

# Comprehensive Program Review Report



## Program Review - Student Success Program

### Program Summary

#### 2020-2021

**Prepared by:** Elise Garcia

#### **What are the strengths of your area?:**

With operations beginning in 2015, the Student Success Program targets students from Disproportionately Impacted Groups and provides frequent, friendly, and comprehensive support services. Meetings with the Student Success Program counselors and coordinators are conducted one-on-one, in groups, or in a workshop setting. As we enter our sixth year, we have evaluated the effectiveness in a variety of ways. Please note, with the implementation of AB705, the data does not isolate courses with and without support.

-Students who completed the Student Success Program had a higher Math success rate, 70% in Fall '19 85% in Spring '20, compared to the rest of the District, 56% in Fall '19/ 70% in Spring '20.

-Students who completed the Student Success Program had a higher English success rate, 77% in Fall '19/ 88% in Spring '20, compared to the rest of the District, 66% in Fall '19/ 73% in Spring '20.

-Students who completed the Student Success Program had a higher overall success rate in Fall '19 (87%), compared to the rest of the District (73%).

-Students who completed the Student Success Program had a higher overall success rate in Spring '20 (92%) compared to the rest of the District (79%).

-Students who completed the Student Success Program had a higher GPA, 3.27 in Fall '19/ 3.03 in Spring '20, compared to the rest of the District, 2.52 in Fall '19/ 2.52 in Spring '20.

-The Student Success Program had 670 students in Fall '19 and 724 students in Spring '20.

#### **What improvements are needed?:**

As instruction continues with alternate delivery methods, the Student Success and Giant Dream Center will better meet student needs through access during and after the Covid-19 pandemic. We will adapt to meet students' In addition; I want to work on a system that allows staff to track disproportionately impacted groups in the Student Success Program accurately. In spring 2020, the district was faced with a myriad of unforeseen challenges and opportunities for short term and long term change. A combined effort on the part of the Student Success Program, A2MEND Program, and The Giant Dream Center is needed to promote student retention and persistence in reaching their educational goals. The three programs will need to realign efforts to meet student needs.

#### **Describe any external opportunities or challenges.:**

Due to the COVID-19 Global Pandemic and the implementation delivery methods within the classroom, Student Services, and the Student Success program needed to redirect efforts to meet students' needs in a virtual environment.

#### **Overall SAO Achievement:**

The Student Success Program had 670 students in Fall '19 and 724 in Spring '20 students complete program requirements during the 2019-20 academic year. Although there was a drop from Fall '18 to Fall '19, this is attributed to the absence of a full-time

success coordinator. The seven coordinators had 13,220 meetings in Fall '19 and 11,188 meetings in Spring '20. The two counselors had 901 student meetings in Fall '19 and 943 meetings in Spring '19. With the Giant Dream Center's addition under the Student Success Umbrella, the Counselor/Coordinator has been assigned to support the college's undocumented population. In Fall '19, he met with 67 students, whereas in Spring '20, he met with 300. The vast increase from Fall to Spring is attributed to outreach efforts taking on a new shape for the Dream Center and Welcome Center. The phone campaign to reach students allowed the Counselor/Coordinator to connect with students in a non-traditional manner. In Fall '19, the Giant Dream Center primarily relied on marketing and foot traffic to increase student interest and subsequent program participation.

**Changes Based on SAO Achievement:**

The Student Success Program, in conjunction with the Equity and Diversity Action Committee, will continue to support the Chancellors Call to Action and our men of color at College of the Sequoias. The support will take shape, by the way, the Student Success as well as the A2MEND program. In addition to these efforts, participation in the A2mend club, Equity Summit, and Strategic plan Goal #3 - Equity will provide an opportunity to move forward at a Macro and Micro level. With the addition of the Giant Dream Center, the Student Success Program will offer wrap-around services for all students, emphasizing our disproportionately impacted groups, as indicated by the Institutional Research Department.

**Outcome cycle evaluation:**

As we wrap up year three of our Strategic Plan, upon evaluation of data, the Student Success Program has aligned its successes with the goals and objectives of the Strategic Plan.

## Action: 2019-2020, AB 705 Support via in Lab Tutoring

To better serve students equitably, the Student Success Program partnered with the Dept. of Educational Support plans to place Math and English tutors within the Student Success Labs to promote overall course success.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

**Person(s) Responsible (Name and Position):** Elise Garcia, 7 Student Success Coordinators, Dept. of Educational Support

**Rationale (With supporting data):** With the implementation of AB 705, it is predicted that the need for support services for those who placed in Math and English classes with support will increase. Could potentially affect the traffic in both the Math Lab and Writing Center. To alleviate possible increased traffic and improve customer service, this pilot program could change the way we offer support services for our students traditionally known as "basic skills." Upon the completion of the fall 2019 semester, we will review the data that is collected from the various labs and decipher how to maximize our reach. After spring 2020, we will then evaluate the success of the pilot program.

