

Program Review - Service - College Assistance Migrant Program Latest Version

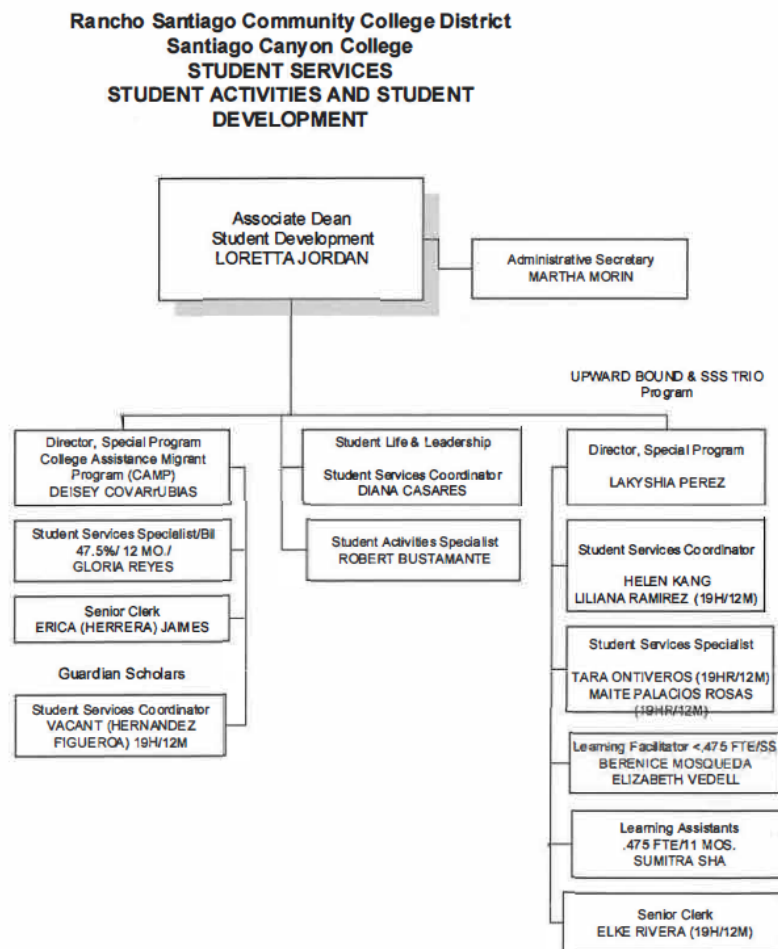
Overview

Program Review - Collaborators : Version by **Bustamante, Robert** on 11/21/2019 18:43

Collaborators
Erica Jaimes
Gloria Reyes

Program Review Overview - Organizational Chart : Version by **Covarrubias, Deisy** on 12/12/2019 22:03

Please insert the organizational chart for this program or service area.



Program Review Overview - Service Area Functions : Version by Covarrubias, Deisy on 12/12/2019 22:03

To ensure academic success and enhance student retention, CAMP offers students an array of student support services based on academic support and financial assistance.

