Goals and Objectives

Progress on Goals and Objectives

After you have reviewed your program’s goals which are linked to this section by clicking on the flag in the upper right (next to the version information):

- Check the box reflecting on progress made in meeting the goals.
- Add action plans and resource requests using the elumen strategic initiative functionality.

In the box below:

- Please reflect on your program’s progress on meeting its goals and their alignment with the College’s goals.
- Describe results from actions taken and resources received since the last program review progress report.
- Describe any notable accomplishments and changes since the last program review progress report.

In the last ten years, the college enrollment numbers have been steadily declining. Enrollment in spring 2017 was 9,443, and as of fall 2018, the enrollment has fallen to 7,440. The good news is that it seems that we are finally leveling off, as the fall enrollment for fall 2017 was 7,444. Despite these steady declines, we were able to marginally increase student access and participation in orientation, assessment, education planning, counseling, and academic/progression probation services, and other follow-up services. There was an 18% increase in the number of completed education plans in fall 17-18 in comparison to spring 16-17. We would credit this increase to stringent student outreach and education campaign. We have added e-advise through SARS appointment and data management system and is working on adding integrated Zoom access through the same system. We feel that this addition will add to the goal of providing a robust academic support system.

Student Services has been working diligently with the college to update and ensure ADA accessibility in all their forms and programs. This initiative is in line with the College’s goal to provide robust academic support. We initialized Go2Orientation through the competitive federal Title III grant to provide unimpeded access to orientation to our distance education and transfer students.

The implementation of Banner BDM was completed, with some rough moments, but Student Services worked diligently with the Office of Instruction to smooth out any concerns encountered during the initial launch. We are very excited about the progress achieved thus far on the implementation of DegreeWorks. They began the alpha-testing phase in fall 2018 and will start beta-testing in spring 2019.

With the passing of AB705, our goal of implementing the statewide common assessment cannot be met. We will refocus our efforts in providing support services for those students that require additional assistance in their transfer-level coursework.

Student Services has continued their efforts in providing a needs-based program of professional development. It is critical for Student Services professionals to be fully versed in FERPA, Title IX, Campus SAVE, and Trauma-informed. Therefore, each semester a training session was held for new and current employees. In fall 2018 members of the Student Services team attended the annual ATIXA conference in Philadelphia and also completed the Title IX administrator and coordinator training. This was a significant investment in these member’s professional development. They will use their knowledge and work with the district to ensure that the college continues their Title IX compliance.

Our New Student Convocation is maintaining its steady upward trajectory by increasing the number of student attendance. Over 700 students attended the fall 2018 Convocation an increase from 600. We are very pleased with its continued success and hope that we will see 800 attendees in fall 2019.

We were able to add a Dean of Student Equity and Success in fall of 2017 to our organization. With this guided support we were able to maintain our student retention numbers. This aligns with the College’s goal of modifying and streamlining the organizational structure. The Integrated Plan developed for 17 – 19 included strategic planning through the Office of Student Equity and SSSP. We were not able to see a robust increase in retention. However, the new Dean of Student Equity and Success is working to add two new directors to her office; Director of Multicultural Center and Director of Student Need. These additional positions are to draw focus on providing guided resources to our underrepresented and economically insecure students.

With intrusive counseling and support from the Office of Student Equity, we feel that we will see significant progress in student retention.

The Community grant program was able to increase the ward period from one semester to two semesters. They will review the data and ascertain whether it was an effective method of increasing student retention.

All of our goals aligned with at least one or more of the College’s goals, therefore, we are very satisfied with our achievements since the last progress report.

Goals and Objectives

1. Increase student access and participation in orientation, assessment, education planning, counseling, and academic/progress probation services, and other follow-up services.
Goals and Objectives

**Recommended Actions**

The goal of increasing the number of participants in the completion of orientation, assessment, education, counseling, and academic/progress probation services, and other follow-up services is an on-going goal. We have witnessed a steady decrease in enrollment that is affecting these services. In comparison to spring 16-17 there has been a marginal increase in the number of education plans from 2,199 to 2,668. We have expanded our service range by adding e-advising as another method for students to communicate with counselors and to reach counseling services. Part of the plan is to increase accessibility by adding Zoom conferencing to the existing SARS services to allow students to engage counselors more freely and at their liberty.

2. Continue to improve access to online services.

**Recommended Actions**

With the assistance of Title III, competitive federal grant Student Services has continued to improve access to online services. With the addition of e-advising through SARS services for counseling, students have been able to expand their access to counselors – this includes, education planning, advising, and information validating. Go2Orientation allowed transfer students to complete their orientation requirements to meet state-mandated priority registration requirements without impediment. Also, Title III in collaboration with Distance Education have made strides in educating faculty, and staff regarding accessibility and how to meet the college's stringent ADA accessibility requirement.

