academic, career, and personal goals. The role of the counseling faculty in the community college setting has been defined by the Education Code which reiterates the critical responsibility of the counselor to support student success in areas such as student self-assessment, decision-making, goal setting, and goal implementation. The counselors at Compton College provide a comprehensive holistic approach to counseling students in skills assessment, career exploration, educational planning, personal counseling, intervention counseling, crisis counseling, and referrals to on and off campus resources in addition to providing follow up services to help students achieve their educational and life goals.

The department consists of 17 full-time Counselors they are assigned to five Guided Pathway Divisions and specialized programs and areas, such as Articulation, Athletics, Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)/NextUp, CalWORKs, Financial Aid, the Special Resource Center (SRC), and the Veteran's Resource Center. As illustrated in Table 1.1, 14 of the 17 Counselors are Full-Time Guided Pathway Counselors, 1 is a Full-Time Transfer and Career Center Counselor, 1 is a Full-Time Financial Aid Counselor, and 1 is a Full-Time Counselor/Articulation Officer. The department also consists of 16 Part-Time Counselors.

Table 1.1 Full-Time Faculty Assignments

Counseling Department and Area	Number Full-Time Counselors
Adult Education	1
Business and Industrial Studies	1
Fine Arts, Communication, and Humanities	1
Health & Public Services	3
Science, Technology, Engineering, and Mathematics	2
Social Sciences	2
Special Resource Center	2
Extended Opportunity Programs and Services (EOPS) / Cooperative Agencies Resources for Education (CARE) / NextUp	3
CalWORKs	1
Transfer and Career Center	1
Financial Aid Counselor	1
Counselor / Articulation Officer	1
Partial Assignment	Number of Full-Time Counselors
Athletics	1
Honors Transfer Program	1
Nursing	1

Table 1.2 Part-Time Faculty Assignments

Counseling Department and Area	Number Part-Time Counselors
CalWORKs	2
Express Counseling	7
Extended Opportunity Programs and Services (EOPS) / Cooperative Agencies Resources for Education (CARE)	2
Educational Partnerships	5
Transfer and Career Center	2
Special Resource Center	1

Although part of the Counseling Department, this program review does not fully detail CalWORKs, EOPS/CARE, First Year Experience, Special Resource Center, and the Transfer and Career Center as those learning communities / programs submit separate

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

Counseling services meet’s the Compton College 2024 plan, Compton College Completion by Design, and the California Community Colleges Chancellor’s Office Vision for Success by operationalizing the Guided Pathways framework. Guided Pathways includes organizing students’ academic choices in a way that promotes better course-taking decisions and creating a necessary framework for colleges to better organize existing student support programs and strategically use funding to support student success. Counselors play a significant role in the Guided Pathway framework in retention by providing educational planning services to enable students to complete vocational certificates, AA/AS and AA-T/AS-T degrees, and transfer requirements to state universities, private institutions, and out of state colleges and universities. Student educational plans are developed for all students relative to majors as to ensure that students follow the established pathway for their major.

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

- Help students clarify their career and life goals
- Develop an appropriate course of study based on students’ goals, aptitudes and interests using a pathway designed for major areas of study.
- Prepare students to succeed in a variety of career and professional endeavors by teaching them effective decision -making skills as they pursue their college education.

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

- Guided Pathway Divisions are focused on areas of interest and programs that will help students create a clear pathway to employment or further education. The pathways are 1) Business and Industrial Studies, 2) Fine Arts, Communication and Humanities, 3) Health & Public Services, 4) Science, Technology, Engineering and Mathematics (STEM) and 5) Social Sciences.

- Comprehensive counseling that includes academic, career and personal goals.
- Development of abbreviated and comprehensive educational plans.
- Self-Guided Placement for course recommendations [i.e., English and math placement, level up survey, Advanced Placement (AP), and Veteran Credits].
- Individual counseling sessions are scheduled via Cranium Café or on a drop-in basis via virtual lobby.
- Express Counseling available as drop-in counseling via virtual lobby.
- Group workshops, which include:
  - Probation Level 1 and Probation Level 2 Workshops – for students on academic/progress probation.
  - Career workshops – review of topics related to personality, interest, skills and aptitudes that assist students declare a major.
  - Transfer workshops – comprehensive review of transfer topics that include admission requirements, guaranteed admission programs, and university transfer options and university application assistance.
- Veterans Counseling
- Probation/Dismissal Counseling
- Classroom presentations as requested by teaching faculty to provide an overview of counseling services and resources.
- Encouraging student enrollment in Human Development course offerings (i.e., HD 101, 105, 110, 115).
- Preliminary transcript evaluations from other academic institutions.
- Referrals to on/off campus resources and community services.
- Disseminating and completing various student forms and petitions such as pre-requisite clearances, dismissal appeal, Probation Level 2 Academic Resiliency contracts, grade change, course repeat, course substitution, course overload, intent to graduate (including AA-T/AS-T verification), CSU/IGETC certification, academic renewal, transfer partnership agreements.
- Provide personal counseling to students with appropriate referral to campus and outside professional/ therapeutic services if necessary.

The Counseling Department has embraced the college's strategic initiatives 1, 2, 3, 4, and 5, as goals which guide the delivery of services and create a learning environment that promote student success. The objectives of the department are linked to the Strategic Initiatives of the college and they are as follows:

Strategic Initiative 1. Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

- Counselors create student educational plans in Degree Works. Counselors and students can monitor progress and completion.
- Counselors leverage CRM Advise and follow up with students who have received alerts and make appropriate referrals.
- Counselors offer academic/progress probation workshops and meet with students who have an academic standing of probation and dismissal.
- Through the Guided Pathways framework students are connected to a specific counselor(s) which creates meaningful connections that improve retention.

Strategic Initiative 2. Student Success: Compton College will support the success of all students to meet their education and career goals.

- Counselors are available for educational planning once a student completes orientation; all first-year students receive an abbreviated educational plan and are given information about on-campus resources to be successful.
- Counselors are continuously involved in professional development activities to provide competent academic, career, vocational, personal, and crisis intervention counseling services to students.
- Counselors collaborate with instructional faculty to provide counseling to make students aware of programs and services provided to meet their educational goals.

Strategic Initiative 3. Innovation: Compton College will enhance the success of students through the use of technology.

- Counselors support the early alert program by communicating with students who have been identified and notified about their academic progress. Counselors inform students of the support services and programs available to them in a timely manner.
- Counselors provide referrals to on-campus support services (i.e. EOPS/CARE, CalWORKs, Student Success Center, Special Resource Center, Transfer Center, Career Center, Veteran Services and Financial Aid).
- The counseling webpage on the Compton website maintains current information regarding services.

- Counselors also use digital platforms to provide counseling services remotely to students such as Zoom and Cranium Café.

Strategic Initiative 4. Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.

- To create on-going faculty to faculty partnerships with CTE faculty and private industries for the purpose of staying current on local labor market trends, private industry and employment demands. Align curriculum with partners to improve student preparation.
- Collaborate with local colleges and universities and businesses with emphasis on STEM fields, CTE and student transfer.
- Support incoming feeder high school students to the Compton College who participate in partnership programs such as Early College; each counselor serves as a liaison to specific feeder high schools.

Strategic Initiative 5. Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

- Support incoming feeder high school students to the Compton College who participate in partnership programs such as Early College; each counselor serves as a liaison to specific feeder high schools.
- Provide outreach counseling to K-12 schools and provide counseling services.

**2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.**

Compton College student population is not homogenous; the department has an obligation to offer eclectic services that represent the multi-diverse backgrounds of our students. An overarching principle that underlies all counseling activities in the department is an appreciation of and respect for the diversity, equity, and inclusion of the student population. Compton College's student population predominantly consists of young adults. In 2021-22, 62% of enrolled students were 24 years of age or younger. Working adults ages 25-49 comprised 38% of enrolled students while 4% of students were ages 50 and older. This is evidenced in Figure 1.3. enrollment for almost every age



group has declined slightly when comparing 2021-22 to 2017-18, except for students aged 24 or younger.

Table 1.3: Compton College’s Student Population Age

	2017-18	2018-19	2019-20	2020-21	2021-22
Under 18	1164	1411	1922	1647	1830
18 to 24	6531	5815	3634	2391	1916
25 to 29	2262	2036	1410	1112	890
30 to 39	1551	1590	1234	1125	1009
40 to 49	616	582	526	417	367
50+	374	348	349	223	233

\*Table 1.3 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Table 1.4: Student Enrollment by Gender

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	7766	7473	5661	4583	3943
Male	4475	4035	3054	2019	1984
Non-binary			<5	<5	<5
Unknown/non-respondent	<5	<5	97	67	112

\*Table 1.4 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

There has been a major decrease in enrollment of African American, and an increase in Asian, and White students over the last five years. However, there has been an increase every year of Latinx student enrollment over the past five years, as illustrated in table 1.5.

Table 1.5: Student Enrollment by Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
Latino/a/x	7398	6984	5537	4196	3888
Black/African American	3094	2677	1899	1490	1354
Asian	795	811	434	376	313
White	476	488	171	180	128
Two or More Races	374	371	182	168	148
Pacific Islander	66	61	59	44	41
Native American	9	17	16	13	13
Unknown/Non-Respondent	31	105	523	206	157

\*Table 1.5 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Enrollment from Dominguez High, Compton High, Marco Antonio Firebaugh High, Lynwood High, Paramount High, Jordan High, Centennial High, King/Drew Medical Magnet, and Rancho Dominguez Preparatory has gone noticeably down through the last 5 years while CA Not Identified has gone up during the same time period. Table 1.6 reflects this trend.

Table 1.6 Enrollment by Feeder High Schools

Hs Name	F	Acad Yr				
		2017-18	2018-19	2019-20	2020-21	2021-22
Dominguez High		275	227	393	82	91
Compton High		259	221	275	86	67
Marco Antonio Firebaugh..		253	206	233	74	45
Lynwood High		211	180	242	72	57
CA Not Identified		18	46	591	107	102
Paramount High		126	115	157	56	56
Jordan High		157	101	91	43	28
Centennial High		129	35	170	43	42
King/Drew Medical Magn..		87	80	43	27	25
Rancho Dominguez Prepa..		65	57	30	13	7

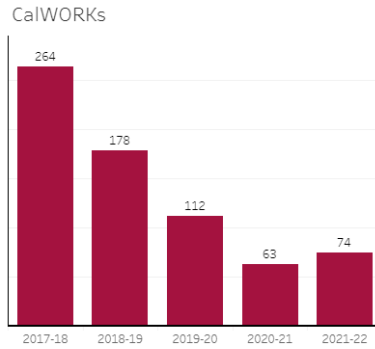
\*Table 1.6 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Additionally, implementation of Cranium Café, appointment management system, we were can track student contact. In 2019 -2020, there was a total of 2,520 phone appointments and 4,188 video appointments, for a total of 6,708 appointments. Please note the department used SARS, appointment management system, until 2019. This was the year Compton College became fully accredited. In this time, the department used Microsoft Bookings. However, this platform did not allow for tracking appointments.

Furthermore, Counselors also serve special populations. Tables 1.8, 1.9, 1.10, 1.11, and 1.12 depicts students in special programs:

In the last five years, the number of CalWORKs participants has steadily decreased. However, this coincides with a statewide decrease in CalWORKs participation.

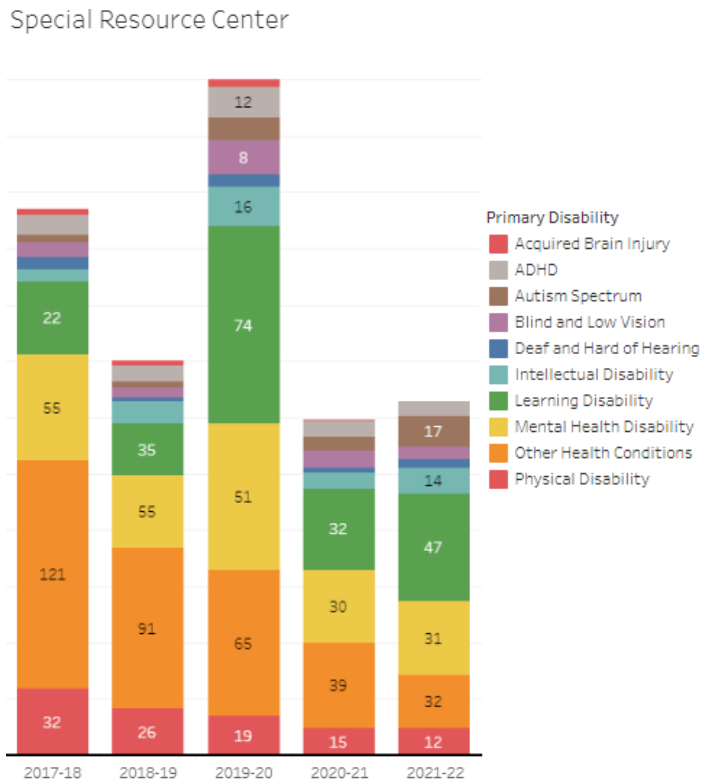
Table 1.7 CalWORKs



\*Table 1.7 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

About 3% of Compton College students have a registered disability, with 153 students identified in 2021-2022, an increase of 37 students from the year before.

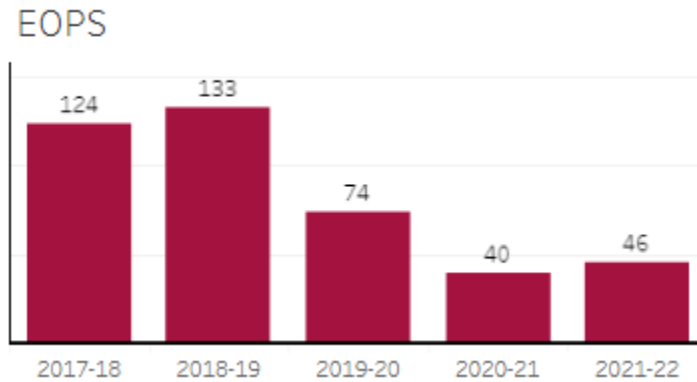
Table 1.8 Special Resource Center (SRC) Disabled Student Programs & Services (DSP&S)



\*Table 1.8 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Approximately 2% of Compton College students are EOPS and/or CARE participants, although the number of students who participated in the programs in 2021-2022 increased by 6 students compared to the previous year.