Function	Description
Student and Parent Orientation	CAMP provides new student and parent orientations to assist students and parents in understanding the CAMP program requirements, college policies and guidelines. An overview of SCC's and CAMP's programs and services are reviewed.
Counseling	Academic, career and personal counseling is offered to each student. Students meet with the counselor once a month for their first year of college. The counselor develops educational plans, assists with schedules of classes, discusses major exploration and assists with certificate, A.A degree and transfer requirements. Lastly, the Counselor provides referrals to SCC's program services and departments.
Tutoring	CAMP provides English and math tutoring on site. Most CAMP students come in needing additional math and English assistance. CAMP tutors also assist students with study skills and test taking skills.
Peer Mentoring	Peer mentors are on site to assist entering CAMP students with assimilating to college. Two second year CAMP students become peer mentors for the academic year. First year CAMP students can ask peer mentors for advice, support and assistance with questions regarding college success. The peer mentors develop rapport with students and become a support network for first year students on campus.
CAMPPlanning Summer Bridge Program	CAMP hosts a six week summer program for the entering college freshman cohort. The summer program consists of a Counseling 101 class, a Career Development Workshop Series where students explore career opportunities and develop professional portfolios. The summer program also includes cultural fieldtrips, university tours, team building activities.
Educational/Self Development Workshops	CAMP provides monthly workshops for students. Workshop topics vary from study skill development, to library tours, financial literacy to self self-defense and campus safety awareness.
CAMP Student Internship Program (CAMP Si)	Each year 10 students participate in the Student Internship Program, which provides career development and exploration to students in their chosen field of interest. Interns complete 130 hours as semester and receive a one-time stipend for completion of the program. Students participate in professional training prior to their internship and have bi-weekly meetings with the CAMP Program Director.
Statewide Leadership Conference	Each year a CAMP program in CA hosts the Statewide Leadership Conference where students develop leadership skills and professional development such as networking, communication, public speaking and dinning etiquette. All students receive business cards and are required to dress in business attire. Furthermore, students participate in team building activities and network with CAMP students across the state.
CAMP Cafe	CAMP provides bi-weekly chats where controversial topics/social issues are discussed to develop student's skills such as critical thinking, public speaking, open mindedness, and learning to accept and disagree with others points of view.
Book Voucher	Students are provided with a \$325 book voucher each semester for their first academic year. This is to provide financial support with
Laptop Loan Program/Graphing Calculators Loan Program/Free Printing	Students have laptop borrowing privileges, for those that need computers and receive free printing in the CAMP office. Graphing calculators are also provided for students taking higher math/science level classes. Laptops and graphing calculators were provided by student equity.
School Supplies	CAMP provides students with school supplies to offset financial strain. Supplies includes backpack, binders, dividers, notebooks, pens, pencils, highlighter, ruler, school planner and usb drive.
Financial Assistance	CAMP staff assists students with filling out the FAFSA, College Promise grant, and scholarship applications to assist with receiving additional financial resources.
Migrant Parent Assistance Program (MaPa)	CAMP has a parent component to the grant. CAMP provides monthly workshops to parents for the academic year. The activities/workshops assist parents in personal or self development and bring educational awareness to the family as a whole. This allows for the family as a unit to support the child, in their academic endeavors.
Food Corner- provided by Hawks Pantry	Hawks pantry provides a food corner at the CAMP office which provides food, snacks and drinks for students. A microwave and small refrigerator are also present, for student use. This assists students with food insecurities while on campus.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Covarrubias, Deisy on 12/12/2019 22:03

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

CAMP's process to create, evaluate and update Annual Plan goals is a cyclical process. The findings and future recommendations of each year assist in the development of next year's goals. The CAMP team gathers to develop the Annual Goals, it is determined who will be responsible for the assessment and evaluation of each activity. The CAMP Director provides guidance and support through out the year and evaluation and assessment discussions take place on the weekly CAMP staff meetings. Once all evaluations and assessments are completed, findings are delivered. The findings and future recommendations leads the discussion to what the next year goals will be for the program. The CAMP Director is responsible for completing and submitting the Annual Plan. The Government Performance Results Act, national targets are taken into consideration as program goals, as directed by the Department of Education.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

The CAMP programs goals specifically focus on students successfully completing coursework and moving along their path towards certificate and degree completion and transfer. The CAMP program ensures that as a program we are "fostering student success". In alignment with SCC's mission statement, the CAMP program assists students in reaching SCC's core outcomes: to learn, to act, to communicate and think critically.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - Service : Version by Covarrubias, Deisy on 12/12/2019 22:03

Please provide comment on student survey results administered by the program, if any.

