

Comprehensive Program Review Report



Program Review - Student Success Program

Program Summary

2022-2023

Prepared by: Elise Garcia

What are the strengths of your area?: In the 2022-2023 academic year, the Student Success Program is entering its eighth year of operation. We continue to serve the colleges disproportionately impacted groups, as well as special populations as described in the Chancellor's Call to Action and the Vision for Success. The Student Success Coordinators continue to meet with students one-on-one and in groups providing high-touch, wrap-around services. Additionally, The Giant Dream Center has expanded its services and resources to include a more holistic means of serving the population.

-Students who completed the Student Success Program had a higher Math success rate, 88.7% in Fall '21, 62.9% in Spring '22, compared to the rest of the District, 75.7% in Fall '21/ 52.3% in Spring '22.

-Students who completed the Student Success Program had a higher English success rate, 81% in Fall '21/ 81.4% in Spring '22, compared to the rest of the District, 74.3% in Fall '21/ 67.1% in Spring '22.

-Students who completed the Student Success Program had a higher overall success rate in Fall '21 (80.1%) than the rest of the District (67.0%).

-Students who completed the Student Success Program had a higher overall success rate in Spring '22 (82.8%) than the rest of the District (70.3%).

-In the Fall of '21, students that completed the program had an average G.P.A. of 2.89 versus the district non-completers average of 2.38. Similarly, in Spring '22 the average program completer obtained a 2.89 GPA, whereas non-completers earned a 2.44.

-The Student Success Program had 607 students in Fall '21 and 657 students in Spring '22.

-The Giant Dream Center served 83 undocumented students in Fall '21 and 46 in Spring 22. Please note the decrease from Fall to spring is due to the departure of the coordinator that served the E.S.L. credit and non-credit populations, which contributed a majority of students to the Dream Center program. Since her departure, that program re-aligned caseload demographics.

-As the Giant Dream Center continues its relationship with the California Foundation for Community Colleges and the United Farm Workers Community College Project, we provided 56 unduplicated individuals with free legal services with an immigration attorney regarding their immigration status.

What improvements are needed?: As the District and the community move away from pandemic protocols, the needs of students have shifted in a manner that we did not experience pre-pandemic. The 2022-2023 academic year will provide the platform to implement ideas that may not have been relevant before students extended time away from the classroom and peers. Continuing and incoming students are experiencing hardships due to inflation and needing to acclimate to full-time in-person instruction. There appears to be a greater need for financial assistance and increased support services. Considering these needs, the Student Success Program would like to explore the areas of increasing the number of students the program can serve, assisting non-AB540 students in achieving their academic goals, and helping to identify students on campus who traditionally fall through the cracks due to documentation status. Over the next five years, the Student Success Program in conjunction with other on-campus programs would like to explore the possibility of bringing a Multicultural Center or dedicated Dream Center to

the list of campus resources.

Describe any external opportunities or challenges.: We will continue to grow as a program and understand the current needs of students, we will continue to remain flexible. As the District and community transition back to a pre-pandemic society, the Student Success Program and the Giant Dream Center will need to assist students with the re-acclimation to in-person operations as the college moves to course offerings that mirror that of a pre-pandemic learning environment. The Student Success Program and Giant Dream Center will continue aligning services and resources with community and District trends and Chancellor Oakley's Call to Action by exploring new ways to promote inclusivity and contribute to eliminating systemic racism.

Overall SAO Achievement: During the 2021-2022 academic year, the Student Success Program had 607 students complete the program requirements in Fall '21 and 657 in Spring '22. The Spring of '22 brought about a rise in program enrollment, which appears to be attributed to the increase in in-person, on-campus course offerings. The seven coordinators had 6,842 meetings in Fall '21 and 7,065 meetings in Spring '22. The two counselors had 635 student meetings in Fall '21 and 991 meetings in Spring '22. During the Fall '21 semester, the coordinators were tasked with providing intervention to students contemplating an Emergency Withdraw drop as we continued with pandemic protocols. This allowed students to receive the needed support and assisted coordinators in reaching new students in a virtual world. Through the restructuring and re-distribution of responsibilities, the Giant Dream Center has served students with many services to help them educationally and personally.

Changes Based on SAO Achievement: In the 2022-2023 academic year, we have returned to a more traditional recruitment means. The Student Success Program will continue to work with the EDAC to answer the Chancellor's Call to Action. By working with the Institutional Research Department, we can pinpoint the student groups who fall below the achievement gap, are on academic or progress probation, or who fall within specific categories. Championing equity-based actions at the state, community, and District levels will continue while supporting, The Giant Dream Center and answering the appropriate actions in the new 2021-2024 Strategic Plan.

Outcome cycle evaluation: As we move into year two of a new Strategic Plan, we have evaluated actions associated with our program and outcomes. We will align our internal goals to meet the needs of the college and Goals #2 and #3.