Table 1.9 Extended Opportunity Programs and Services (EOPS)



\*Table 1.9 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Male student athlete participation increased in 2021-2022 compared to 2019-2020. As with the past five years, the most popular sport among male students in 2021-22 was football, with 57 players.

Table 1.10 Student Athletes – Males

Men	2017-18	2018-19	2019-20	2020-21	2021-22
Baseball	40	48	36	--	49
Basketball	32	37	18	--	18
Cross Country	10	--	9	--	<5
Football	61	62	50	--	57
Soccer	33	35	30	--	24
Track & Field	17	13	12	--	<5
<b>Total</b>	<b>193</b>	<b>195</b>	<b>144</b>	<b>--</b>	<b>179-186</b>

\*Table 1.10 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Overall female student athletic participation has declined compared to 2019-2020 year, and there were decreases in participation for each listed sport.

Table 1.11 Student Athletes – Females

Women	2017-18	2018-19	2019-20	2020-21	2021-22
Badminton	9	4	7	--	--
Basketball	15	14	8	--	9
Cross Country	10	--	<5	--	<5
Soccer	19	16	19	--	17
Softball	20	15	12	--	--
Track & Field	17	6	9	--	<5
<i>Total</i>	<i>90</i>	<i>55</i>	<i>50</i>	<i>--</i>	<i>16-20</i>

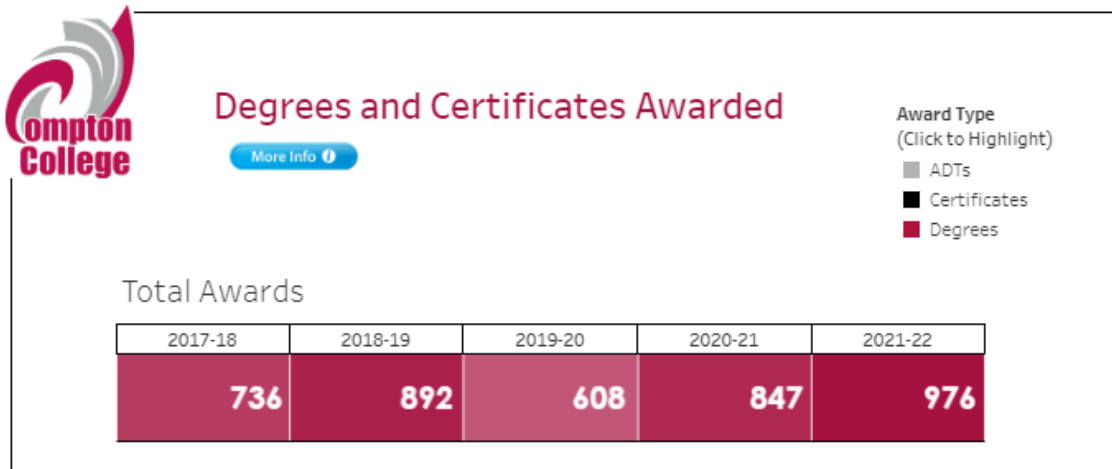
\*Table 1.11 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

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

Counselors have direct and indirect impact on student success. They provide educational plan as a roadmap for students and meet with students to guide them as they successfully complete their course work toward their educational goal. Through Senate Bill 1456 and the Student Success Act of 2012 (formerly matriculation) the Student Success and Support Program Plan (SSSP), colleges are responsible for providing orientation, assessment, and educational planning services that students need to make informed decision about their educational goal and program of study. By having an educational goal and clear pathway through educational planning, counseling, and support services, it is likely that students will progress toward a degree, certificate, transfer, or strengthening employable skill sets. Counseling program services thread throughout the student's educational journey. The following data depicts some measures of success as defined by obtaining educational goals or transferring to a four-year university.

Compton College has awarded a total of 4,059 degrees and certificates in the last five years. From the 2019-20 academic year to the 2021-22 academic year there has been a steady increase in the degrees and certificates awarded.

Table 1.12 Degrees Awarded



\*Table 1.12 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

Transfer data are obtained from the National Student Clearinghouse. The 2018-19 cohort was revised to include only students who were awarded 12 or more units at Compton College in the previous year, rather than 12 or more units at Compton College, and to be aligned with the California Community College Chancellor’s Office Vision for Success metrics. The decrease in transfer is the result of this methodological change.

In 2021-22, 308 Compton College students transferred to a four-year university, and in 2018-2019, 388 students transferred (with the new methodology), which is lower than the current institution set standard of 867 (which will be revised due to the new methodology).

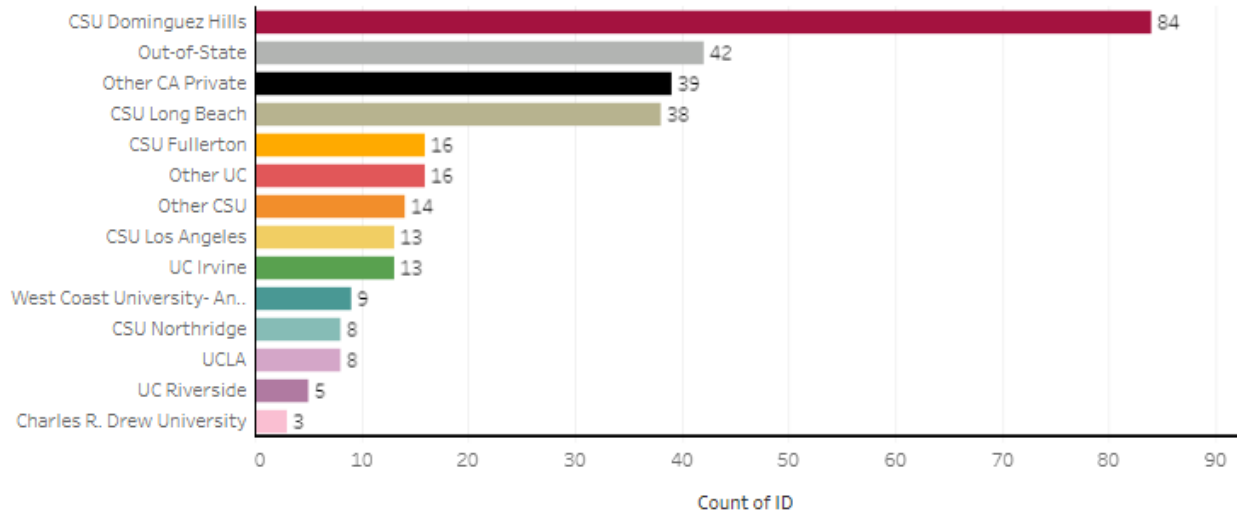
The most popular CSU destinations were Dominguez Hills and Long Beach with 84 and 38 transfers, respectively. The most popular University of California transfer destinations for Compton students were UC Riverside and UCLA. As indicated in Table 1.13, in 2021-22, 42 students transferred to an out-of-state institution.

Table 1.13 Transfer Destinations

## Transfer Destinations

[More Info](#)

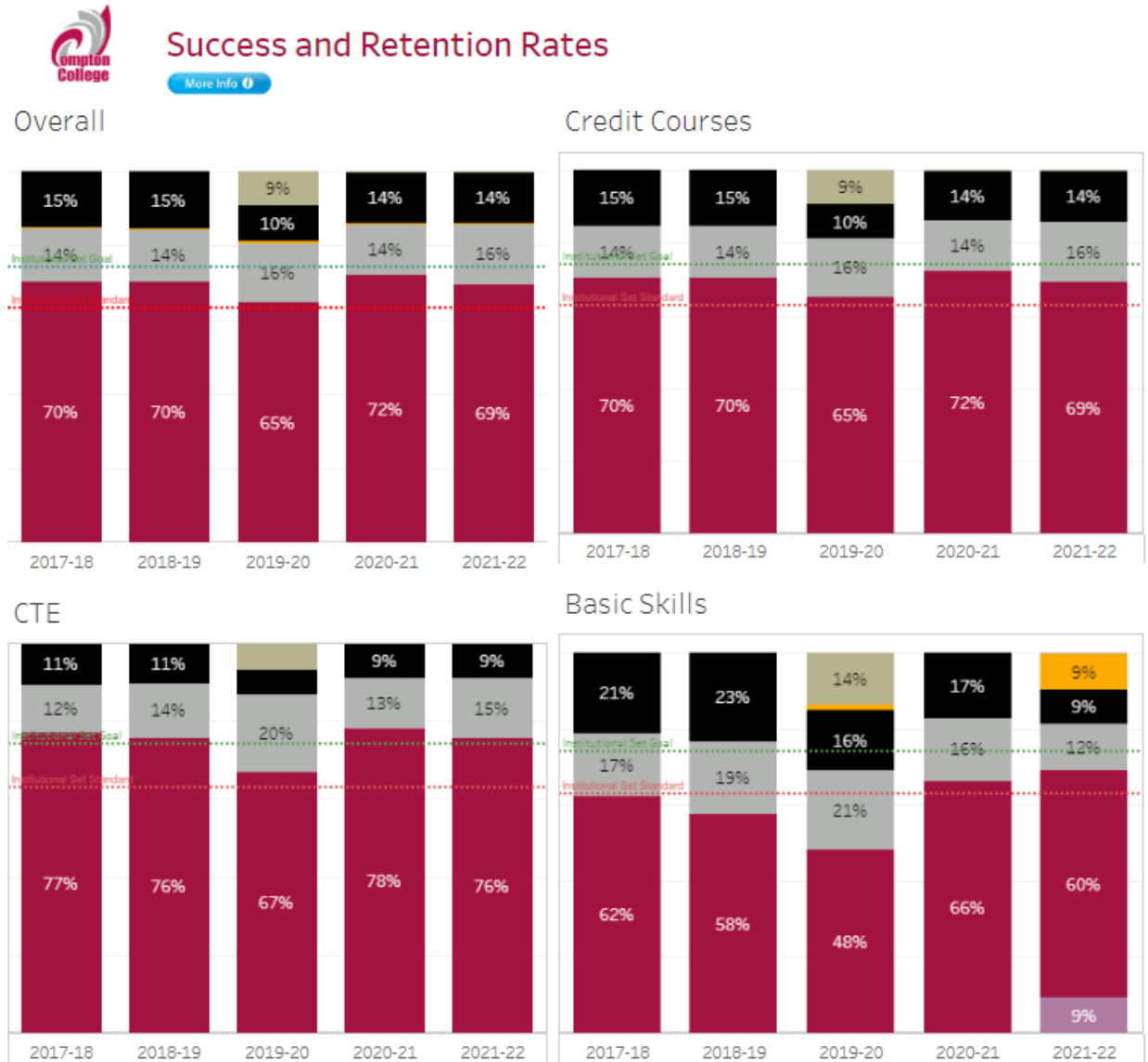
### 2021-22 Transfers by University



\*Table 1.13 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)

As seen in Table 1.14, at Compton College the lowest success and retention rates were among the basic skill course types. Transfer-level and Career Technical Education course success and retention rates are closer to the average in comparison to other course types.

Table 1.14 Success and Retention Rates



\*Table 1.14 is provided by [Institutional Effectiveness, Annual Factbook 2021 – 2022](#)



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

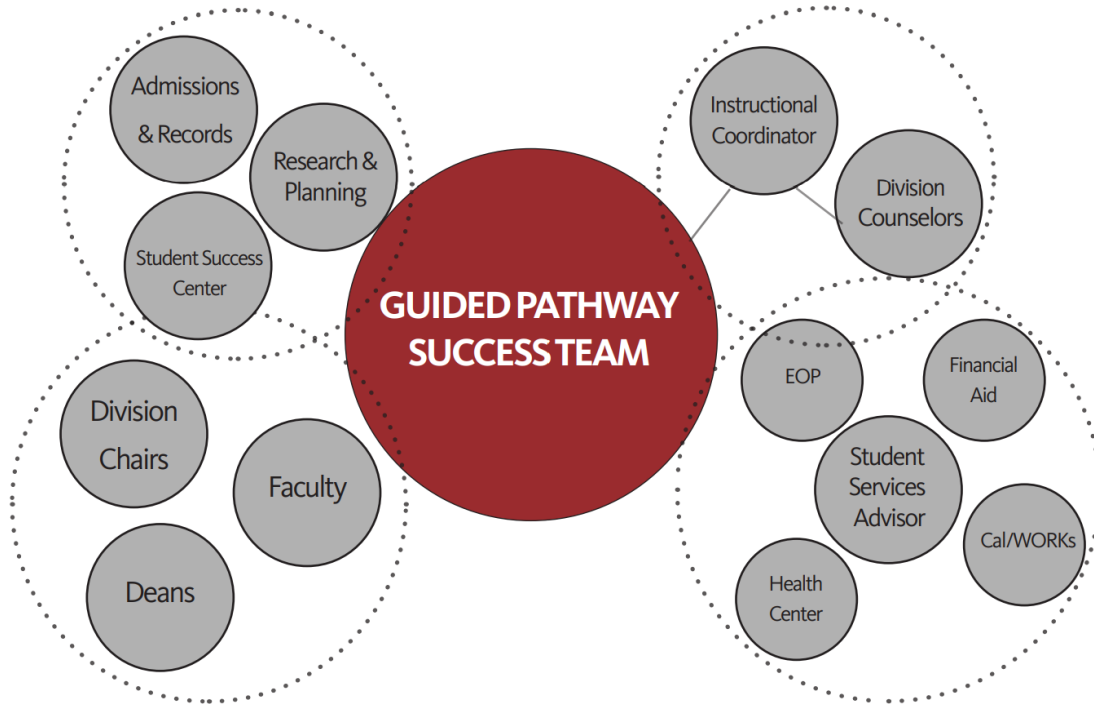
The Counseling Department has faculty representation in the five Guided Pathway Divisions and in special programs. There are counseling faculty participating in campus-wide committees, such as the Academic Senate, the College Curriculum Committee, Curriculum development, as well as academic department meetings. Collaboration takes place with Educational Partnerships, Student Development, and the Welcome Center to host New Student Welcome Day. Counseling is a participant in many campus initiatives, e.g. the implementation of an early alert, degree planner, and degree audit tool. Last, counseling is collaborating with classified professionals and faculty across the college to operationalize the Student Equity and Achievement (SEA) Program efforts and align these with the college's plan.