Student quotes from focus group: (services highlighted are Book voucher, food and supplies)

- "I receive a lot of help from CAMP. They help me with my books because sometimes it is hard, you know, have money for books. They help me with school supplies; they provide a lot of school supplies so that helps with saving a little bit of money."
- "Like the books, I wouldn't be able to afford them because they are really expensive. I would have to focus on just notes. I don't know if just notes alone would be enough. Every single time I print out labs that would add up to the expense and I am a single mom so even before being a single mom it was difficult, I can only imagine now."
- "If CAMP did not provide us with the book vouchers or paying our tuition fees from time to time, I definitely will be in school for more than 5 years like I would be struggling a lot."
- "The CAMP program provided pizza and snacks for us so that's where the CAMP program helped a lot."
- "We have like books that can be lend to us, computers than can be lend to us as well, supplies, and sometimes there is even food to get us going."

Please provide comment on program exit exams or other assessments of graduating students, if any.

Student quote from focus group: (emotional and financial support)

- "I definitely need financial support because there are tuition fees, book fees, and the books are super expensive. I also get a lot of emotional support because I remember finals week, I was crying because it was difficult and I wanted to pass every class with an A but, the CAMP office helped me by just telling me you can do it. So, financial support I'll say and the emotional support because I definitely do not get that from my family."

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Student quotes from focus group on their experience with CAMP, how it helped them stay enrolled in college:

- "I don't think I would be enrolled because I wouldn't know where to start. If I was a student that was not in CAMP, I feel like I would have to find everything out there so I will be lost."
- "Probably not, yeah, I probably by shy enough to ask questions so I would probably stay in my shell and probably not be motivated."
- "I mean part of me would hope so but I don't think I would be able to do it, honestly."
- "I don't think I would be enrolled. I think what I would try to do is work a lot save as much as I can, even if it takes a couple of years, then I would probably go back to school."

Please provide data pertaining to the instruction or delivery of service, if any.

Student quotes pertaining to Counseling in the CAMP office:

- "The CAMP program has a counselor, which is very helpful because she is been helping me plan my Ed plan and the type of classes that I need to transfer. So, it is a lot of good help I get from CAMP."
- "The CAMP program is very friendly, and they just support you a lot. Again, the counselor is very helpful."
- "The CAMP program has help me with like counseling telling me this is what you have to do. Sometimes, I need to be told what to do because I am completely lost and the counselor has helped me a lot."
- "We also get counseling because I know up in the administration building it can take a while. The counselor does not get to know you as personally as they do in the CAMP office. I value the personal one to one relationship because it means something more than just talking to a stranger."

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by Covarrubias, Deisy on 12/12/2019 22:03

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	3	3

Program Review Outcomes Assessment - SAOs Table : Version by Covarrubias, Deisy on 12/16/2019 16:38

SAO 1 Data Analysis:

Secure Funding for College Career in First Year

2016	2017	2018

43/43 students	43/43 students	43/43 students
100%	100%	100%

Results Description:

SCC CAMP has successfully met SAO 1. The California Community College currently offers the College Promise Program, which offers free tuition to college students. SCC CAMP embedded this new program as part of the CAMP onboarding process and application packet. Assisting students in completing this waiver in the beginning of the CAMP process ensures that our students are getting the maximum financial support possible. In addition, CAMP collaborates and works closely with the Financial Aid office and provides financial aid workshops to students and families to successfully complete and submit the FAFSA. In addition, CAMP collaborates with the Scholarship Office and offers a semester scholarship workshop, where all students fill out freshman scholarship packets. This increases the opportunities for CAMP students to receive additional financial support.

SAO 2 Data Analysis:

Career Exploration in First Year of College

2016	2017	2018
43/43 students	43/43 students	43/43 students
100%	100%	100%

Results Description:

SCC CAMP successfully met and surpassed SAO 2. Through our CAMPlanning Summer Bridge Program, students take a Counseling 101 class that introduced career exploration. Furthermore, as part of the summer program, students participate in a 6 week career exploration workshop series, exploring majors, guest speakers, and job readiness workshops. SCC offers internship opportunities through the CAMP Student Internship Program where students gain experience in their field of interest. Throughout the year, students meet with the Career Counselor and reviewed career options and majors. In addition, students attend a local University field trip (i.e. UCI, CSULB, CSUF, UCLA, USC) and a Northern University Trip and learn about different careers. Students also learn about STEM related concepts at the California Science Center or Griffith Observatory. Every year, students attend the Statewide Leadership Conference which was held at CSU Bakersfield in 2018. Fifteen CAMP students attended, learning about leadership, career pathways, and self development.

