

Two surveys were developed for students who received Early Alerts: one for students that were able to be contacted by phone, and one for students that were emailed. In fall 2016, 39 students received Early Alerts. Of those students, 32 were called by a student worker for the follow-up survey (some students did not have phone numbers listed). Only seven students completed the survey. Of those seven students, four had originally been contacted via phone by a counselor regarding the Early Alert, and three had originally been contacted via email by the counselor. The three who had received emails from the counselor did not complete the entire survey, because none were aware that they had received an Early Alert and follow-up email in their college account.

The students who had originally been contacted via phone were much more responsive to the student worker: they answered all of the questions, they expressed appreciation of the Early Alert contact, and they said the contact was encouraging and helpful. Two students reported utilizing resources more after the Early Alert, and three students increased communication with their instructors after the alert. One student reported that the Early Alert contact "provided [him] an opportunity to contact a counselor and make a decision." Another student said the Early Alert contact "created a sense of urgency to not put [the class] off."

Instructional Assessments:

COUN C101 (Tools for College Success)

The counseling faculty revised the Student Learning Outcomes (SLOs) for COUN C101 which were approved in the fall of 2016. In spring 2017, the counseling faculty developed assignments and rubrics to assess the new SLOs. Data will be collected for COUN C101 during the fall 2017 and spring 2018 using the new SLO's, assignments, rubrics. Once assessed for two semesters, counseling faculty will meet to review the data and revise the assignments/rubrics if needed.

PDEV C052 (Becoming a Successful Online Student)

After discussions in 2016-2017 it was determined that the PDEV C052 SLOs will be revised and submitted to CIC in fall 2017.

PDEV C101 (Becoming a Master Student)

Discussions will begin this year regarding revisions that need to be made to PDEV C101's course description and course's seven student learning outcomes.

PDEV C100 (Student Success Career Pathway)

- Fall 2016 - no SLO gaps were identified
- Spring 2017 - no SLO gaps were identified

Outcomes Assessment: Gaps to be Addressed

Increase the number of students completing orientation, education planning, and counseling.

Type:

AUO

Target Missed/Gap Detected:

Based on 2016-17 program review data, the number of students completing orientation, education planning, and counseling have decreased except for students at a distance.

Type of Gap:

Need to improve operational processes. Other (explain in Analysis).

Analysis and Plan for Improvement:

Overall, the completion of core services has decreased during the past year. This varies from site to site but in general the numbers of students completing orientation, counseling, and education planning have decreased. The exception to this is that the number of students completing the assessment process has increased across sites. The number of students completing abbreviated education plans increased by 5% but the number of students completed comprehensive education plans decreased by 3% overall. Again, these numbers vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and

comprehensive education plans while others have decreased but overall less students are completing these services at all sites. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Overall, our services for students at a distance have increased. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%.

There are several strategies that will be put in place to increase core service completion among students at on-ground campuses. In addition, we will continue to provide services for students at a distance so that our improved efforts in those areas continue.

- Increase interaction with students regarding missing core services at multiple points of contact (e.g. using SARS to alert and advise students, use of Navigate, reminders during appointments, etc.)
- Retraining for front line staff (e.g. department assistants) to promote completion of core services upon first student contact
- Expand Class to Career presentations to more classrooms
- Expand partnerships with faculty and academic departments to promote core service completion
- Work with IR to verify accuracy of MIS data reporting, collection, and evaluation procedures are accurate and consistent
- Provide training to staff on data reporting and collection

Anticipated Semester for Implementing Planned Improvements:

fall 2017

Anticipated Semester of Next Assessment:

spring 2018

Program Review: Actions Taken

Counseling

Year of Last Program Review:

2013

Actions Taken in the Prior Year to Address Strategies:

- The Student Success and Support Council continues to meet regularly to coordinate, plan, assess, and evaluate student support services including initiatives under the Counseling Department such as SSSP and Student Equity.
- Staffing has been increase over the past 2 years with an additional adjunct counselor hired in the past year.
- A new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017.
- Efforts to involve faculty in the completion of core services has been growing. These include activities such as Class to Career and the development of a Faculty Guide to SSSP. Class to Career videos were redone and enhance on-ground and online classroom presentations. Presentations have been expanded to be available to all programs. The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan which is a benefit to both the non-instructional and instructional sides of the college.
- The college has implemented the EAB Navigate platform to streamline student onboarding and to provide a support mechanism to help students identify pathways and stay on their path from start to completion. In fall/spring 17-18, the platform will be expanded into Navigate 2.0 which will include an enhanced student experience with text/email notifications, an advisor dashboard, and an early alert system.