Additionally, through the process of designing its Guided Pathway Divisions and Compton College Completion by Design, Compton College created an integrated organizational structure to align the instructional and student services that students will need to persist, succeed, and complete programs of study. Accordingly, as the College implements its Guided Pathway Divisions (GPD's) in fall 2019, the College is also organizing new case management support teams to ensure students successfully progress through their program of study and invested in hiring new Guided Pathway counselors to lead student support efforts in the coming years. Thus, each Student Success Team, as seen in Figure 1.1, has been embedded within each Division, and it includes:

- Deans
- Division Chairs
- Faculty within the Guided Pathway
- Division Counselors
- Instructional Coordinator
- Student Services Advisor
- EOPS
- CalWORKs
- DSPS
- Health Center
- Financial Aid
- Admissions and Records

- Professional Development Faculty Liaisons
- Institutional Effectiveness

Figure 1.1



\*Figure 1.1 is provided by the [Compton College 2024 Comprehensive Master Plan](#)

Student Success Teams meet regularly to track student success, design interventions, and proactively address students’ needs and ensure that they persist, succeed, and complete their academic and career goals.

- List notable achievements that have occurred since the last Program Review.
  - The college hired a Dean of Counseling and Guided Pathways.
  - New Counseling Faculty were hired in each of the five Guided Pathway Divisions, including a Counselor/Articulation Officer.
  - Counseling has increased training opportunities for counseling faculty, including adjunct faculty, to communicate ongoing changes to processes, procedures, and

requirements related to student success. Professional development training for all Counseling Faculty is ongoing.

- Counseling has leveraged CRM Advise to follow up with students via early alert.
- Counseling implemented Degree Works for the department, a degree planner and audit tool.
- Counseling piloted online counseling via Cranium Café and scaled to the entire department, including adjunct counseling faculty.
- Counseling has developed two SAOs which have helped improve the effectiveness of services increasing student success, and advocate for needed resources.
- Began developing Standard Operating Procedure / Policies for Counseling Services in the Counseling Department.
- Operationalized Student Success Teams. This includes defining case management, creating 16 week milestones, proactively sending nudges via email, text, and Canvas. Other examples of proactive in-reach include following up with students who are on academic/progress probation and dismissal. The Student Success Teams have created a sense of community for students in each GPD by creating events, such as virtual paint night, social justice speaker series, make it happen: a hands on STEM virtual learning project, creative writing workshops, purchasing cosmetology kits for students, and trips to the California African American History Museum, Museum of Latin American Art (MOLAA), Lion King Pantages Theatre, and Twilight Los Angeles 1992.
- EOPS/CARE/NextUp has partnered with four-year institutions and campus stakeholders, such as Student Equity, Counseling, and Transfer & Career Center for workshops, transfer fair, graduation application workshops, coffee with EOPS Counselors, trick or treat events, thanksgiving, etc. Proactive inreach in this department includes intrusive counseling, text message reminders, phone calls, and emails.
- Transfer workshops have been offered to strengthen the transfer culture. We have partnered with local CSUs to speak with our students about transfer + EOP admissions. Partners have included CSULB, CSULA, CSUN, CPP, and CSUDH. Case management has been implemented with EOPS/CARE/NextUp to inreach to students who need to complete 1st, 2nd, and 3<sup>rd</sup> contacts to cover milestones like graduation, transfer, and registration.
- Motivational Mondays have been implemented to engage with students in a different way.

- Partner with campus stakeholders to host workshops so our students can apply and utilize all resources available. We have partnered with the Library/Student Success Center, Student Equity Office, FIST, Financial Aid, CalFresh, and Transfer & Career Center.
- One application has been created to help streamline the application process for SRC, CalWORKs, EOPS/CARE/Next up and other support services.
- The Compton College Guaranteed Income Program provides eligible CalWORKs and CARE students \$500 a month for six months (three months in fall and three months in spring). As the first Guaranteed Income Program offered in higher education, Compton College intends to empower the CalWORKs and CARE student population by reducing their financial stressors and increase their autonomy in having the ability to choose their education.
- The Counseling Department has partnered with A&R to host in-person and Zoom graduation application workshops. Students learn about changing major, submission of graduation application, and better understand certificate/degree progress.
- Counselors are now able to update students' major and educational goal.
- New transfer partnerships include: CSUDH cross enrollment, LMU TAG partnership, LMU Pathways Program, and ASU articulation agreement.
- Ongoing transfer and career workshops take place, such as resume review, mock interview, finding a job internship, and university representative visits from four-year institutions such as LMU, UCR, San Diego State University, etc.
- Processing UC/CSU dual admission and caseload managing students who were denied a graduation application and students who need an educational plan.
- Compton College Counseling partnered with CSUDH to host its first faculty to faculty convening in 2021. This included faculty and classified professionals to learn about joint efforts and a space to strengthen relationships and knowledge base.
- The Transfer Center launched the Summer Scholars Transfer Initiative. We took students to UC, Irvine, Arizona State University, and Clark Atlanta University for 10-day residential program. Students were immersed in the campus and were enrolled in a course, obtaining credit. Each student received a \$1,000 stipend for attending SSTI.
- In fall 2022, Compton College hosted the HBCU Caravan Transfer Fair. Over 130 students attended. On-site admission was available, and students were admitted to HBCUs, such as Grambling State University.

- The annual Transfer Fair is hosted on campus, with over 40 university representatives. This year, in fall 2023, over 240 students attended and learned about admission requirements and transfer process.
  - Compton College launched program mapper. Program mapper is a visualization of courses students can for their certificate and degree. Counselors worked on creating the maps with input from instructional faculty. All programs now have maps. We also have 10 ADTs mapped to CSUDH. Students can see what courses they need for their ADT and what courses they need to get their bachelors degree in that program of study. Last, the Career Center created milestones for the maps. Students can now see what they should be doing every semester as it relates to career-informed decision making.
  - All Full-Time Counselors have been trained on MBTI and Strong Inventory Assessments.
6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Recommendations from the 2016 Program Review were made around the implementation of SSSP and other Student Success Act of 2012 initiatives and emphasized requirements for the new student services building. As a result, this section is reflective of those recommendations. Table 1.15 lists recommendations from the 2016 Program Review.

Table 1.15

Recommendation	Reason not implemented
Counseling Department Chair	Not hired but the district hired the Dean of Counseling and Guided Pathways.
Full-time Career and Technical Education (CTE) Counselor	Completed – hired a CTE Counselor.
Full-time Science, Technology, Engineering, and mathematics (STEM) Counselor	Completed – hired a Guided Pathways Counselor with assignment in the STEM Guided Pathway Division.
Increase number of counselors on-site to serve evening and weekend students	No completed – the Counseling Department has maintained the same hours of operation. However, the Counseling Customer Service Survey

	was deployed and questions around hours of operation was included. Further discussion is warranted regarding how to address evening and weekend students.
Support staff designated to Counseling areas	Completed – the Counseling Department hired new counselors, with a total of 17 full-time counselors.
Develop a better process to decrease the wait time for walk-in students to receive counseling services, especially during peak registration periods.	Ongoing – traditionally, all Counselors are on walk-ins but recently, the offerings changed to hybrid, appointments and walk-ins.

### **Program Environment**

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

The funding from the district, Student Equity and Achievement Program, and Perkins has provided adequate fiscal resources to serve students. However, operational and programmatic needs of Transfer and Career Center continue to face staffing and other deficiencies. In particular, the Transfer and Career Center services are impacted by insufficient support staff. Additionally, recent initiatives and mandates driving changes in counseling services have impacted workload at all levels.

Counseling Services is in the Student Services Building, the Vocational Technology Building, and Athletics. Counselors, both full-time and adjunct, are located throughout the campus in various programs and offices. These areas include the following:

**General Counseling** assists students in developing life goals. The counseling process at Compton College includes career exploration, educational planning, personal counseling, intervention counseling (as needed), and follow up services to provide students with all types of assistance to reach their educational goals. Counseling services are specifically designed to meet the California Community Colleges’ primary mission of providing transfer and career education. Counselors play a primary role in recruitment and retention by providing educational planning services to enable students to complete vocational

certificates, AA/AS degrees, and transfer programs to state universities and private institutions. However, a retreat is requested to operationalize caseload advising and shift away from General Counseling. In reality, the designation of generalist is a misnomer as these individuals are specialists in academic areas and educational planning functions. Often, counselors in other student support service areas refer students to meet with a major-specific counselor to ensure accurate information and guidance is provided.

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

**CalWORKs Counseling** assists single parents who are receiving Temporary Assistance for Needy Families (TANF) and those transitioning off welfare to achieve long-term self-sufficiency through coordinated student services. The program at Compton College operates as a partnership with the County of Los Angeles. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Referrals to the program come through county offices in the greater Los Angeles area. Since CalWORKs is a specialized program, development of a close relationship with the students by knowing their academic as well as their personal lives is important within the counseling relationship.

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

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

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

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

**Financial Aid Counseling** prepare educational plans that are a roadmap of prerequisite and degree applicable courses students need to meet their educational objective. As of the 2021-2022 academic year 29% of Compton College students are receiving a California College Promise Grant (CCPG), formerly known as the Board of Governors Fee Waiver (BOGFW). Financial aid recipients must have one of the following educational objectives: Transfer, Associate of Arts (AA), Associate of Science (AS) or Certificate of



Achievement or Accomplishment. An educational plan must be submitted to the Financial Aid Office each year. Additionally, information is provided to financial aid recipients on financial aid satisfactory academic progress standards as well as the minimum standards to remain enrolled in good standing at Compton College. Counselors also develop a lock-in-list of remaining courses needed to meet an academic goal if the student has attempted ninety or more (90+) units. Once students have submitted their appeals, at least one financial aid counselor serves on the SAP Appeals Committee to review the appeals and to answer questions related to the student's education plan.

**Nursing Counseling** helps students prepare to apply for the nursing program.

The counselor prepares the verification form for students applying to the nursing program and assist in providing information sessions, Students who apply to the Compton nursing program are encouraged to transfer to a university to complete the BSN requirement. At Compton college students who complete the nursing program receives an Associate Degree of Science in Nursing. Individuals who have a bachelor's degree in any field may want to research the entry level master's program. Graduates of the Associate in Science Degree Nursing programs (community college programs) are prepared for staff nursing positions in hospitals, clinics and physician's offices. The counseling component is, therefore, critical in helping students comply with grade point average requirements, recency in the sciences where applicable, preparation of an educational plan to meet program application requirements, and the application process.

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

**Probation/Dismissal Services Counseling** offers workshops and counseling to students who are on academic/progress probation or dismissal status. Students are informed of their substandard status by email at the end of each semester. Counselors conduct Probation Workshops and work with the Reinstatement Committee on probation/dismissal revisions. They also help students complete the reinstatement petition

process, probation, or dismissal status; explain probationary and dismissal policies to students; and advise probationary/dismissal students on how to return to good academic standing. Counselors provide time management, goal setting, study skills, and college success strategies. They also advise and motivate probationary/dismissed students to achieve their academic/career education goals through the development of an individualized educational plan.

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

**Transfer Counseling** involves providing information through services, activities, and events that will assist students with the university transfer process by helping them explore the many university options that are available. Counselors also demystify the myths that discourage students from considering certain transfer universities. The development of an educational plan that will prepare students to meet admissions requirements and the major preparation required for their university of choice is a top priority. Counselors also help students become competitive applicants and guide them through the university admissions application process.

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

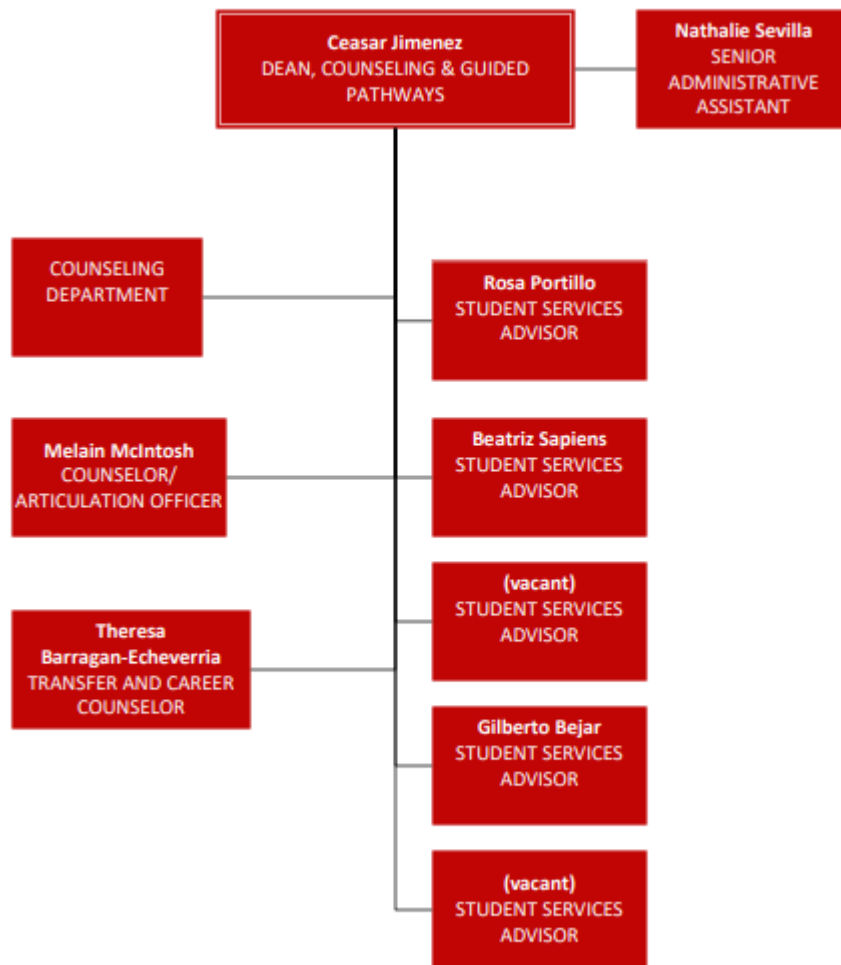
Additionally, the new Student Services Building is now open. The new has provided a community space for students to study and engage in appropriate student activities. The space is vast in consideration of the variety of counseling programs and activities related to services. However, construction is ongoing. The building has not been finished. There are missing monitors for students to view key information and better wayfinding images should be explored. There is the opportunity to include student artwork on the inside walls of the new building. Additionally, the duress button can be better placed in office spaces and cubicles. For the next four years, maintenance of the new SSB is key. The Counseling Department continues to grow so future planning of office space for potential new Counselors will need to be considered. Additionally, other Counseling offices need to be considered.