SAO 3 Data Analysis:

Family Member Participation

2016	2017	2018
43 Raw Number	43 Raw Number	43 Raw Number
75 Actual Number	90 Actual Number	87 Actual Number

Results Description:

With CAMP students, it is important to engage and cultivate a relationship with parents and the family as a whole unit. This assists in cultivating a college going culture not only at school, but at home as well. Families, specifically parents, attend a variety of activities throughout the year. The parent orientation sets the platform for the year; assisting parents in understanding the demands of college and what their child will embark on. Our Migrant Parent Assistance Program (MaPa) provides monthly workshops for parents about financial aid, understanding higher education, educational opportunities for parents and other foreign concepts. Families are invited to a cultural field trip or university tours to understand the transfer process as well. Lastly, parents are part of our End of the Year Celebration, where they are recognized along with our CAMP students for their support to their children and effort to better themselves as learners, as a family unit. These activities assisted SCC CAMP in successfully meeting SAO 3.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
SAO 1: 100% of CAMP students will secure funding to support their college careers. 43 students will receive assistance completing the FAFSA, College Promise Grant and scholarship application.	Yes	2016-2017 Target: 100%, Actual Performance Data: 100% 2017-2018 Target: 100%, Actual Performance Data: 100% 2018-2019 Target: 100% Actual Performance Data: 100%
SAO 2: 75% of CAMP participants will engage in career exploration activities by the end of their first year. 33 students will participate in one or more of the following: CAMP student Internship Program, Career Exploration Workshops, Career Counseling Appointment, Career Exploration Field Trip, Statewide Leadership Conference.	Yes	2016-2017 Target:75%, Actual Performance Data: 100% 2017-2018 Target: 75%, Actual Performance Data: 100% 2018-2019 Target: 75%, Actual Performance Data: 100%
SAO 3: 43 parents and family members will participate in educational, cultural or financial activities each year. 43 parents will participate in one or more of the following: CAMP Parent Orientation, Cultural fieldtrip, Parent Monthly Workshop, End of the Year Banquet.	Yes	2016-2017 Target: 43 participants, Actual Performance Data: 75 participants, 2017-2018 Target: 43 participants, Actual Performance Data: 90 participants, 2018-2019 Target: 43 participants, Actual Performance Data: 87 participants

Program Review Outcomes Assessment - SAOs Prompted Change : Version by Covarrubias, Deisy on 12/12/2019 22:04

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.
CAMP is satisfied with the results of the three SAO's that have been measured for the past 3 years. The program will continue to ensure that these services are continuous, as they are important for our students' success. The program would like to move forward in measuring another service area, which is the CAMPlanning Summer Bridge component. CAMP would like to measure the impact on students, if any, of the students that participate in the Summer Program vs. those that do not participate. We would like to see if the summer program affects students in completing coursework, and enhances persistence, and retention.

Program Review Outcomes Assessment - SLOs : Version by Covarrubias, Deisy on 12/12/2019 22:04

Total Number of SLOs	Total Number of SLOs Measured
2	2

Program Review Outcomes Assessment - SLOs Table : Version by Covarrubias, Deisy on 12/16/2019 16:38

Per the Department of Education, the Government Performance Results Act (GPRA) national measures were used to evaluate SLO 1 and SLO 2.

SLO 1: GPRA 1 measure of 86% national target. SLO 2: GPRA 2 measure of 85% national target.

Data Set for SLO 1:

Number of First Year Completers

2016-2017	2017-2018	2018-2019
94.4%	93.3%	88.89%

Definition used for First Year completer: A first year completer is a student that has completed 24 units at the institution of higher education in good academic standing.