Strategies Still to be Addressed:

- The implementation of mandatory core services has not been implemented college wide due to enrollment management concerns at the district level. We are able to ensure mandatory completion for certain populations such as students in programs such as EOPS, DSPS, Umoja, etc. but we are not able to go full scale with all students at this time.
- Degree Works - the program is ready to be implemented but the district needs to agree on the use of catalog rights before it



5. Marketing

Based on past survey feedback it is clear that Access Programs can do a better job of letting college students know about the different Access Programs available to them. Although the programs have been updating their websites with current information, students who do not know what Access Programs provide may never visit the website. Access Programs has been promoting events and services on the college landing page to increase awareness. The staff have also developed a listserv to send notices to continuing program students about program events and requirements. This has been effective and more students are attending program sponsored events than before. The new online intake process called Navigate will bring attention to new students about the Access Programs and services.

In Spring of 2014 a free mobile app, Grad Guru, was initiated through Student Services to help inform students of college events, deadlines, and other college services with the intent to incorporate more ways for students to hear about college functions. Student Services office staff worked together to develop an announcement calendar for the academic year that included financial aid information and deadlines, registration, drop dates, and other college information. Additionally, three Student Services staff members can add announcements at any time as requested by any college staff.

In the past few years a more robust and active Public Relations and Marketing department has developed. Regular publications of the Coyote Howler that includes Access Programs events and activities have helped to bring notice to the program’s accomplishments, reminding all college staff of what Access Programs offers. We still need more outreach materials to use during recruitment time, and better signage of where Access Programs is located. We are still struggling to reach new, incoming students to the college to let them know about our services. We will work with the Financial Aid Office to be more targeted in referring students to EOPS and CalWORKs based on their BOG and TANF benefits.

Part 4- Achievement of Administrative Unit and Student Learning Outcomes

1. Achievement of Administrative Unit Outcomes (AUOs)

The following AUOs are from the annual unit plan for 2014-2015 (planning year 2013)

AUO 1:	
Target:	Develop more comprehensive EOPS orientation that includes interactive activities to establish relationships between students and staff at the entry of a new student into the EOPS Program. Student success and retention rates have been trending down. Strategy designed to increase rates and help students achieve greater success as soon as they enter the EOPS Program.



Access Programs (formerly known as Special Services)
 Non-Instructional Program Review

Assessment Method:	Use annual statistical data on retention and success rates for program provided by institutional researchers.
Assessment Date:	Annual data on retention and success rates from 2012-2013 and 2013-2014, reviewed the following fall semesters.
Recent Results:	Orientation was redesigned and contains two activities requiring student participation with facilitator and other students. Students required to address reasons for attending college through writing exercise that helps them identify their educational and personal goals. Staff encouraged to attend orientation so students can meet them and immediately establish relationship with them. Both retention and success rates increased in 2012-2013 compared to 2011-2012 rates. Both continue to increase since 2012-2013.
AUO 2:	
Target:	Increase in EOPS/DSPS students completing semester following workshop attendance and higher overall GPA. Separate mandatory probation workshops will be held for EOPS students who are on academic/progress probation and students who are non-compliant with EOPS requirements. Academic probation students struggle with different issues than students on program non-compliance. By requiring students to attend probation workshops that address their specific probation status students will be better informed of strategies to help improve status and consequences of continued probationary status.
Assessment Method:	Compare data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.
Assessment Date:	Reviewed completion and GPA data in fall 2013. Comparative data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester indicated greater success. Workshops found to be more effective separated. Overall percentages of completers higher following separating workshops. Overall percentage of GPA higher than 2.0 increased with separation of workshop.
Recent Results:	Workshops found to be more effective separated. Students were required to attend the appropriate workshop for their specific type of probationary status. If a student was on both types of probation they were required to attend both workshops. Academic probation workshops focused on incentives to succeed in classes whereas non-compliance probationary students needed to be connected to resources. No significant data showing increase in GPA.
AUO 3:	
Target:	Increase the number of student Peer Mentors. Reestablish Peer Mentor program to increase student engagement of all Access program students.



Access Programs (formerly known as Special Services)
Non-Instructional Program Review

Assessment Method:	Compare number of Peer Mentors from previous year.
Assessment Date:	Fall 2013. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year.
Recent Results:	There were no increases in Peer Mentors for the 2012-2013 year. Since then, there has been a change in who attends Peer Mentor training. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. Orientation meeting held first to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.