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

Since the last program review in 2016, many new positions have been created and hired to support and meet Student Success Act mandates. There are 17 Full-Time Counseling Faculty, including new hires, and 16 Part-Time Counseling Faculty, including new hires. Recently, the district hired a new administrative assistant to the Counseling Department. Figure 1.2 includes staffing to support counseling and related services, irrespective of funding source and program. The attached organizational chart demonstrates the reporting structure of the counseling department.

Figure 1.2

# Counseling & Guided Pathways



\*Figure 1.2 is provided by the [Compton College 2024 Comprehensive Master Plan](#)

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

Several factors will contribute to meeting personnel needs in the next four years. Some of these include implementing the state initiatives, district outcomes and goals, and providing enough support for programs as well as adjusting for retirements.

With the continued expansion of educational planning initiatives, there is a need to have ongoing counseling support during winter and summer intersessions to support the development of educational plans, different modes of service delivery, such as virtual counseling, and service within other student support areas will be needed. Students enrolled in winter and summer intersessions need to discuss progress in their courses. These are only some of the various reasons why consistent access to counseling services is needed. Similarly, in July, students need to petition for graduation, meet with counselors for probation as well as dismissal services, prepare for transfer applications, discuss progress in summer coursework, and develop education plans for fall registration. There is a need to address this staffing concern to ensure students are served adequately all year long.

Furthermore, there is a need for a Transfer & Career Center Director and Career Counselor position. These positions are necessary to meet and exceed state requirements and to support students. These positions are necessary to help make the shift from access to access and success. These positions will help strengthen the transfer and career culture. There is a need to have a dedicated position for the Transfer and Career Center, Director and Career Counselor. In 2016-2017, Compton College had 617 transfers. In 2020-2021, Compton College had 325. In 2021-2022, Compton College had 308. In fall 2017, 862 students had an educational goal to transfer and 269 students were undecided. These are areas of growth that a dedicated Transfer and Center Coordinator can address. We need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion and helping students make career/major informed decisions. Although providing services in innovative ways may be necessary to meet these demands, the scope of need is evident. This intervention to transfer and career needs to occur earlier in the students' educational process to guide them on a pathway and limit unnecessary repetitions or courses, as well as continuous touch points along the pathway to ensure progress and completion. Findings from the Survey of Entering Student Engagement (SENSE) Survey administered in Spring 2018 demonstrate the gap in addressing students' needs. In 2018, 12.8% of students had not decided on a program, major, or pathway of study and 51.8% said they did not have a staff member talk to them about the types of jobs in their program, major, and pathways. In 2018, The SENSE indicated that 47% of students often/sometimes used career counseling and 29% often/sometimes used transfer credit assistance. The response to these survey results allude to strengthening the transfer and career culture, with the goal of developing a

caring and beneficial relationship that leads to increase academic motivation and persistence.

Research literature on student retention suggests that contact with a significant person within an institution is a crucial factor in a student's decision to remain in college. With a connection from onboarding through completion, counseling is one of very few structured departments in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the college. Career counseling is different from the more traditional prescriptive and developmental models of counseling because counselors are not only helpful and encouraging of students, but they proactively make the initial contact with students and help guide an informed career/major decision discussion.

Career Counseling and the Transfer and Career Center Director serve as a direct link to Compton College 2024, Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals. Furthermore, these positions are central to the accomplishment of other plans, grants and initiatives at the college, e.g., Guided Pathways, AB705 implementation, and can support academic support programs such as EOPS/CARE, CalWORKs, SRC, etc.

The Counseling Department has hired 9 full-time Counselors in the last three years and 8 part-time Counselors in the last four years. However, attrition occurs at all points of the process from training, accepting, and keeping assignments due to the competitive opportunities at other institutions and availability varies. The loss of part-time and full-time Counselors demonstrates a need for more faculty members. In the last two years, we have lost 4 full-time Counselors and 7 part-time Counselors. Furthermore, full-time and part-time Counselors are assigned to the following areas: EOPS/CARE/NextUp, Athletics, SRC, CalWORKs, F.I.S.T., UndocuAlly, Veterans, HTP, Dual Enrollment, CTE, and Transfer and Career Center, which leaves minimal time for Career Counseling needs and Transfer and Career coordination.

Hiring a full-time Transfer and Career Center Coordinator will help relieve our current Transfer and Career Counselor of coordinator duties, which means she can then offer additional hours of service to students, thus increasing access to transfer services and in turn, increasing transfer rates at the College. With an emphasis to bring career awareness earlier in the onboarding process to direct and support students on a clear pathway, this position provides necessary support to identify and inreach to undecided or unsure

students as well as support ongoing functions for major and career decision making and guidance. This Transfer and Career Center Coordinator position will support the scheduling and offering of Career Center orientations, classroom presentations, career/industry fairs and tours, four-year visits, transfer and career workshops, and the transfer fair. Also, this person will help with hiring, training, and scheduling of student workers in the Transfer and Career Center. Furthermore, the position will support the scheduling and coordination of major and career related workshops, Career Services newsletter, facilitates and tracks career assessments and other career related services in collaboration with counseling faculty and other staff. With this current vacancy, assistance with purchasing, fiscal requests, campus needs, etc. have been supported by the Transfer and Career Counselor and one part-time program technician. However, with a Career and Majors fair that typically brings in over 80 vendors in the spring, additional support with planning and coordination will be necessary, as well as the recruitment, training and support of student workers for the Career Center. Furthermore, we have the Transfer Fair which brings in over 40 university representatives and additional support with planning and coordination is key. The other position, Career Counselor, will help in conduct comprehensive intake interviews assisting students with resume development, interviewing skills, job search action plans and self-assessment. Independently interprets career assessments for analysis and diagnosis to enhance career counseling. Provides one-on-one career counseling to students by assisting them to engage in the career development process and understand how the process is related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics (e.g., salary negotiation, job/internship search strategies, career transitions, LinkedIn). This position will develop career services and career counseling approaches for changing student populations including students from traditionally underrepresented backgrounds, non-traditional students, and re-entry students. They will assist students with preparing resumes, developing interviewing skills, and searching for jobs through College Central Network.

As a condition of receipt of Student Equity and Achievement Program funds, we must comply with providing with providing student matriculation services pursuant to California Education Code, Section 78212. This includes implementation of orientation, counseling and advising, referral to student support services, and other educational planning services needed to assist a student in making an informed decision about their educational goal and in developing their educational plan. Code and regulations referenced are as follows: Assembly Bill 1805 - Student Equity and Achievement

Program, Senate Bill 1456 - Seymour-Campbell Student Services Act of 2012, California Education Code - amended section 78222, California Education Code, sections 78210-78219, California Education Code, section 84750.4, California Code of Regulations (CCR), Title 5, section 55500, and CCR Title 5, sections 51024 and 55500-55534. Additionally, per the California Community Colleges Chancellor's Office recommended guidelines for Transfer Centers, continue to strive for a stand-alone center, full time certificated coordinator, and sufficient full-time permanent support staff. The goal is to have a Transfer and Career Center Coordinator along with a Career Counselor.

Finally, there is a need to obtain a division chair for the Counseling Department. The Counseling Department needs a division chair to help provide assistance with the day-to-day operations of the Counseling Department. This includes assistance with program review, SAOs, customer service survey, scheduling, helping lead counseling innovation, assistance with counseling schedules, evaluations, improving standardize operating procedures, and overall direction of the department.

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

We have Counselors in the Athletics building and the Vocational Technology buildings. The Athletics building is run down and not always maintained properly. Although the Counselor office is comfortable and welcoming, the building needs to be maintained. We have Counselors in the Vocational Technology building and there are significant issues, such as: restroom doors do not have locks, rodents are a common occurrence, the HVAC system is not consistent, and the alarm is consistently inconsistent. The environment needs to be fitting for Counselors to meet with students and this is a setback. In the next four years, the recommendation is to maintain and upkeep the Athletic building and Vocational Technology building.

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

It is vital for the Counseling Department to have current, up-to-date technology and equipment to efficiently, comprehensively and effectively support and counsel our students. With the implementation of online (virtual) counseling, online educational planning, and the expansion of technology, students' access to scheduling as well as improved technology within counselors' offices to support improved service delivery. Access to reliable Wi-Fi in all locations of the proposed new building is imperative. For student traffic management, a queuing or check-in system would assist, especially



because the new building does not provide ready access to the counselors' offices or a common waiting area.

With the implementation of CRM Advise, Cranium Café, and Degree Works, it is key to address and examine service practices and operations. For example, ongoing training on Cranium Café and identify counseling demands. Additionally, review of Degree Works parking lot items, address them, and provide ongoing training.

Recently, the Counselors obtained new monitors. This was initially going to be paid for by the department. It is recommended that ITS do an ongoing inventory of technology updates and provide funding. Counselors may need new monitors and laptops in the next four years. They will also need webcams. The Counseling Department purchased the webcams for the Counselors. Additionally, the district should consider a campus wide risk management budget to support ergonomic evaluations. Currently, when employees obtain an ergonomic evaluation, the department pays for the equipment. This can be costly, and most departments cannot support these requests.

Ergonomic accessories (chairs, keyboards, mouses, cushions for chairs and back, leg rest etc) are imperative for the health of faculty that spend the majority of their day working from technological and sedentary positions. Ergonomic accessories and staff wellbeing should be the norm and standard. New desktops that come equipped with cameras, desks that can move to become stand up desks, and headsets with microphones that are noise cancelling for when Counselors conduct appointments virtually and participation in online committee/department meetings. There is a need for continuous cleaning supplies for office spaces, improved printers, printed catalogs each year that can be provided before or at beginning of the term for Counselors and peg boards to hang flyers and information for students in our offices.

Over the next four years, the district should continuously review the monitors, laptops, and webcams for Counselors and explore alternative funding for ergonomic equipment.

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

At the beginning of Fall 2016 all full-time counselors moved to a block type schedule. Counselors have been in their designated area from 8am-3:30pm (with optional half hour

lunch) or 9am-4:30pm (with optional half hour lunch) Monday through Thursday. On Wednesday's counselors have the option of a late shift from 11am-6:30pm (with optional half hour lunch). On Friday all counselors are scheduled 8am-1:45pm.

However, we have now modified this due to extended hours. The Counseling Department piloted extended hours and yielded significant positive feedback and results. 85% of students said they were very likely and likely to schedule an appointment during evening and weekend hours. The hours of operation are now Monday – Thursday from 8am-6:30pm and Friday from 8am-4:30pm.

Furthermore, we reevaluated appropriate appointment lengths and increased /decreased appointment times, especially for student concerns such as: developing comprehensive educational plans; students with multiple college transcripts, students with extensive needs; students with multiple concerns and needs; and intervention services for student on probation.

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

One external factor that has a great impact on counseling services is the Student Success Act of 2012 which has resulted in SSSP, AB 705, Education Planning Initiative, and California College Promise Grant, to name a few. The Student Success Act of 2012 placed a greater emphasis on strategies supporting student success, retention and persistence. Some of these changes that were made that led to greater accountability and demands on Counseling services include the English and math placement and educational planning for priority registration eligibility and the requirement of a comprehensive educational plan for students who have completed 15 units or two semesters of coursework.

In addressing these requirements, programming is being developed to support the retention of the most disproportionately impacted student populations, such as Student Success Team proposals and student events.

Additionally, since the last program review, there was comments regarding the change and leadership and lack of continuity, but Compton College has addressed this. Compton College hired a Dean of Counseling and Guided Pathways and Vice President of Student Services.

Furthermore, SB 1440, Student Transfer Achievement Reform Act, became effective Fall 2011. The law, also known as the Student Transfer Achievement Reform Act, aims to facilitate the transfer process to a CSU by way of awarding students Associate Degree for Transfer (ADTs). Students earn these associate degrees by completing general education requirements and prerequisites for their specific college major, with the minimum 60 units required to transfer. By fulfilling these requirements, students will be guaranteed junior standing admission and not be required to take any additional courses at their CSU, nor will they have to complete more than 60 units at CSU to complete their 120-unit degree. Being current on processes is paramount to provide students with appropriate options that would best suit their transfer goals. The department has considered creating group educational planning sessions focused on students pursuing the same ADT

Moreover, SB 1415 Common Course Numbering System (C-ID) system was established to meet the legislated mandate for a common course numbering system among California's public colleges and universities and offers a means of one-to-many articulation agreements with four-year universities and across all 112 community colleges. The C-ID has been helpful to counselors working with students who have records from out of district schools. Use of the C-ID has been most useful for transfer students.

Likewise, AB 540 was passed in 2001 to allow AB540 eligible students in California to pay the lower resident fees at California's public colleges and universities. In order to best serve all of our students, counselors must stay abreast of processes to ensure that students do not have a financial barrier for continuing their education.

In fall 2016 there were changes to the California College Promise Grant (CCPG). Once students have qualified for the CCPG Fee Waiver, it is imperative they meet the academic and progress standards in order to avoid losing the fee waiver:

- Academic – Sustain a GPA of 2.0 or higher

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

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

Cal-GETC is new and will change the general education requirements for students. This will impact how Counselors advise them for transfer/graduation. This change stems from AB 928. AB 928 also amended Education Code by adding Section 66749.8, the Student Transfer Achievement Reform Act of 2021, that directs the California Community Colleges “on or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans”. This new procedure is intended “to maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units.” This effort aligns with Vision 2030’s strategic direction of “Equitable Baccalaureate Attainment.”

Additional external influences are basic needs insecurities. The Hope Center sent invitations to students to complete a questionnaire. This was sent by email to approximately 6,700 students from Compton College and 637 students participated. Thus, the estimated response rate is 9.5%. According to the 2019 #RealCollege Survey [Report](#):

- 56% of respondents experienced food insecurity in the prior 30 days
- 63% of respondents experienced housing insecurity in the previous year

- 23% of respondents experienced homelessness in the previous year
- 74% of students at Compton College experienced at least one of these forms of basic needs insecurity in the past year.
- There is substantial variation in basic needs insecurity across subgroups.
- 34% of food insecure students utilize SNAP benefits and 12% of homeless students utilize housing benefits.

These additional external influences has led to student support program referrals, such as completing the Compton College Resources Form, follow-up on housing, laptop loan, hotspots, and referrals to St. Johns Health Center for physical and mental health needs.