Formula for first year completer rate:

No. of CAMP 1st yr. completers

No. funded minus total no. of persisters

Data Set for SLO 2:

First Year Completers who Continuing Postsecondary Education

2016	2017	2018
94.12%	100%	93.75%

Formula used for First Year Completers Continuing Postsecondary Education:

No. of 1st yr. Completers who Con't Postsecondary Education

No. of 1st yr. Completers

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
SLO 1: As a result of participating in the CAMP program, 86% of students will successfully complete 24 units in their first academic year.	Yes	2016-2017: 94.4% GPRA 1 measure, 2017-2018: 93.3% GPRA 1 measure, 2018-2019: 88.99% GPRA 1 measure
SLO 2: As a result of participating in the CAMP program, 85% of students will continue their post secondary education after completing their first academic year of college.	Yes	2016-2017: 94.12% GPRA 2 measure, 2017-2018: 100% GPRA 2 measure, 2018-2019: 93.75% GPRA 2 measure

Program Review Outcomes Assessment - SLOs Prompted Change : Version by Covarrubias, Deisy on 12/12/2019 22:04

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

Although successfully meeting the national GPRA targets developed by the Department of Education, CAMP would like to provide tutoring in the CAMP office, once again. The tutoring that has been taking place the past two years has been in the off site, and we believe students are not utilizing this service in the same way. Mandatory tutoring was an important intervention that CAMP would implement, however, not having the tutors in the office makes this intervention more challenging to implement.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Covarrubias, Deisy on 12/12/2019 22:04

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

The overall goal for CAMP, along with SCC's mission, is to assist students in reaching their academic goals through completion of a Certificate, A.A./A.S degree and/or transfer. There are an array of support services that CAMP offers in meeting the academic, developmental and vocational needs of students as follows:

Academic, Developmental & Vocational Support

- Counseling Services (mandatory monthly counseling appointments)
- Orientations
- Tutoring Services
- Peer Mentors
- CAMPlanning Summer Bridge Program
- CAMP Student Internship Program
- Assistance with Scheduling of classes
- Referrals to SCC's support services (i.e. Health Center, DSPS, MaSh, Writing Center, STAR Center, Financial Aid, Admissions& Records)
- Case management, high touch interventions (i.e. Academic Progress Reports, Academic Probation Contracts, Mandatory Tutoring)

Although the priority of CAMP services fall within the first year of college, support services are provided until the student graduates from the institution.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

The CAMP program has been level funded by the Department of Education since 2007. Cost of salaries and benefits are very different today in 2019 then back in 2007, when the grant was first awarded. In addition, the recent salary increases and benefit increase have dramatically impacted the level funded budget. Due to this CAMP has been scaling back on support services we are able to offer due to cost over the past few year, but especially this year. Fieldtrips have been modified to free admissions field trips only. Utilizing Student Equity for transportation support. Tutoring services are no longer taking place in the CAMP office, but leveraged out by another campus program. Peer mentors are now on volunteer basis and not being paid. The Student Internship Program has been scaled back from 10 positions, to 6 positions, to 4 positions last semester and 0 positions in the future. The Statewide Leadership

Conference used to take 20 students, however, last year we took 8 students. Luckily, SCC will be hosting this conference in 2020 so we will save some travel expenses there, but likely will have to reduce the number of student participants in the future.

These types of services are key in retention strategies, academic and personal development for our students. However, as the salary and benefits expenses continues to rise, our program will continue to have to reduce support services to offset cost.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Yes, however, some of these services are being modified or eliminated, due to limited funding. The CAMP program offers the following learning opportunities outside of the classroom:

- CAMPlanning Summer Bridge Program
- Student/Parent Orientations
- Cultural Fieldtrips/University Tours
- Student Internship Program
- Statewide Leadership Conference
- Cesar Chavez Awareness Day
- Monthly Self Development/Educational Workshops
- Migrant Parent Assistance Program

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

CAMP has a grant proposal that the program must follow and implement in order to stay in compliance with the Department of Education. An Annual Plan is developed and a calendar of events are developed for the year. We further role this plan out semester by semester ensuring we are successfully reaching all of our grant objectives and program goals, activities, workshops and events. Some of these components are evaluated through our SLO/SAO assessment process; nonetheless, all activities and events are planned, discussed and executed through our weekly Staff Meetings. Debriefing takes place after each event and future modifications, changes, recommendations are made for the following semester. Student feedback is key; we have evaluations for activities/workshops/events, and take feedback into consideration for future planning. The process of planning, implementing and evaluating is completed as a team and is cyclical in our office.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

There is collaboration that takes place amongst student services programs. CAMP has collaborated with other programs such as EOPS, First Year Support Center, TRIO, and Student Equity amongst others. Student Services meetings are a place where future events and activities are presented. Communication is also found via email announcements.