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Student Success Program

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/05/2020

**Status:** Continue Action Next Year

Due to Covid-19 and the implementation of alternate course delivery methods, this action will be continued until the next academic year.

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

## Resources Description

No resources are being requested. (Active)

**Why is this resource required for this action?:**

**Notes (optional):**

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

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

**District Objective 2.4** - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

**District Objective 3.2** - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

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

## Action: 2019-2020, Increase access and attendance to probation workshops

Increase access and attendance to academic and progress probation workshops through the use of Re-group and larger lecture halls to improve overall student success.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

**Person(s) Responsible (Name and Position):** Elise Garcia, 7 Student Success Coordinators, 2 Program Counselors

**Rationale (With supporting data):** In the Fall of 2015, the Student Success Program and associated coordinators were charged

# Program Review - Student Success Program

with conducting probation workshops. These workshops are informational remediation for students who have either fallen below a 2.0 GPA or 50% course completion rate. With an average of 1885.5 students on academic or progress probation per semester, the workshops have an average attendance of 243 students over the last eight semesters beginning in the fall of 2015. Increasing the turnout for the workshops and participation in the program should have a direct effect on overall student success. As a department, improve attendance working with Facilities to secure a larger venue for the workshops to maximize the reach of the coordinators.

District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/05/2020

**Status:** Action Discontinued

Moving forward with the intended plan of using the Re-group platform to reach students via text message and conducting the workshops in the larger Ponderosa lecture hall, we saw a 48% increase in attendance in 2019-2020 from the previous year. We intend to continue workshop recruitment through the Re-group and use of the Ponderosa lecture hall to continue to increase attendance once we return to a face to face format.

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

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

**District Objective 3.2** - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

## Action: 2020-2021, 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.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

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

# Program Review - Student Success Program

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

**Safety/Mandate Explanation:**

## Action: 2020-2021, Provide Equitable Access for Students in a Remote Environment

As instruction continues with alternate delivery methods, the Student Success Program staff and Giant Dream Center will better meet student needs through access during and after the Covid-19 pandemic. With the college population comprised of more than 17,000 unique students in the 2019-2020 academic year, the student success program recognizes that roughly 86% of this population falls within the Disproportionately Impacted Groups. With that, the Student Success Program will take the initiative to reach students in another manner conducive to the external environment.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**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 and 7 Student Success Coordinators

**Rationale (With supporting data):**

We will adapt to meet students' needs based on feedback from coordinators and the Institutional Research Department's surveys. In Fall 19 and Spring 20, a traditional face to face setting, the five Student Success Labs experienced a traffic flow of 32,942 duplicated students. In the COVID-19 environment, we will make efforts to reach students and appropriately assist them. Through virtual platforms, the Student Success Program will provide a place for our Disproportionately Impacted Groups and the student population who seek assistance with various questions, college processes, referrals, and technical questions. In the 2019-2020 academic year, the Virtual Lab will be an open entry open exit Zoom room with a Success Coordinator readily available to assist students with their specific needs. This also includes but is not limited to assistance with FAFSA, registration, appeals, and navigating canvas.

# Program Review - Student Success Program

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

**Safety/Mandate Explanation:**

## Action: 2020-2021, Support for AB540 Population During Health Crisis

As CARES act funds rolled out to assist the traditional Financial Aid recipient population, there were no plans on helping the colleges AB540, undocumented students. Based on data provided by the Institutional Research department, transportation was an added barrier students expressed hindered their success. The Student Success Program and Giant Dream Center will work collaboratively to assist these students in a meaningful way.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

1.1: The District will increase FTES 1.75% over three years.

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

**Person(s) Responsible (Name and Position):** Elise Garcia, Juan Sanchez- Dream Center Coordinator/Counselor, Charlene Woods

**Rationale (With supporting data):**

We identified that upon the transition to alternative course delivery methods, a large gap in assistance affected our AB 540, undocumented population. Most significant being Federal Financial Aid recipients are eligible to receive additional monies via the federal CARES act. Our AB 540 students do not qualify for any assistance through federal funding. This posed a question of equity in supporting this population as other Disproportionately Impacted Groups can receive federal grants and funding. With 11% of our CARES eligible students stating that transportation was an additional expense incurred during the campus disruption, we feel that this number would loosely translate to the AB540 population. In an effort not to duplicate the support efforts of other on-campus programs, we will support this population by offering students who enrolled in Summer and or Fall 2020 a \$100.00 gas card to assist in this challenging time.

1.1: The District will increase FTES 1.75% over three years.

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**