### Service Area Outcomes (SAOs)

#### 1. List the program’s SAOs.

- At the end of their individual counseling session, **students** will have **learned more about the services, support programs and/or resources to meet, advance, or complete their goals.**
- **Students** who meet with a counselor will have a **better understanding of what is required in order to achieve their academic goals, leading to a successful academic semester and persist to the next semester.** (Successful is defined as earning a cumulative GPA of a 2.0 or higher and at least 50% completion of units attempted that semester)

#### Results

- 75% of students reported having learned more about the services, support programs and or/ resources to meet, advance/or complete their goals.
- Students who met with a Counselor had a cumulative GPA of a 2.05 and completed 66% of their courses.

Total matched/enrolled in fall 2022 at census:	886 students
Cumulative GPA:	2.05
Students completing 50% of fall 2022 courses:	588 students
Percent completing 50% of fall 2022 courses:	66%

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

The Counseling Department established Service Area Outcomes and measurement tools that have and will be used to improve the effectiveness of services, increase student success and advocate for needed resources. The Counseling Faculty have worked together in identifying what the students should produce at the end of a set of learning experiences. The SAOs were discussed in Counseling Department meetings and included Counseling Faculty Workgroup in developing Counseling Department SAOs.

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

The department assesses at least two SAOs per year. The SAO discussions have been discussed in with the Counseling Department and also an SAO sub-committee was developed. Depending on the particular assessment plan, SAOs may include pre and post student survey questions or, in collaboration with Institutional Effectiveness pulling success data for students who participated in Counseling Department services. Furthermore, a continued structured schedule and SAO lead would ensure a continuous cycle of SAO assessment and reflection.

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

Proactive in-reach has taken place with the Counseling Department and Student Success Teams. This could be a contributing factor for SAO assessment results. This includes reaching out to students who are on probation, sharing who their Student Success Teams are, and programming. Additionally, there has been continued partnership the Counseling Department and with different programs/areas for enhanced awareness of services.

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

SAOs results have been shared with staff in meetings and will be published online for the public and students to view. The SAO statements will be posted on the Counseling Department webpage. It is recognized that the department needs to be more consistent in updating the SAOs to ensure that the most up to date SAO statements and results are available.

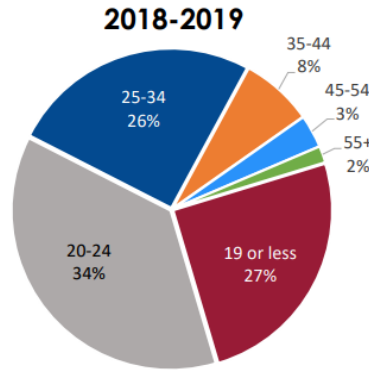
**6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

It is through the SAO process that the Counseling Department can gather vital information that assists with establishing best practices and affecting changes to the Department for continuous improvement of services to students. SAO assessment results will guide the Department in addressing needs and improving services. The discussion has been had around continued improvement of students improving cumulative GPA, more than 66% completion rate for that semester, and enhanced knowledge of student support services.

**Program Improvement**

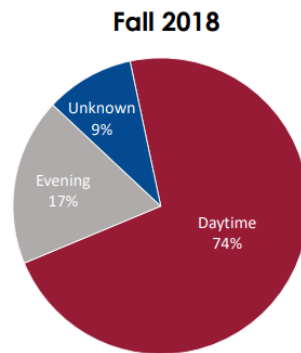
**1. What activities has the program engaged in to improve services to students?**

Counseling services are continually looking at improving services to students. The Counseling Department continues to strengthen efficient and effective services. One such endeavor is piloting Extended Hours. Compton College's student population predominantly consists of young adults. In Figure 1.1, in 2018-19, 61% of enrolled students were 24 years of age or younger. Working adults ages 25-44 comprised 34% of enrolled students while 5% of students were ages 45 and older. It is important to understand the student population and meet student demand. According to the [COVID-19, Unemployment, and Forecasting Enrollment at Compton College](#)<sup>1</sup>, it is important for Compton College to market its programs of study to the community, with special emphasis on programs that can get students back to work quickly or programs of study that lead to living wage employment. The area of growth for enrollment at Compton College is recruitment of adult education and non-traditional students. Thus, it is critical to meet students where they are at, including evenings and weekends.



**Figure 1.1**

Additionally, in fall 2018, approximately 74% of students enrolled in at least one daytime course, while 17% enrolled exclusively in evening courses. Both daytime and evening enrollment have slightly decreased over the past five years. While we serve students throughout the day and on Wednesday, the only evening shift, we must do more to close the gap for evening students.



**Figure 1.2**

Furthermore, according to the [Compton College COVID-19 Basic Need Supports and Student Profile – Update](#)<sup>2</sup>, 81% of spring 2022 applicants reported multiple challenges among food, housing, childcare, transportation, safety, learning, and other challenges. Offering flexible counseling, on campus/virtually on evenings and weekends will help address students’ childcare and transportation issues when trying to meet with a Counselor.

Thus, the Counseling Department piloted Extended Hours. The hours of operation were Monday – Thursday from 8:00 AM – 6:30PM, Friday from 8:00 AM – 4:30PM, and



Saturday from 8:00 AM – 2:00PM. The department saw 278 students see us during the spring 2023 pilot of extended hours. A survey was conducted to learn the impact of extended hours. The department had 72 responses from the survey, which is a 26% response rate. The top three offices students want to see with extended hours are and in this order:

1. Financial Aid
2. Admissions & Records
3. Basic Needs and Student Success

Below are some examples of powerful student testimonies:

*Offering extended counseling hours offers more options for students. Also, by providing additional hours is more inclusive for those students who work 8 to 5 jobs.*

*a lot of people work and have other responsibilities on top of school and more hours allows more flexibility to reach out and get counseling*

*To be able to accommodate students that either are unable to book an appointment earlier or students that have a packed schedule earlier in the day.*

*I think counseling department should continue offering extended Vinson hours because some students like myself work or can't make it to see counseling the regular times so the extended times are better. They should extend until 8pm or 9pm at least one or two days out of the week they should.*

*It allows those students who work during the day to have counseling in the evening.*

*I think the counseling department should continue offering extended counselor hours on Saturdays because sometimes students are busy with school or with work*

*I think having appointments on Saturday is the best because people work have full time schedule or school schedules*

Below is a grid from Cranium Café regarding popular meeting times and additional data can be found in Appendix C.

### Popular Meeting Times

08:00	13	12	10	16	18	2
09:00	27	53	24	28	25	4
10:00	35	36	27	47	35	7
11:00	40	39	33	39	46	5
12:00	30	49	43	39	15	6
13:00	40	40	45	41	15	4
14:00	26	33	42	47	9	5
15:00	31	23	42	21	17	3
16:00	26	18	35	24	2	2
17:00	13	10	24	12		
18:00	3	4	8	3		
	2-Mon	3-Tues	4-Wed	5-Thurs	6-Fri	7-Sat

Additional activities aimed at improving services to students in the Student Success Team efforts. Currently, there are three north stars:

- **Successful Enrollment: Strengthen On-Ramps to Compton College** for new students, returning students, and those who have stopped out.
- **All Students: Fall to Spring Persistence Rate: Retain students from Fall to Spring** through Interventions and Strategies
- **Completion of Transfer Level English and Math in One-Year: Improve holistic student support** for those enrolled in English 101 and Transfer-level Math using case management through the Success Team structure.

The Student Success Teams meet frequently with other key stakeholders to create programming and help build a sense of community for students in their case load.

Counselors have created events that are related to careers in their GPD and programming to support informed major/career decision making. The Student Success Teams have created a sense of community for students in each GPD by creating events, such as virtual paint night, social justice speaker series, make it happen: a hands on STEM virtual learning project, creative writing workshops, purchasing cosmetology kits for students, and trips to the California African American History Museum, Museum of Latin American Art (MOLAA), Lion King Pantages Theatre, and Twilight Los Angeles 1992. Some additional retention strategies have included contacting students who do not have a student educational plan and reaching out to students who are on academic/progress probation and dismissal.

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

In the case of the piloting of extended hours, President/CEO Cabinet reviewed another proposal to continue this for Counseling. Based on student survey and appointment management system data, this was approved. Now, the district is exploring extended hours for various departments.

Furthermore, the Student Success Teams reviewed first year cohort data. This data includes the following:

- Our first-time male students tend to be younger than our first time female students
- Overall average units enrolled are approaching full time (adding one additional 3-unit class would bring the average to 11.9 units enrolled)
- The classes students add earliest before the semester starts tend to be the classes that they eventually drop (or are dropped from)
- The classes students add around two weeks before the start of the semester tend to be the classes that they remain enrolled in beyond census.

A group of Counselors are actively working on creating programming and workshops for first year students. In summer 2023, the Student Success Team had a retreat and discussed how to improve holistic student support for those enrolled in English 101 and college level math using case management through the Success Team structure. Below were strategies shared:

- Incentivize students to attend study jam sessions across the five Student Success Teams.
- Promote just-in-time workshops.
- Pulling a weekly list of students in CRM Advise, who dropped or withdrew from English and math.
  - Call Center to call students and schedule an appointment with Counseling to figure out why they were dropped/withdrew, how to support them, and plan for that course next term or late start.

The Student Success Team also discuss “strive for five”. The goal is to increase 5% points to help retain and recruit students in each GPD and increase persistence rate by five percentage points.

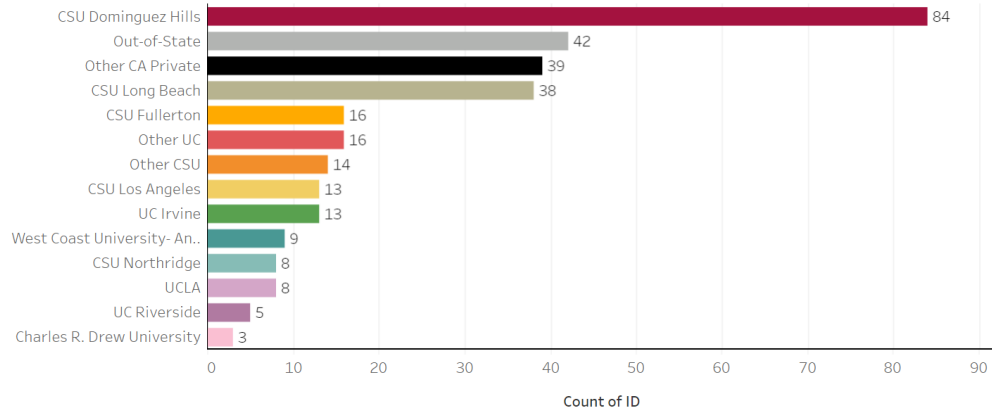
**3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.**

According to the [2021 – 2022 Annual Factbook](#), which shows University of California and California State University transfer numbers. It has been determined Compton College has top 4 transfer to CSUs in LA County. Contributing factors for transfer include transfer counseling, transfer training for all counselors, program maps, transfer workshops, four-year university representative visits, summer residential programs, and the annual transfer fair. Below are the top CSU transfer destinations have been CSUDH, CSULB, and CSUF.

## Transfer Destinations

[More Info](#)

### 2021-22 Transfers by University

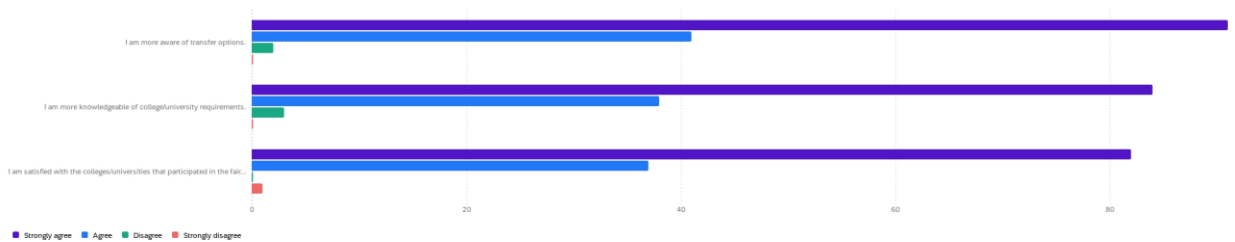


	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Total Transfers</b>	642	388	344	325	308

Below is a screenshot of the survey taken by students who attended the fall 2023 annual transfer fair. The fair had over 240 students and 135 students responded to the survey, a 56% response rate. The following are a couple of key takeaways:

- 98% of students said they were more aware of transfer options.
- 90% of students said they were more knowledgeable of college/university requirements.

Rate each statement below using the scale provided. After participating in the Transfer Fair... 134



There has been ongoing continued success in the Transfer and Career Center that contributed to Compton College being top 4 in LA County for CSU transfers. This includes CSUDH Cross-Enrollment Program. In fall 2023, 15 students participated in the CSUDH Cross-Enrollment Program. This number is more than El Camino College, Long Beach City College, and Cerritos College. Continued planned changes are expanding cross-enrollment with UCLA, ASU, and CSULB. Additionally, continued summer residential programs are being had for UCI and other institutions. Upcoming proposed changes include ADT program mapping with other CSUs, UCs, and HBCUs, trips to four-year institutions, additional TAG and articulation agreements. Thus far, Compton College has ADTs mapped in Program Mapper to UC Merced and CSUDH.

## **Customer Service**

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

The survey was administered during the fall 2022 semester.

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

Overall, students seem satisfied with the Counseling Department's services. Almost all students (93%) rated the quality of customer service with the front desk as positively. 75% said "Excellent" and 19% said "Good", only 7% students saying it was "Fair", and only 1% said it was "Poor".

About 84% of students reported they would likely use virtual counseling appointments, i.e. Cranium Café or Zoom. About 66% of students reported they would use telephone counseling appointments, solely over the phone. About 66% said they would like to meet in-person for counseling services. About 58% said they would email questions and concerns. About 52% said they would use SMS/text messaging. The ability to make counseling appointments online has been available to students since the COVID-19 Pandemic. While there were issues in past years, students can make appointments through their MyCompton Portal, with any Counselor, on the Counseling Department Website, with the Front Desk, and via the Canvas Student Support Hub.