The CAMP Director serves on the following Advisory Groups representing SCC CAMP.

- CAMP Advisory Board for California State University Long Beach
- HEP Advisory Group for California State University Fullerton
- Migrant Education Region IX, Advisory Group

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Support services will continue to be modified or eliminated due to budget restraints, as a result of, the increasing salary and benefit rates. Leveraging resources across campus will continue to be a priority to ensure students are receiving the support services needed to be successful. This will continue to affect CAMP over the next three years.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Covarrubias, Deisy on 12/12/2019 22:04

The CAMP program currently uses the space in A-212 which includes 2 offices, 2 workstations for staff, and a common space area for student use. This space includes 3 round study tables and 8 student computer stations.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1		2	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Covarrubias, Deisy on 12/12/2019 22:04

The CAMP program shares an office space in A-212 with the Guardian Scholars Program. The space consists of 1 office space for the Guardian Scholars coordinator, a common space for students which consists of 3 study tables and 8 student computer stations.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1		1	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by Covarrubias, Deisy on 12/12/2019 22:04

Equipment/Resource	Description
Student Laptops	38 student laptops purchased by the Office of Student Equity in 2016
Staff Computers	4 Staff Computers
Student Printer	1 student printer
Office Printer	1 office printer

Program Review Resources - Funding Sources : Version by Covarrubias, Deisy on 12/12/2019 22:04

CAMP is a federally funded program funded by the U.S. Department of Education, specifically, through the Office of Migrant Education, under the Office of Elementary and Secondary Education.

Funding Source	Description
U.S. Department of Education	Office of Migrant Education

Program Review Resources : Version by Covarrubias, Deisy on 12/12/2019 22:04

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

Currently, the facilities that CAMP has meets all programs needs. Facilities and equipment currently meet appropriate safety criteria.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

CAMP budget allows for purchase of supplies. The CAMP budget does not have sufficient funds for equipment purchases. The Office of Student Equity purchased 38 student laptops for the CAMP program's use, that has been instrumental.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Currently, all CAMP staff have computers and software needed for daily program operations. Future needs will cause a challenge due to buget shortfalls. The CAMP budget will not support future equipement needs such as new staff computers, printers and student laptops for the laptop loan program.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

All program administrative needs are met.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

CAMP staff includes a full time Director, full time Senior Clerk, Adjunct Counselor, and part time Student Services Specialist (recruiter). Each position collaborates with other departments on campus, as needed, to recieve training and/or gather information needed, to ensure proper operational needs of CAMP are met.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

CAMP has recieved Student Equity funds. CAMP recieved 39 laptops and graphing calculators for students. This is key in assisting with technology needs for students off campus. The laptops are now getting older, and CAMP will not be able to purchase any additional laptops in the future due to the lack of availabilities of funds. Replacement for these laptops will be needed, if CAMP wishes to sustain the laptop loan program.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Potentially, with equipment, the need will be the replacement of the CAMP laptops purchased by Student Equity. New technology advances and emerges everyday and equipment gets outdated and broken quicker than ever before. The student laptops get older year after year and eventually will not work. If the program cannot repalce these, the Laptop Loan Program will not be sustained. In addition, the CAMP staff computers will need to be replaced in the future. The CAMP budget does not support these types of equipment needs due to lack of funding. When these future issues arise, the CAMP program will need support in ensuring working equipment in order for CAMP to continue to be a functional and operational program.