3. Implement Banner including Degree Works.

**Recommended Actions**

Student Services Banner BDM implementation is complete. DegreeWorks is in the testing phase – scheduled to expand to more counselors in spring 2019. The projected launch is fall 2019.

4. Implement the statewide common assessment (if launched by the state).

**Recommended Actions**

The college was preparing for the implementation of the statewide common assessment and during that period, the state ultimately found that assessments were causing unnecessary impediments to student success whereby they passed AB705 in October 2017 that took effect on January 2018. The bill requires that the colleges maximize the probability of a student to enter and complete transfer-level coursework in English and math within a period of a year and to use their high school course-work and grades as placement tools. This essentially eliminates the need for assessments except for certain circumstances where the student opts-in, those that are from another country, or those that need to place into ESL courses.

5. All new and current SS personnel will receive appropriate on-going training and professional development.

**Recommended Actions**

The Student Services management team recognizes the importance of providing professional development and training opportunities to staff, faculty, and administrators. Multiple training sessions for FERPA, Title IX, Campus SAVE and Trauma-informed workshops led by outside consultants, and internal experts were offered. Active shooter and disaster awareness training was held as well, and follow-up sessions were offered. Also, the active shooter and disaster awareness training will be essential when all of student services move into their new one-stop Student Services Center in spring 2019. In fall 2018 members of the Student Services team attended a grueling week-long Title IX conference and participated in Administrator and Coordinator training. To meet federal compliance, the college will need to continue to train their Title IX coordinators and administrations and funding will be needed to support this effort. Student Services strives to strengthen their staff by encouraging those that seek professional development opportunities.

6. Increase the number of students attending New Student Convocation and other student-focused campus activities.

**Recommended Actions**

New Student Convocation is an event that has been growing at a steady pace each year. Its continued success allows the college to share relevant information such as Campus SAVE and Title IX to incoming students. In fall 2018 the number of attendees grew from 600 to 700+, not including guests that joined their students. The focus was to highlight diversity and connectedness in this ever-changing global and political climate. Every year student attendees complete a survey at the end of Convocation, and overwhelmingly they share their appreciation for the heartfelt community-building event.

7. Develop a robust retention program focusing on students on academic probation and students subject to academic dismissal.

**Recommended Actions**

As part of the 17-19 Integrated Plan, we have successfully developed and implemented a retention program. Two hundred students received academic/progress probation services and 1,663 other follow-up services. We do not feel that this is a robust program; however due to the small number of counselor support. We think that it is critical to have a retention specialist that can dedicate their focus and resources to this effort. With this in mind, the Counseling Department has submitted a request for a retention counselor.

8. Expand and refine the existing Community grant program. Increase the award period from one (1) semester to two (2) semesters; and revisit the eligibility criteria.

**Recommended Actions**

The Community grant program increased their award period from one to two semesters. They were also able to increase the number of awardees from 200 to 400. Next step is to identify whether the college would like to continue the program.
Closing the Achievement Gap

Closing the Achievement Gap – follow-up

Last year in the Program Review Progress Report you were asked for suggestions to support efforts to close the achievement gap.

- Did you try any of your suggestions from your previous program review report? Please reflect on the results.
- Do you have additional suggestions that would support the effort to close the achievement gap in your program?
- What suggestions do you have that would support the effort to close the achievement gap at an institutional level?

The suggestions from the last program review report were added to the College's Integrated BSI/Student Equity/Student Success & Support Program Plan. This plan allowed Student Services to work closely with the Office of Instruction to develop programs in the efforts to close the achievement gap.

There was a strategic push to require first-year students to have a clear roadmap to completing their academic/career goals. The increase in the number of education plans signifies a positive outcome from our endeavor. The result is the total program awards for degrees and certificate increased from 867 in 16-17 to 1,012 in 17-18. Keep in mind this is with a decline in enrollment. We view Student Services as the guiding light for students in the sometimes murky path to achieving academic and career goals.

We believe we can keep up the momentum by the addition of a Retention Counselor thus increasing the level of intrusive counseling. The Retention counselor in conjunction with the Director of Multicultural Center and the Director of Student Need can spearhead the development of a targeted student retention plan. Currently, we are using multiple funding sources to provide targeted workshops and advising session for special programs (EOPS, DESP, TRIO, Umoja, Puente, Veterans, and Foster Youth) to promote degree and certificate completion.

Student Services has been working diligently with the Guided Pathways task force to develop an overarching plan to create a clear roadmap for students to follow on their academic/career path. We believe that the developed plan will help close the achievement gap at an institutional level.

Administrator Review and Signature

I have read and reviewed this Program Review Progress Report.

Stephanie Kashima
VP Student Services