While 52% said they scheduled an appointment with a Counselor the same day or next day, 48% said they had to wait 1 week, 2 weeks, and “other” to see a counselor. Additionally, 60% of students said they had to wait 0-10 minutes to see a Counselor in the virtual lobby or in-person drop-in. However, 39% said they had to wait 11-20 minutes, 21-30 minutes, and 30+ minutes to see a Counselor in the virtual lobby or in-person drop-in. An area to improve is to explore the waiting period to see a Counselor and the wait time for virtual lobby or in-person drop-in. This can include reviewing scheduling and availability.

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

The Counseling Department piloted extended hours and yielded significant positive feedback and results. 85% of students said they were very likely and likely to schedule an appointment during evening and weekend hours. Perhaps this could be expanded with other Student Service Departments. Additionally, the use of Cranium Café as an appointment management system can be enhanced in other Student Service Departments. 95% of students said the process for scheduling an appointment was clear and easy. Students can find Cranium Café as easy and intuitive to use and can use Zoom for video formats, chat, and virtual lobby. Furthermore, 75% of students said they had a better understanding of student support programs, which include: athletics, basic needs, bookstore, CalWORKs, EOPS/CARE, Financial Aid, FIST, GSP, Library, Other, SRC, Student Development, Student Success Center, UndocuAlly, and Veterans.

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

To obtain a better understanding of the counseling services, the counseling customer service survey should be looked at and revamped as necessary. Surveys should also be administered in every department/program that has counselors. From the customer surveys administered in CalWORKs, EOPS, SRC, and Athletics, EOPS is the only program that has specific questions regarding student-counselor interaction. CalWORKs and SRC have one question asking whether the student received counseling services.

**Conclusions and Recommendations**

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

During the timeframe of this program review, in particular the last two years, many personnel have been hired or assigned to new areas of needed services. With this growth, concerted efforts for training and ongoing professional development, and consistent cycles of evaluation need to be implemented to ensure quality service from all levels of staff and faculty, including student workers.

Additionally, a core strength of the department is a professional Counseling Faculty that has an understanding of how race, culture, ethnicity, gender, sexual orientation, age, physical or mental disability, religion, marital status, socioeconomic status and learning styles affects their counseling approaches.

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

Some identified areas in the counseling department that need improvement is the need to consistently collect and review data pertaining to the SAOs and develop a calendar cycle dictating specific terms for administering, collecting, and reviewing all surveys relevant to counseling services. Additionally, there is a continued need to have standard operating procedures created for the department. Reviewing the hours of operation to meet the needs of evening/weekend students should be addressed. Proactive caseload advising is a necessary component of the Guided Pathways framework and Student Success Team efforts. The college is new and ongoing professional development around policies, practices, and forms is necessary.

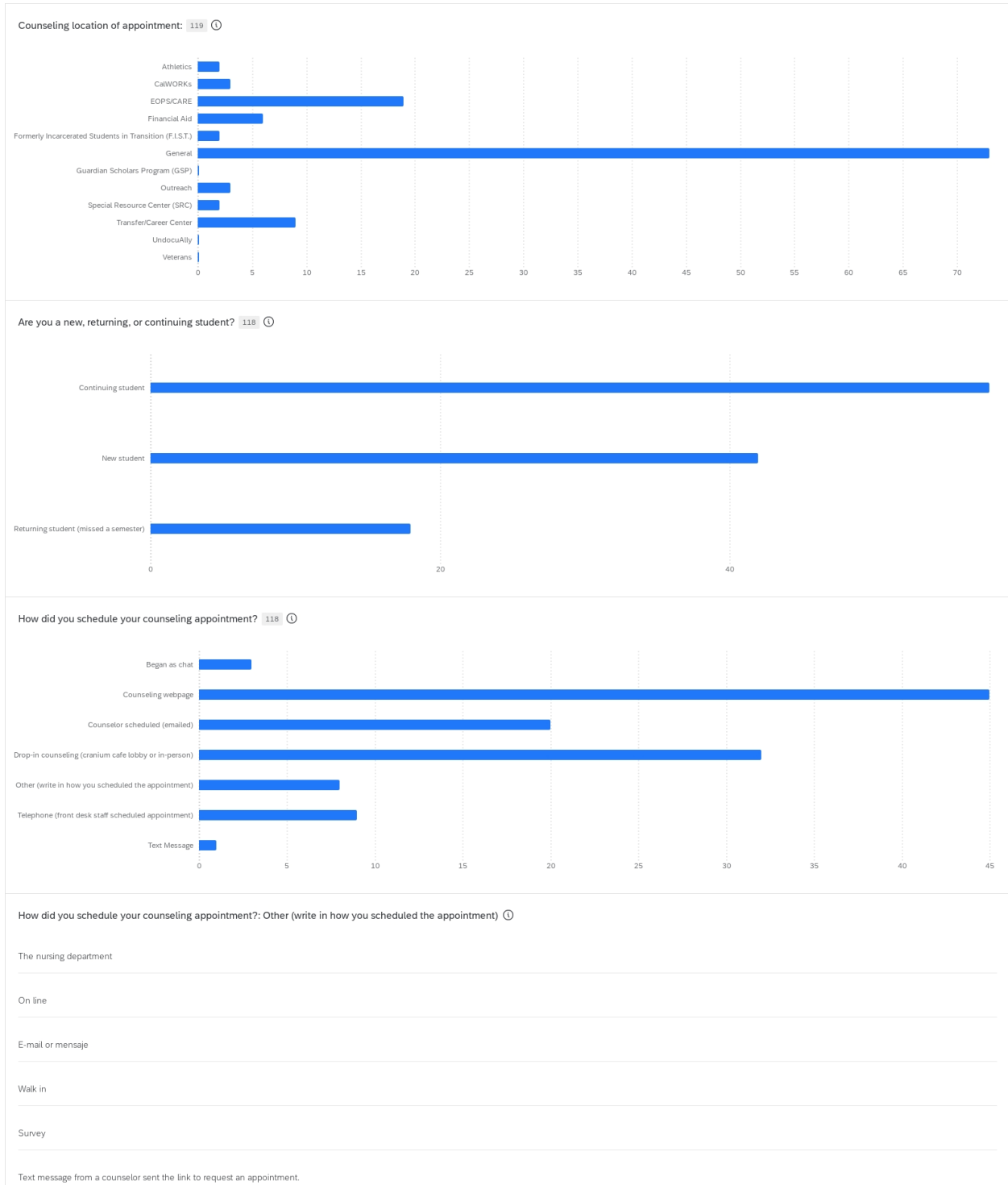
**3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.**

- Obtain a division chair for the counseling department.
- Hire a Transfer and Career Center Director.
- Hire a Full-Time Career Counselor.
- Provide additional hours of counseling and overload for each winter, spring, summer, and fall term/intersessions.
- Reinstate Full-Time Program Technician to help provide support with coordination of events for the Transfer and Career Center, support the Transfer and Career Center website, and assist with articulation projects.

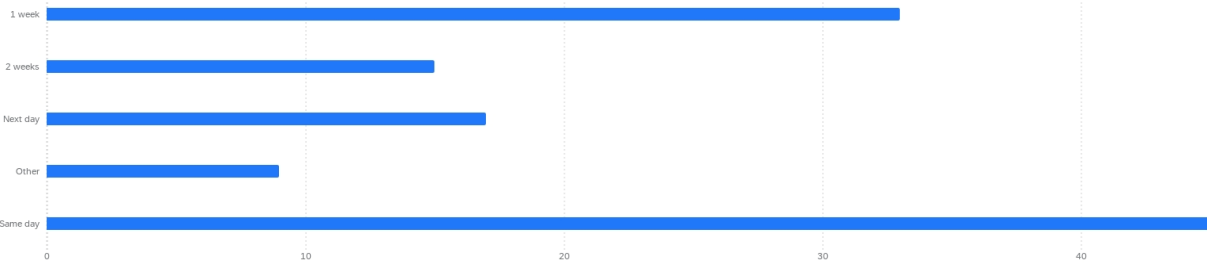


- Reevaluate all Counseling Service Surveys.
- Continue to work collaboratively with Compton College Evaluator and Admissions & Records to better assist students.
- Reevaluate appropriate appointment lengths and increase student appointment times.
- Improve the customer service of the department by eliminating old, inefficient processes that can be improved with technology.
- With the implementation of virtual counseling appointments, offer ongoing virtual counseling trainings for all counselors to increase on best practices.

# Appendix A. Counseling Department Customer Service Survey Results 2022 – 2023



How long was your wait to schedule an appointment with a Counselor? 119 ⓘ



How long was your wait to schedule an appointment with a Counselor?: Other ⓘ

Less than a week

3 days

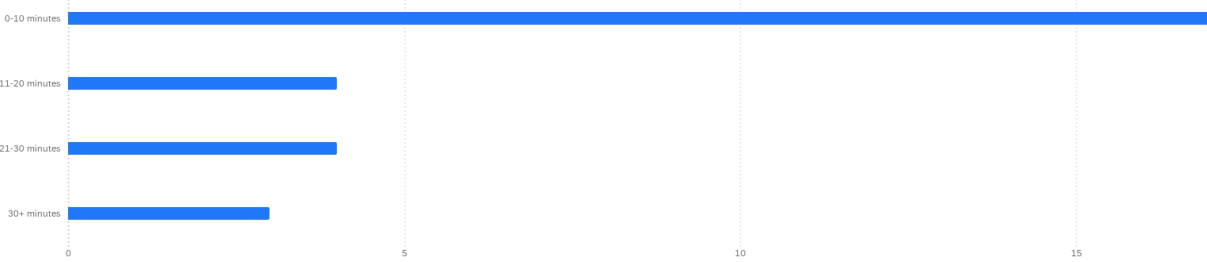
within 2-3 days

3 days

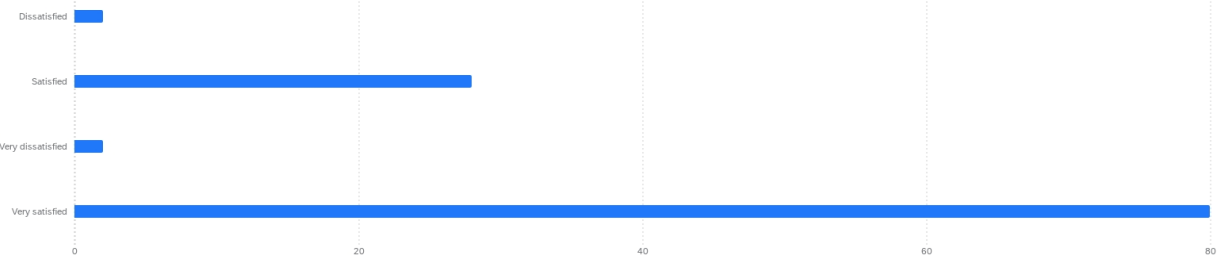
Few days

La fecha que no se cruce con mi horario

How long was your wait to see a Counselor (In the virtual lobby or in-person drop-in) 28 ⓘ



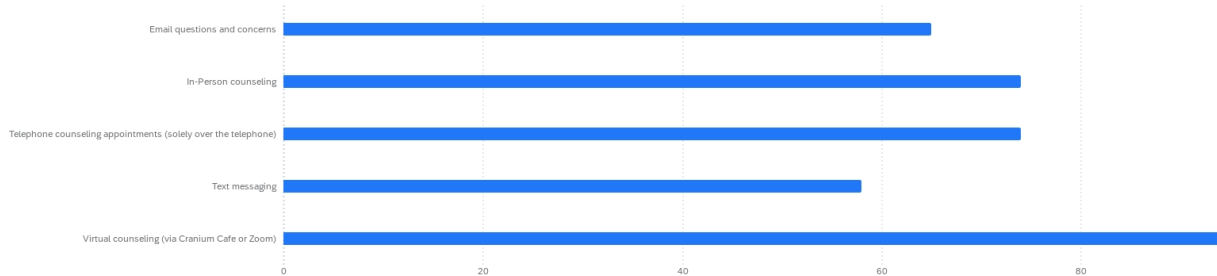
How satisfied are you with the hours of operation? Monday, Tuesday, Thursday: 8:00AM-4:30PM; Wednesday: 8:00AM-6:30PM; Friday: 8:00AM-12:00PM 112 ⓘ



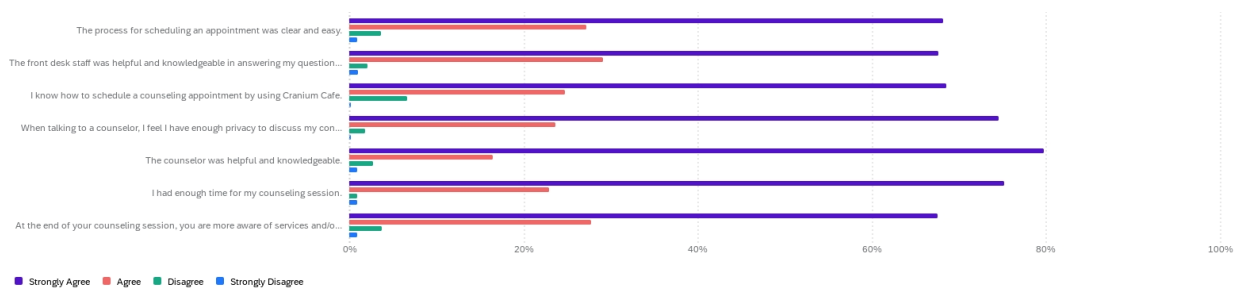
How likely would you schedule an appointment during evening and/or weekend hours? (Appointments after 4:30 p.m. Monday - Thursday, Fridays after 12 p.m., and on Saturdays) 112



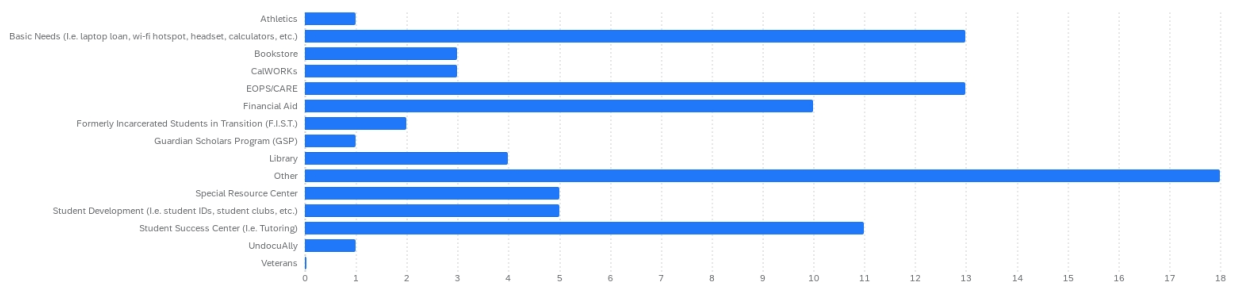
Please select any of the following services you would use (check all that apply): 112