Human Resources

Program Review Human Resources - Support Staff : Version by Covarrubias, Deisy on 12/12/2019 22:04

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Senior Clerk	1	Full-time	12	Grant- U.S. Department of Education
Student Services Specialist	1	Part-time	12	Grant- U.S. Department of Education

Program Review Human Resources : Version by Covarrubias, Deisy on 12/12/2019 22:04

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

- CAMP staff participates in the Annual Statewide Professional Development Training which is hosted by the CA CAMP Directors Consortium. The training offers overall and position specific training and professional development to CAMP staff in the state of California.
- CAMP staff attends the National HEP/CAMP Conference which is held annually and offers workshops and trainings on topics including persistence and retention strategies, position specific training, best practices and student development theory.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

CAMP staff participates in shared governance bodies and initiatives. In the past, the CAMP Senior Clerk served as the Co-Leader for the President's Classified Hawk Advisory Group and sat on the Student Success Committee as a Classified representative. The CAMP Senior Clerk also has lead the Classified Awards Committee for the Classified Employee Awards. Furthermore, the CAMP Director and staff lead the Strenger Award for SCC's Commencement. The Director is part of the Guided Pathways initiative and sits on the Professional Development Committee. Lastly, the CAMP Director is serving as SCC's liason for the 2020 U.S. Census initiative on campus.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

No Value

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Professional Development is important. In addition to above trainings, our CAMP adjunct Counselor attends Counselor conferences on an annual basis to ensure they are up to date with best practices and information. Annual Conferences included the CSU Counselor Conference, the UC Counselor Conference and the Ensuring Transfer Success Conference.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Information about our program can be found on our webpage. We maintain brochurs and flyers around campus with information. Personnel are able to stop by our office any time to receive further information. As the Director, I make it a point to come out to different departments, connect with new faculty and administrators and speak out about our program. This becomes a challenge with adjunct and part-time staff.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Having a better system in ensuring that all SCC employee's including adjunct faculty, interim administrators and part-time staff understand our program and know the services provided in the CAMP office.

Internal and External Communication

Program Review Internal & External Communication : Version by Covarrubias, Deisy on 12/12/2019 22:04

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Catalog entries for CAMP are updated on an annual basis through the curriculum office.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The program's Annual Plan is updated on an annual basis. Assessment and evaluation of the project goals and SLO's are worked on through out the year. Future planning is developed based on results and findings of assessments and evaluations.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

CAMP has a designated staff member who maintains the website up to date. Program website does contain program mission and all current staff contact information. Website is updated with any new service or program changes. Area of improvement will be to post program outcomes and assessment results.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

Director works directly with instructional faculty, counselors and other departments on campus when needed, updates are provided at student services meetings and management council.

Support services are focused for the CAMP student and this communicated directly to student via email, text using remind App, or social media.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Faculty and staff that work for CAMP communicate and coordinate the work of the program well, this takes place on a daily/weekly basis.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Better collaboration and integration with faculty through out the year. For example for CAMP events, offering extra credit for their classes to attend such as our Cesar Chavez Awareness Day, or developing new ways to support CAMP students inside and outside of the classroom.

Planning Agenda

Program Review Planning Agenda : Version by Covarrubias, Deisy on 12/12/2019 22:04

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Book Vouchers	Students do not have the financial ability to purchase textbooks. Students are more successful in classes with the appropriate resources, such as text books.	Book vouchers for \$200 for 43 students each year for the next 3 years.	2019-2020: \$17,200; 2020-2021: \$17,200; 2021-2022: \$17,200
Student Statewide Leadership Conference	A weekend of career, professional and self-development for CAMP students statewide. This is a strong motivational conference for students and a great retention strategy used for CA CAMP programs.	Resources requested are for 15 students to attend the rotating annual Statewide Leadership Conference which includes registration fees, lodging and meals.	2019-2020: \$5,000; 2020-2021: \$5,000; 2021-2022: \$5,000
Cesar Chavez Awareness Day	To bring awareness of Cesar Chavez's Legacy, the change he made in the farmworking community and current needs within this community today.	Resources requested are for food for SCC students participating in event.	2019-2020: \$1,500; 2020-2021: \$1,500; 2021-2022: \$1,500
End of the Year Celebration	Most of our CAMP students and their families have never been inside of a restaurant due to cost. Their financial means does not allow for meals in places such as that. The CAMP Banquet has been held at The Villa Banquet hall for the past several years. This offers students and their parents a night to celebrate students' and parents accomplishments but also a night to eat out at a nice location and eat a formal dinner, they normally are not exposed to,	Resources requested are for food at the Banquet facility, student awards and parent awards.	2019-2020: \$4,000; 2020-2021: \$4,000; 2021-2022: \$4,000