The following AUOs are from the annual unit plan for 2015-2016 (planning year 2014)

AUO 1:	
Target:	DSPS students will establish an educational goal by the end of their first semester. DSPS students will have a better understanding of how to complete their educational goal after participating in all of the matriculation components including completing a long term educational plan with a program counselor. 100% completion of matriculation components by all DSPS students.
Assessment Method:	Improve retention and success rates for DSPS students by assisting students in determining educational goal and developing educational plan.
Assessment Date:	Fall 2014. Compared retention and success rates from 2012-2013 to 2013-2014 rates for all DSPS students.
Recent Results:	All DSPS students enrolled for the semester were checked to see if they had completed the core components of matriculation. Those students who still had outstanding components to complete were called and informed on how to complete the component. Since the development of an online DSPS orientation and more on ground DSPS orientations offered, DSPS students followed through on this component. The assessment component was difficult to determine since some of the students had multiple measures used by counseling staff for assessment but counseling staff did not enter confirmation of assessment in the system, but students related process completed. Resulted in working with counseling staff to be sure and enter assessment when done through multiple measure process. Educational planning and counseling has become a built in step to the intake process for Access Programs students.
AUO 2:	
Target:	EOPS students in work study positions will have higher retention and success rates. EOPS students employed in work study positions will be more engaged



Access Programs (formerly known as Special Services)
Non-Instructional Program Review

	with campus programs, staff and other students. Work study will provide additional incentive and skill building that leads to greater retention and success.
Assessment Method:	Compare overall EOPS retention and success rates with those of EOPS students employed by college as student workers.
Assessment Date:	Fall 2015.
Recent Results:	Not assessed due to limited staff and limited work study funding, there were few EOPS students in work study positions. Decided to use different methods of student engagement to reach goal of increased retention and success rates.
AUO 3:	
Target:	Identify processes, activities and services that best serve students' needs. Obtain current feedback from all Access students regarding program processes, activities, and services relevant to meeting their needs.
Assessment Method:	Review results of Student Experience survey from fall 2013 and Community College Survey of Student Engagement (CCSSE) done in spring 2014.
Assessment Date:	Review results fall 2014.
Recent Results:	<p>Relevant feedback related to all Access Programs below:</p> <p>Student Experience Survey: Reflected overall satisfaction with student services including counseling. Students responses indicated never use or almost never use Special Services (Access Programs now). Suggestions for improved student activities included study groups, more clubs, entertainment activities such as concerts and dances, more sports, more staff involvement, more staff access by phone, and online activities such as treasure hunt.</p> <p>CCSSE: Use of the Special Services program (Access Programs now) was reflected by most as never used or almost never used, but reported services as "very important". Activities identified as important to students and a positive student experience included group work, peer tutoring, peer and instructor discussions related to coursework, and student interactions with other students with diverse backgrounds. Feedback suggests college scores fairly high except in helping students cope with non academic issues and in providing support to help students thrive socially. Use of the Special Services program (Access Programs now) was reflected by most students as never used or almost never used, but reported services as "very important".</p>
AUO 4:	
Target:	CARE students will identify resources and support services most useful to them, how their childcare needs are being met, and be assessed on their knowledge of CARE services by means of a survey.



Access Programs (formerly known as Special Services) Non-Instructional Program Review

Assessment Method:	Survey all CARE students in fall 2013 semester. Survey will list services most useful to CARE students to be prioritized.
Assessment Date:	Summer 2014.
Recent Results:	45% of CARE students participated in answering survey questions. The survey responses indicated a need for funding for on campus printing services. This service was researched as to viability, a process developed, and the services will be provided starting the spring 2015 semester to all EOPS and DSPS students. The survey also indicated that CARE students do not have a clear understanding of what services the CARE program provides. In response to trying to inform and connect students to CARE services program staff started offering one CARE activity each month in the semester where CARE services are related to attending students, as well as informational workshops and guest speaker presentations. Staff also plan to provide written list of services available to both EOPS and CARE students and hand out during program orientations, post in program office, and promote services using electronic means like emails and Grad Guru.

2. Gaps Identified

In the Unit Plan 2014-2015, AUO 2, the initial assessment method was to compare the rate of students persisting to the next semester instead of completing the semester. But when it was determined that the Institutional Researchers could not provide this information semester to semester, the method of assessment was changed to comparing students' semester completion rates. Current data does capture retention rates (student persistence within the semester) and success rates (completion). Requests have been made to the Institutional Researchers to include data on students who continue to the next semester.

In the Unit Plan 2014-2015, AUO 3, it was determined that the program needed to reassess how to target potential Peer Mentors since the student self identification of interest in the program did not result in more applications submitted. There were no increases in Peer Mentors for the 2012-2013 year. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year. Since then, there has been a change in who attends Peer Mentor trainings. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. An orientation meeting is first held to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.