Please indicate your agreement with the following statements about your counseling appointment. 111



After my counseling appointment, I have a better understanding of student support programs on campus, which include: (Select all that apply) 90



After my counseling appointment, I have a better understanding of student support programs on campus, which include: (Select all that apply): Other ⓘ

Nursing application requirements

transfer

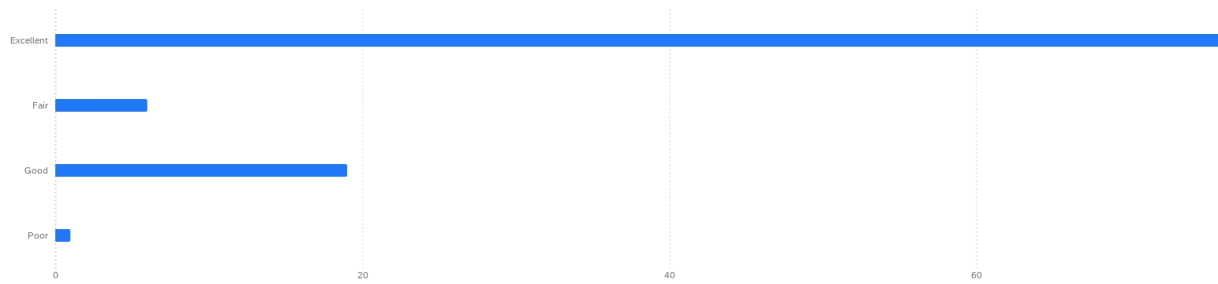
None discussed

Yo conozco todas estas ventajas desde hace tiempo

specific major

Dint happen

Overall, I would rate the quality of my customer service experience with the front desk as: 102 ⓘ



Appendix B. Counseling Department Service Area Outcome (SAO) Assessment Plan

<b>Compton College</b> <b>Service Area Outcomes (SAO) Assessment Plan</b>	
<p>Mission: Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.</p>	
<p>Department/Program: Counseling Department</p>	<p><b>Date</b> October 25, 2022</p>
<p>SAO Statement(s):</p> <ol style="list-style-type: none"> <li>1. At the end of their individual counseling session, <b>students</b> will have <b>learned more about the services, support programs and/or resources to meet, advance, or complete their goals.</b></li> <li>2. <b>Students</b> who meet with a counselor will have a <b>better understanding of what is required in order to achieve their academic goals, leading to a successful academic semester and persist to the next semester.</b> (Successful is defined as earning a cumulative GPA of a 2.0 or higher and at least 50% completion of units attempted that semester)</li> </ol> <p><i>Highlight <b>who</b>, <b>service</b>, and <b>outcome</b> in pink, blue, and green text.</i></p>	
<p><b>Participants:</b> Counseling Department</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p> <p>The Counseling Department conducted a survey to students who had an appointment in fall 2022. The survey included questions to assess the first SAO and included customer service</p>	<p style="text-align: center;"><b>Results</b></p> <ol style="list-style-type: none"> <li>1. 75% of students reported having learned more about the services, support programs and or/ resources to meet, advance/or complete their goals.</li> </ol>

questions. The survey was administered in September/October 2022 and included 118 responses (out of 1,110), which is an 11% response rate.

2. Students who met with a Counselor had a cumulative GPA of a 2.05 and completed 66% of their courses.

Total matched/enrolled in fall 2022 at census	886 students
Cumulative GPA	2.05
Students completing 50% of fall 2022 courses	588 students
Percent completing 50% of fall 2022 courses	66%

Describe the process to make meaning of your SAO results: *Who was involved? What points were brought up?*

The Counseling Department met during the regular department meetings and discussed the SAOs. The dean asked for assistance in co-authoring the SAOs. Four Counseling Faculty members helped co-author the SAOs. The group obtained feedback and deployed the survey. The survey findings were discussed at the department meeting. Overall, there is positive feedback but there were comments that we can focus on and work through. Additionally, we can increase the number of students who learn more about resources/support programs.

<u><b>Plan</b></u>	<u><b>Actions Taken</b></u>
<ol style="list-style-type: none"><li data-bbox="253 264 641 352">1. Collected data for SAO in September / October 22.</li><li data-bbox="253 373 641 571">2. Review data of students who were seen by a Counselor in fall 2022 for SAO #2.</li></ol>	<ol style="list-style-type: none"><li data-bbox="716 264 1414 352">1. SAO survey was deployed in September / October 2022.</li><li data-bbox="716 373 1414 516">2. Office of Institutional Effectiveness provided data for SAO #2. Fall 2023 SAO statements will be reviewed for 2023-2024.</li></ol>



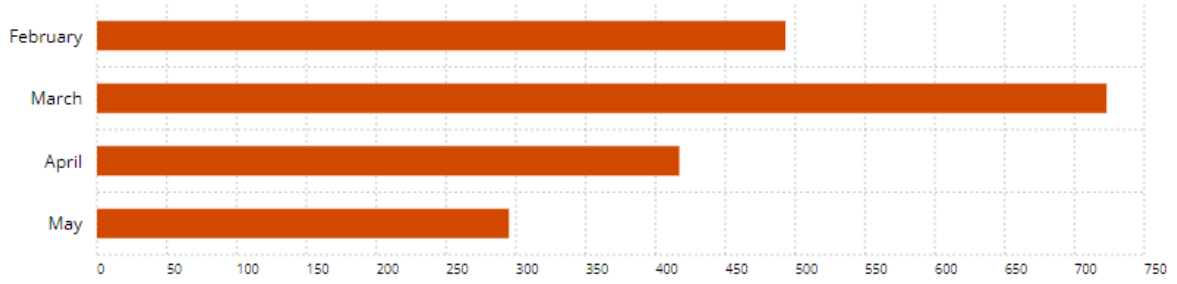
Appendix C. Counseling Department Extended Hours Survey – Cranium Café Data Spring 2023

<b>Appointments After 4:30PM in Spring 2023</b>	
Students who showed up	70
Students who did not show up	722
<b>Total</b>	792

### Popular Meeting Times

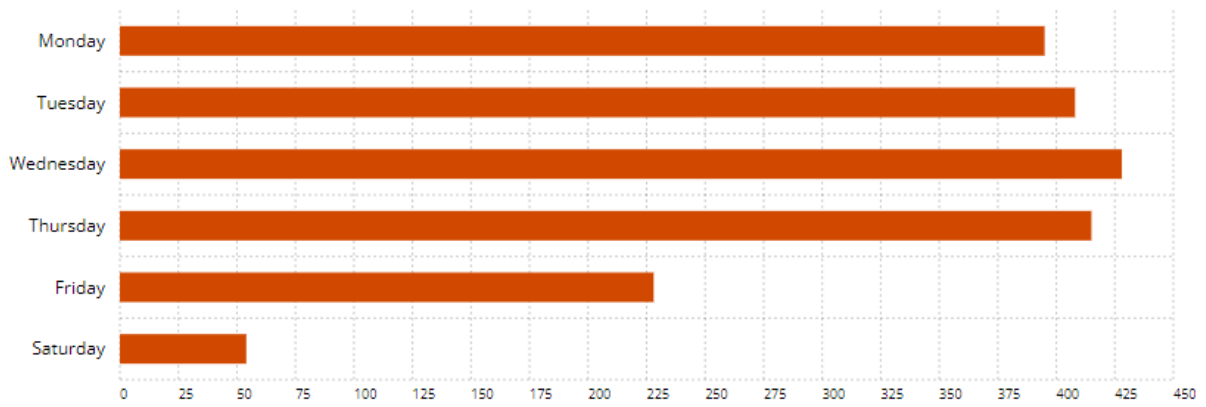
07:00	9	7	8	5	3	
08:00	75	72	68	92	58	10
09:00	175	213	158	194	121	15
10:00	194	167	143	198	188	23
11:00	210	225	165	236	164	20
12:00	207	230	209	188	73	12
13:00	210	165	212	206	72	10
14:00	183	139	204	149	28	6
15:00	161	85	191	130	31	3
16:00	138	59	159	94	4	2
17:00	38	27	85	38		
18:00	5	7	17	5		
	2-Mon	3-Tues	4-Wed	5-Thurs	6-Fri	7-Sat

### Appointments by Month



Month	Meeting Count
May	295
March	723
February	493
April	417

### Appointments by Weekday



Weekday	Meeting Count
Wednesday	428
Tuesday	408
Thursday	415

Saturday	54
Monday	395
Friday	228

Appointments by Start Time (Rounded to the Nearest 15 Minutes)

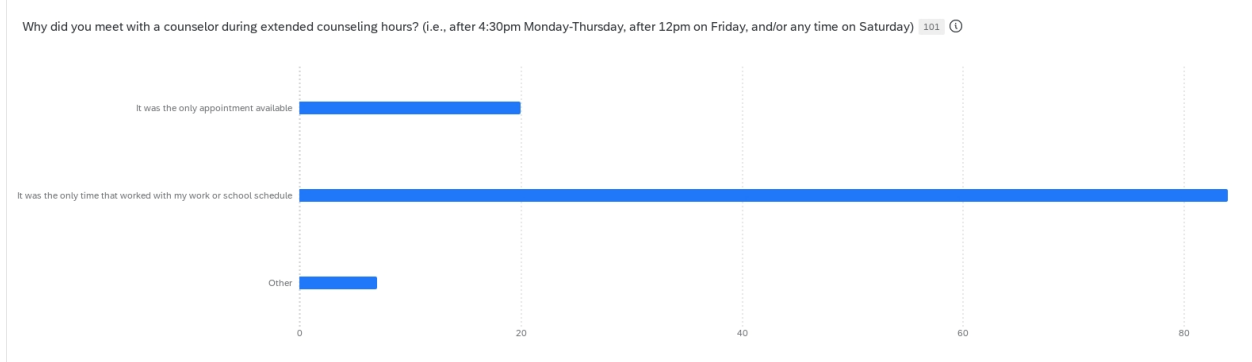
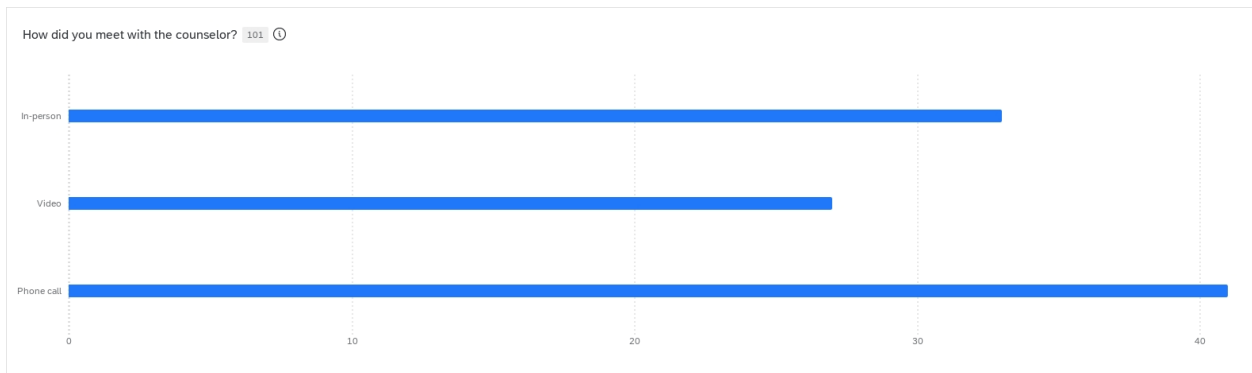
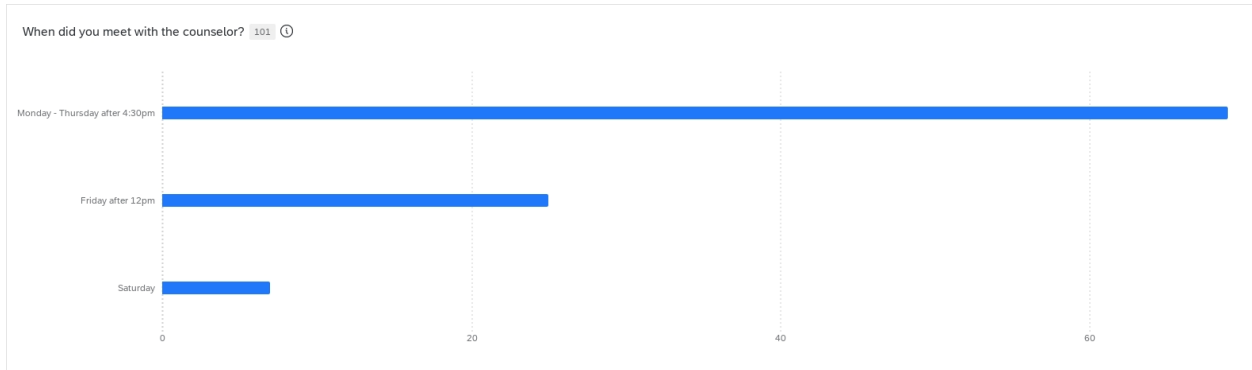


Start Time	Meeting Count
9:45 AM PDT	26
9:30 AM PDT	108
9:15 AM PDT	27
9:00 AM PDT	49
8:45 AM PDT	19
8:30 AM PDT	55
8:15 AM PDT	4
8:00 AM PDT	6
6:30 PM PDT	1
6:15 PM PDT	4
6:00 PM PDT	23
5:45 PM PDT	6
5:30 PM PDT	20
5:15 PM PDT	14
5:00 PM PDT	27

4:45 PM PDT	15
4:30 PM PDT	34
4:15 PM PDT	27
4:00 PM PDT	63
3:45 PM PDT	26
3:30 PM PDT	63
3:15 PM PDT	19
3:00 PM PDT	71
2:45 PM PDT	20
2:30 PM PDT	71
2:15 PM PDT	30
2:00 PM PDT	82
1:45 PM PDT	25
1:30 PM PDT	77
1:15 PM PDT	40
1:00 PM PDT	108
12:45 PM PDT	43
12:30 PM PDT	79
12:15 PM PDT	48
12:00 PM PDT	83

11:45 AM PDT	49
11:30 AM PDT	71
11:15 AM PDT	63
11:00 AM PDT	75
10:45 AM PDT	30
10:30 AM PDT	102
10:15 AM PDT	40
10:00 AM PDT	85

## Appendix D. Counseling Department Extended Hours Survey Results Spring 2023



Why did you meet with a counselor during extended counseling hours? (i.e., after 4:30pm Monday-Thursday, after 12pm on Friday, and/or any time on Saturday): Other 101

availability

I had to get a clearance so I can enroll in school.