Summary Report

Program Review Summary Report - What is and is not working : Version by Covarrubias, Deisy on 12/12/2019 22:04

Briefly describe and explain what is working well in your program/service area.

CAMP is fully staffed and no turn over has occurred in the past few years, which has been very helpful operationally. CAMP has been established at SCC since 2007. There are currently 9 CAMP programs in the state of CA and 52 CAMP programs nation wide. CA is the state with the most CAMP programs funded. There are 3 community colleges with the CAMP program in the state and SCC is the only community college in Southern CA. This is a very unique program all around. The CAMP Director has served as lead for the CA Directors Consortium for the past 3 years and served on the National HEP and CAMP Association as the Western Regional Stream Representative from 2014-2018 providing assistance to Directors west of Texas. The SCC CAMP Director was selected by the Department of Education to provide technical assistance to new incoming Directors for their first three years at New Directors Trainings. The SCC CAMP Director is often asked by the U.S. Dept. of Ed. to sit on panels offering the Community Colleges perspective for CAMP projects. The last panel took place at the National HEP and CAMP Conference in November 2019. The light of the SCC CAMP program at the National level, the state level and within the community has shifted. The CAMP program is well represented through out the community and within the campus community. This was important for the program over the years. On campus the CAMP team continues to work diligently on a daily basis to offer the best support services to our students and stand as a model program at the State and National level.

Briefly describe and explain what is not working well or needs attention in your program/service area.

The CAMP program has been level funded for the past 12 years. The grant was first awarded in 2007 and no increase to awards have taken place. Over the years, support services have been reduced to ensure that personnel cost could be funded. However, in the past two years, with all the new salary increases, benefit increases, COLA's, and retro pays that have taken place, it has taken a dramatic toll on the budget. Cuts on support services have taken place, and still the budget struggles to offset personnel costs. If any future increases will take place, including regular COLA adjustments, this will continue to affect the buget. We are working with the Department of Education to revise our budgets and modify our original grant proposal with support services we are supposed to provide, as funding now, does not cover the costs. Leveraging of resources has become our main priority, however, personnel cost will continue to be an issue moving forward.

Program Review Summary Report - Resources : Version by Covarrubias, Deisy on 12/12/2019 22:04

Facilities	Technology	Equipment	Personnel
		The request to update and/or replace current staff and student computers and printers, if needed.	undefined

Program Review Summary Report - Initiatives and Other Findings : Version by Covarrubias, Deisy on 12/12/2019 22:04

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

- AB705 affects our students, specifically our onboarding process with the guided self placement and our counseling services. We've had to reframe how we are asissting students through this new implementation phase. <https://sccollege.edu/Departments/testing/Guided%20Self-Placement/Pages/AB-705-Implementation-.aspx> (<https://sccollege.edu/Departments/testing/Guided%20Self-Placement/Pages/AB-705-Implementation-.aspx>)
- Guided Pathways will affect our students from entering to finishing their educational pathway. This initiative is reframing how our campus and services will look like, in and out of the classroom. This will be an adjustment to how we provide support services and what new "processes" will be implemented for our future students. <https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx> (<https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx>)

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

Summarizing from the focus group, the most powerful piece was that most CAMP students felt that they would not be enrolled in college or would not stay enrolled in college, if it wasn't for the CAMP program. The support services that CAMP has provided to these individuals was the reason why these students are continuing their education. This is powerful for this student demographic. High touch support services are essential for special populations students' success.