Action: 2020-2021 & 2021-2022, Student Success Banner Reporting

In the 2020-2021 academic year, I will work with individuals from programming to create a system that allows program staff to track disproportionately impacted groups (DIGS) in the Student Success Program accurately.

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Implementation Timeline: 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes: District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level.

District Objective 4.2: Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

Person(s) Responsible (Name and Position): Elise Garcia, Charlene Woods, and the IT Programming department

Rationale (With supporting data): The Student Success Coordinators met with 13,200 scheduled meetings in the Fall of 2019 and 14,606 in Spring 2020. 715 students in the Fall fulfilled these appointments and 758 in the Spring. Currently, program staff monitors participation by self-reporting via an Excel spreadsheet. Implementing a reporting system will allow participating students to be tracked and identified via systemic programs. Reporting in this manner also will enable other on-campus programs and resources to identify participating individuals with ease. In having the ability to see participating vs. non-participating students, the program will identify those who have not sought out services and further our efforts in closing equity gaps for our DIGS, which make up approximately 86% of the district population. Banner reporting will provide more accurate data sets that can feed into more robust district data sets. I will work with programming and computer services to implement a Banner tracking system that meets our program's needs.

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level.

District Objective 4.2: Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

Priority: High

Safety Issue: No

External Mandate: No

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Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/21/2021

Status: Continue Action Next Year

Action is continued as we plan to rollout Banner Reporting in this academic year. In the 2020-2021 year we worked with IT and programming on the internal structure for this to come to life.

Impact on District Objectives/Unit Outcomes (Not Required):

Action: 2021-2022 Giant Dream Center Fellowship

After restructuring the Giant Dream Center and receiving the Dreamer Liaison Funds, it was revealed that we needed to create opportunities for our undocumented population to gain on-the-job experience. Often, students tagged as AB540 cannot join the workforce as they do not meet hiring criteria such as having a valid ID or Social Security Number. The Giant Dream Center has done extensive research into the various fellowship programs that other Community Colleges and CSU's have adopted. Upon examination, I plan to adopt similar practices and offer personal and professional growth opportunities to our students. The program will be one academic year in length, and participants will obtain a direct-to-student stipend. Participants will complete the program with an understanding of the workforce and how to contribute in an office setting.

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Elise Garcia, Maria Martin

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: 2021-2022 System to Track Lab Usage

As the college moves back to in-person classes and services, the Student Success Program and Giant dream center need to explore tracking and analyzing traffic data utilizing the five success labs. This will allow the programs to study trends and better serve our students regarding staffing, services, and usage times. In conjunction with Educational Support Services and the Dean of CTE, the Student Success Program will implement Accudemia, a cloud-based academic center management system. Accudemia tracks student use of the various centers and will reduce gaps in access to services and create a user-friendly pathway for creating multiple types of reports. As we continue in the COVID-19 pandemic, this may also be a valuable tool in contact tracing should it be needed? With the rollout in the Fall 2021 semester, Spring 2022, I plan to upgrade the hardware that will be utilized to minimize the management system's footprint in each of the labs.

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

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Person(s) Responsible (Name and Position): Elise Garcia, 6 Success Coordinators, Educational Support Services

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

10/13/2022

Status: Action Completed

The Student Success Program along with the Dean of Educational Support Services was able to implement Accudemia in all Success Labs with updated technology and card readers. Because of this, the labs have seen an increase in students that sign in regularly.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: 2021-2022 Transparency in Student Success Data

As I move forward with Banner reporting to increase the validity and ease of transcribing data, the next natural step seemed to add a layer of transparency to the Student Success Program. Therefore, in 2021-2022, in conjunction with Institutional Research and Development, I would like to work on a plan to share the program data appropriately with the district and community. After collaborating with Institutional Research and Development to bring transparency and data consistent with other programs, we plan to have the Student Success Program added to the Tableau Program Review Dashboard. We will work together to identify the definition of a Student Success Program completer and various metrics that will assist in the Program Review process and reporting to the SEA program constituents

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Elise Garcia, Ryan Berry-Souza

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/13/2022

Status: Action Completed

In working with RPIE the program was able to be added to the college's dashboard with the program data and statistics.

Impact on District Objectives/Unit Outcomes (Not Required):

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Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: 2022-2023: Addition of a Student Success Coordinator Position

As the District returns to a pre-pandemic schedule as a program, we have begun to see a trend that students need increased levels of support throughout the semester. Over the last eight years, the Student Success Program has seen a trend when on-campus operations are at full momentum, each coordinator reaches capacity early on in the semester. In the Fall '22 semester, the program reached capacity in mid-September at approximately 1,100-1,200 students before the October drop date. A waitlist for Spring '23 has been created. To meet student needs as well as the continued effort to be a pillar of the District's charge to close the achievement gaps as put forth in the Strategic Plan, Equity, and S.E.A. plan, we would like to bring on an eighth Student Success Coordinator to serve a variety of students who are identified as DIGS.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Elise Garcia