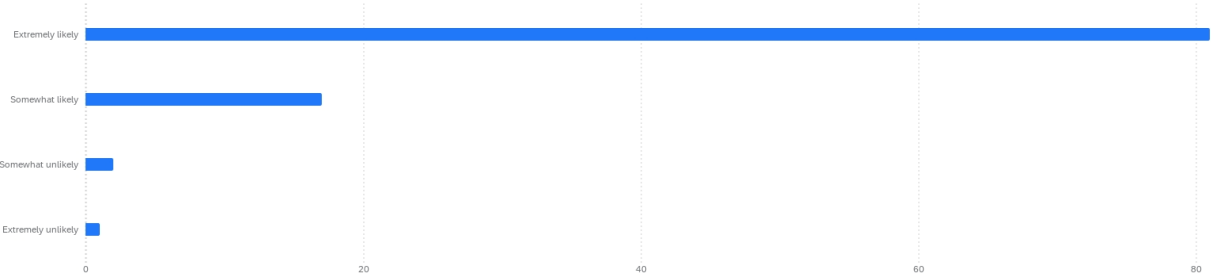
Because that's the time I chose

Walk in

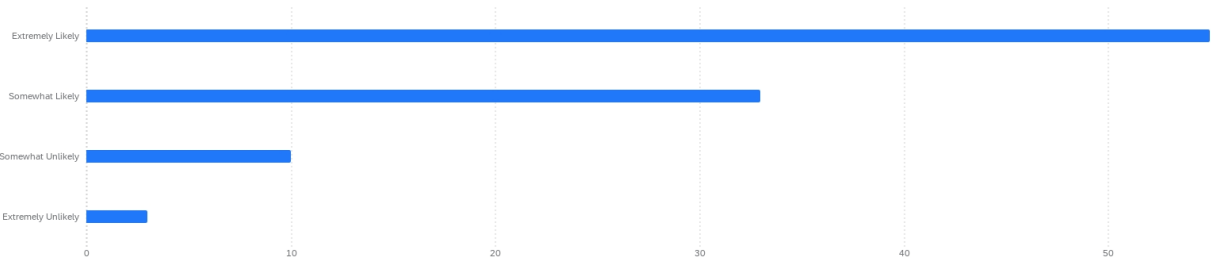
I work 830-530pm

It was the only time I could think of.

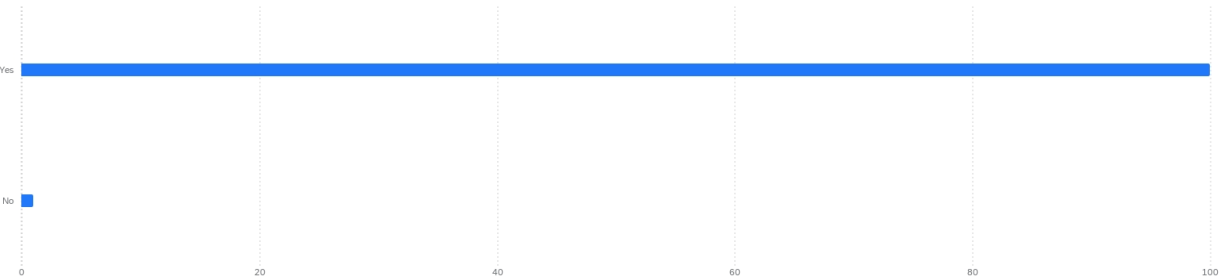
How likely are you to schedule an appointment or meet with a counselor during extended hours again? (i.e., after 4:30pm Monday-Thursday, after 12pm on Friday, and/or any time on Saturday) 101



If counseling services were only available during the following hours, how likely would you be able to meet with a counselor? Monday, Tuesday, Thursday: 8:00am - 4:30pm Wednesday: 8:00am - 6:30pm Friday: 8:00am - 12:00pm 101



Do you think the Counseling Department should continue offering extended counseling hours? (i.e., after 4:30pm Monday-Thursday, after 12pm on Friday, and/or on Saturday) 101





Why do you think the Counseling Department should continue offering extended counseling hours? ⓘ

For students who work or have different schedules.

Yes please

For student like me we worked during normal hours and when we want to see a counselor it's too late already they are closed

I think that it is good for counseling to have hours after 4:30 because sometimes we work and are not of until 4:30 and after work we can have our meeting

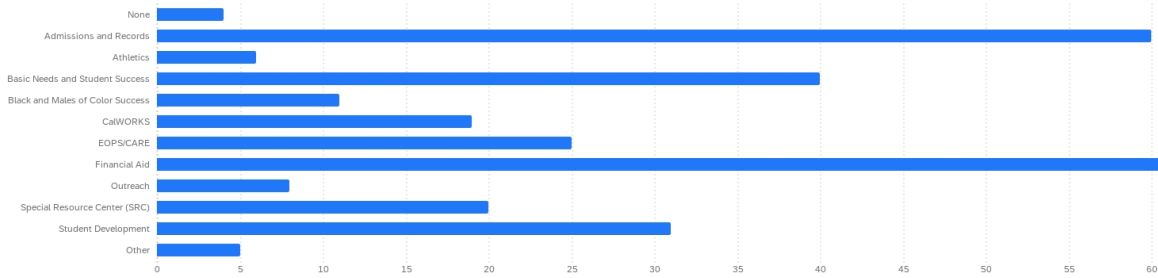
offers students and new students to ask questions for school after work or other things that needed to be performed during morning hours.

Because students are there at odd hours and the library needs extended hours as well especially during midterm exams and finals...

Why do you think the Counseling Department should not continue offering extended counseling hours? ⓘ

In my opinion I think the extending counseling hours from 4:30 p.m. might be an issue for some students considering part-time students by having jobs or maybe being busy at that time.

Which of the following programs or departments would you like to see offering services during extended hours? (Select all that apply) 89 ⓘ



Which of the following programs or departments would you like to see offering services during extended hours? (Select all that apply): Other ⓘ

Library

Nursing

Nursing

Bookstore

Please feel free to add anything you want to share that was not asked or that you want the Counseling Department to know regarding extended counseling hours. ⓘ

Compared to other local colleges such as El Camino, Compton College staff are more human, personable, approachable, and not making me feel they are robots or I am just a number in a bullpen....!!!

The Financial Aid could use some tips from the counseling office. The Financial Aid Department is very unprofessional and needs to get off Zoom and provide in -person hours to accommodate working adults.

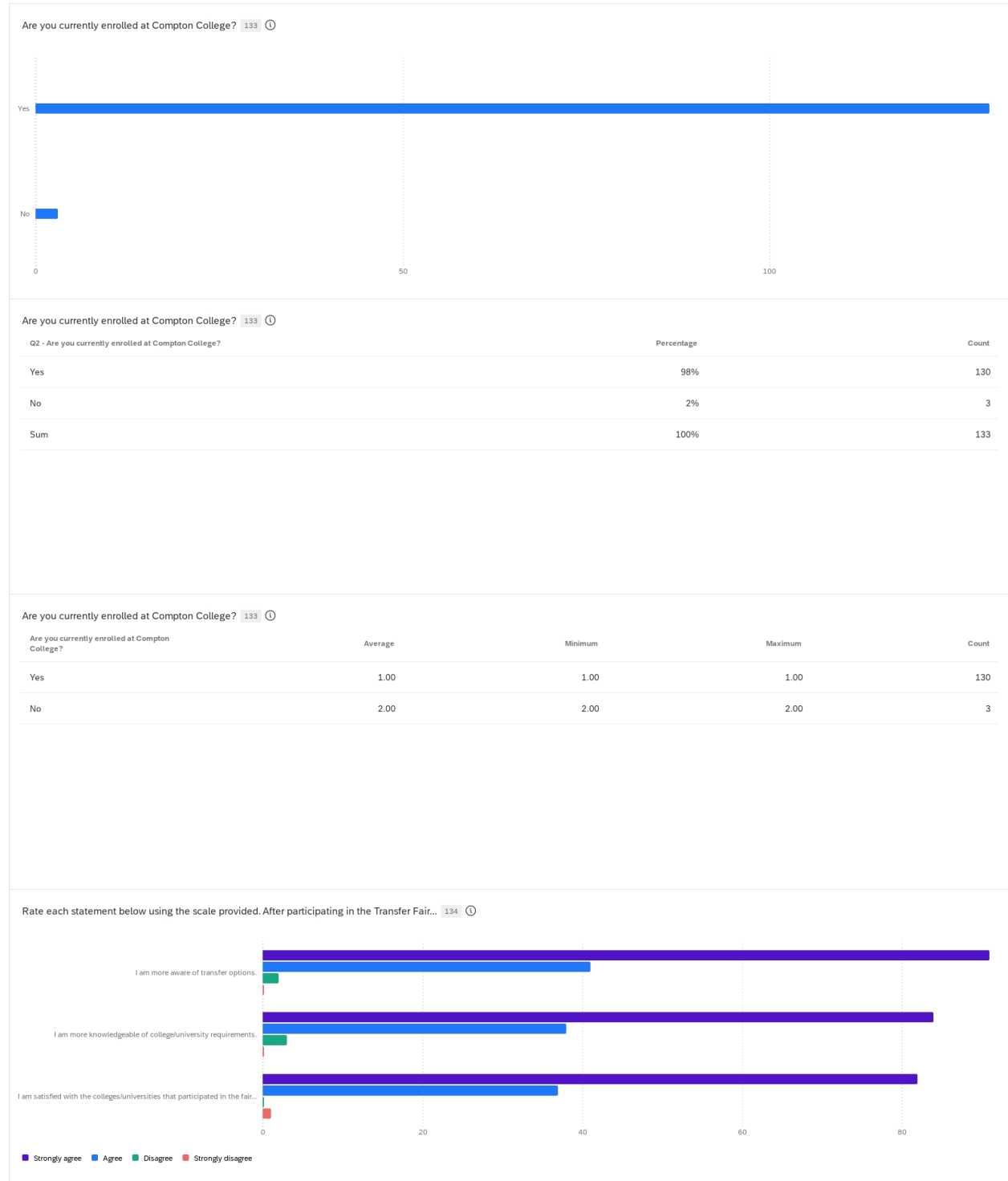
My experience was great

I was helped by Noemi Monteroso and she helped me a lot. She was very kind and interested in helping me. She made sure my questions were all answered and that I knew what to do after our call.

n/a

What would be helpful is if running late to a schedule appointment to be able to notify the counselor by phone to quicker access.

# Appendix E. Transfer Fair Survey Fall 2023



Rate each statement below using the scale provided. After participating in the Transfer Fair... 134 ⓘ

Rate each statement below using the scale provided. After participating in... ↑	Strongly agree	Agree	Disagree	Strongly disagree
I am more aware of transfer options.	91	41	2	0
I am more knowledgeable of college/university requirements.	84	38	3	0
I am satisfied with the colleges/universities that participated in the fair...	82	37	0	1
Sum	257	116	5	1

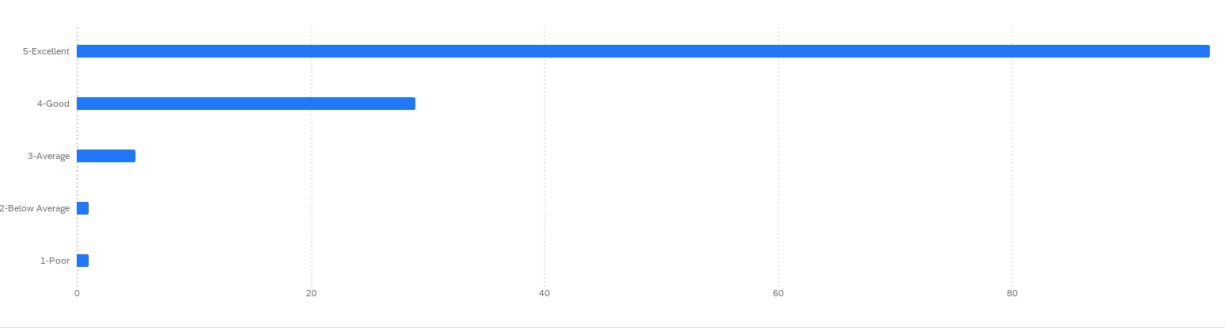
Rate each statement below using the scale provided. After participating in the Transfer Fair... 134 ⓘ

Rate each statement below using the scale provided. After participating in...	Average	Minimum	Maximum	Count
I am more aware of transfer options.	1.34	1.00	3.00	134
I am more knowledgeable of college/university requirements.	1.35	1.00	3.00	125
I am satisfied with the colleges/universities that participated in the fair...	1.33	1.00	4.00	120

List your top 3 universities 135 ⓘ

1.	2.	3.
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Ucla	Usc	Uc riverside
Long beach u	Long beach ca	Long beach
Csulb	Csuf	Csula
Usc	Usf	Stanford

Please rate the overall quality of the Transfer Fair. 133 ⓘ



Please rate the overall quality of the Transfer Fair. 133

Q5 - Please rate the overall quality of the Transfer Fair.	Percentage	Count
5-Excellent	73%	97
4-Good	22%	29
3-Average	4%	5
2-Below Average	1%	1
1-Poor	1%	1
Sum	100%	133

Please rate the overall quality of the Transfer Fair. 133

Please rate the overall quality of the Transfer Fair.	Average	Minimum	Maximum	Count
5-Excellent	1.00	1.00	1.00	97
4-Good	2.00	2.00	2.00	29
3-Average	3.00	3.00	3.00	5
2-Below Average	4.00	4.00	4.00	1
1-Poor	5.00	5.00	5.00	1

How can we improve the transfer fair?

m

N/a

None

Be honest about food tickets

Please provide your email address for opportunity to win an iPad or Compton College bookstore voucher!

bsmith7@compton.edu

loviedo@compton.edu

whyand3w@gmail.com

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