Rationale (With supporting data): As professionals in the world of education, it is widely known that students associated with on-campus programs have higher success rates during their academic journey. The 2021-2022 Student Success Program data shows that students who participate and complete program requirements complete Math and English courses and obtain a higher G.P.A. than students who do not. Additionally, the 2021 MotherLoad survey identified that nearly 55% of the 2,177 students who responded received services from a support program. Should this percentage rate translate into a greater District population, we leave many students unserved. In the same report, students identify areas most challenging to their education, the top three being balancing family & school, balancing work and school, & financial issues. These barriers are frequently expressed in the one-on-one meetings coordinators have with students. Coordinators are equipped to work with students and provide tools to aid in overcoming some of these obstacles. With the addition of a Success Coordinator, we would have the ability to reach more students each semester.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - General or categorical funding for the ability to add an additional Student Success Coordinator including salary and benefits. (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 125000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year

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institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 COS non-AB540 eligible undocumented Fee Waiver

Undocumented students face numerous obstacles when choosing to obtain an education, one of which is tuition equity. Funding for this project would show traditionally underserved students that the College of the Sequoias is a safe space and allow them to persist in their education and have the chance to reach their academic goals. Many of these students have lived in California for an extended period, which is the only place they call home. However, they continue to be educationally stifled in limbo between resident and non-resident status. This program would potentially benefit two types of our undocumented population. The first is those who are currently paying for their courses. Culturally, our undocumented student population takes on various roles within the family unit; the students work, attend classes, and care for their families. With this load and attempting to save enough money to pay for a semester of courses at the non-resident tuition rate, academics is the first area to suffer. In some cases, students either withdraw from classes or earn non-passing grades due to increasing work hours to meet the financial needs of their families and education.

The other type would be those participating in the ESL non-credit program. Some attend for years to reach the number of consistent contact hours required to obtain AB540 status. The student will be provided the opportunity to move past the non-credit courses. This would benefit the student in their education and the district by showing persistence and matriculation from the non-credit program to credit courses. The students who are chosen to participate in the waiver program will have the support of the Dream Center and participate in the Student Success Program. This proposal would align with the California Community Colleges' commitment to our undocumented population.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes: This project has the potential to increase success rates among all areas of study at the College of the Sequoias. When most community colleges are struggling with decreased enrollment, a program such as this provides an opportunity for growth. A non-resident tuition fee waiver would increase the overall enrollment and FTES for the college as students can cycle into credit courses. In turn, this will positively affect the greater community and graduation rates. We have the opportunity to pave the way for other colleges in our area that have yet to implement such a program. According to California Higher Education Systems data, California is estimated to be the home of 75,000 undocumented students enrolled in public colleges, with new students entering each semester. This would provide a new source of potential for growth within the district, benefit those currently enrolled and promote future enrollment.

Person(s) Responsible (Name and Position): Elise Garcia

Rationale (With supporting data): COS non-AB540 eligible undocumented students face a barrier which is overcoming the hurdle of non-resident Tuition fees. These students are subject to \$294.00 a unit versus \$46.00 for other students. The requested money would be a grant/award to undocumented students who have displayed financial need and are accumulating units to qualify for AB540 within two semesters. Each semester, the Giant Dream Center staff comb through the list of students with high balances to determine who would be eligible for services, ensure they have been evaluated for AB540 status, or assist them with setting up a payment plan. Many of these students are non-traditional and low-income, making the \$294.00 a unit cost unrealistic. At times students who are close to earning their AB540 designation have stepped away from academia for financial reasons. We hope to assist students in successfully matriculating and improving their success rates in their chosen areas of study. At the end of the academic year, the Giant Dream Center, with Admissions and Records, will evaluate the participating student's academic success. We estimate that this scenario would affect 10-20 students enrolled in credit and non-credit courses, and the proposed pilot program could assist three to five students in the 22-23 academic year. This program would be similar to that of LA Community College District.

12 units AB 540 eligible student: \$552.00

12 units Non-AB 540 eligible student: 3,528.00

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Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Identifying Unidentified Giant Dream Center Students

Each year, the Giant Dream Center continues to grow and improve in how we recruit and identify eligible students needing services. One consistent barrier we find is that, in some cases, students are apprehensive about sharing their documentation status as they are fearful. In years past, the staff of the Giant Dream Center had devised a rudimentary way of locating students that had fallen through the cracks and were not receiving the assistance needed. This year the Dream Center, along with the assistance of individuals in the programming department, would like to devise a report that allows staff to filter through students with high unpaid balances with the District. A report such as this would enable staff to find those that may have marked themselves as citizens but have not provided a Social Security Number or those from local high schools paying out-of-state fees. In turn, we would be able to contact these students and identify if they are eligible for AB540 or other program resources that they may not otherwise have known were available to them.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Elise Garcia, Programming Department

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

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District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.