

IP&B

Program Review Student Services

December 8, 2020

Agenda



- Proposed changes for structure & timeline
- Revised approach for student services approval process
- What's been approved so far
- Presentations from remaining student service depts:
 - Psych Services
 - DRC/VRC
 - Student Affairs/Activities & Health Center
 - Counseling
 - EOPS
- Solicit your feedback for next steps

Note: 10 min per presenter (5 min overview, 5 min questions)

Timeline & Structure – The Way It Is Now



Department	Program Review Year
<ul style="list-style-type: none"> • Student Affairs • Judicial Affairs • Student Activities • Health Center 	2022-23
<ul style="list-style-type: none"> • General Counseling • Articulation • Transfer Center • Testing & Assessment • Evaluation 	2023-24
<ul style="list-style-type: none"> • Psych Services 	2021-22
<ul style="list-style-type: none"> • DRC • VRC • Transition Tools To Work (TTW) 	2021-22 2024-25 2024-25
<ul style="list-style-type: none"> • EOPS 	2024-25

Timeline & Structure – Proposed Changes



Re-org into broad
categories/departments

We Are Organized This Way	Departments Within	Program Review Year
Student Affairs & Activities	<ul style="list-style-type: none"> Judicial Affairs Student Activities Health Center 	2022-23
Counseling Division	<ul style="list-style-type: none"> General Counseling Articulation Transfer Center Testing & Assessment Evaluation 	2023-24
DRC & VRC	<ul style="list-style-type: none"> DRC VRC Tools for Transition and Work (TTW) Community Based Education (CB) 	2021-22
EOPS/CARE	N/A	2024-25
Psych Services	N/A	2021-22

(VRC/TTW
previously 24-
25)

Context: Our Framework



Program Review

Strategic Plan

Black Lives Matter Action Plan

Context: Program Review Template Versus Strategic Plan



Program Review Template & Strategic Plan both have:

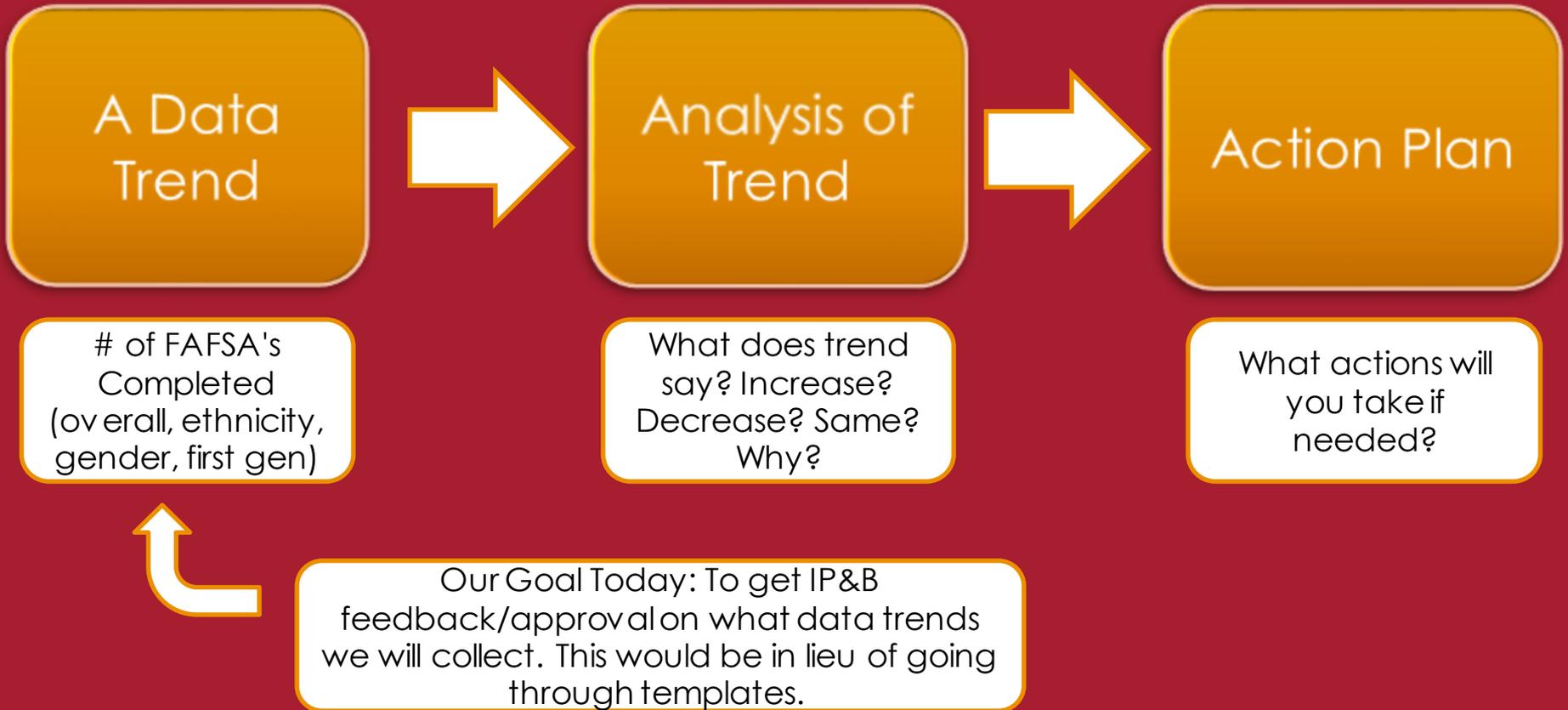
- Mission Statements
- Student Learning Outcomes
- Service Area Outcomes

Strategic Plan

- Annual Action Plan includes BLM Action Plan
- Values
- Leadership Goals
- Org chart
- Roles & Responsibilities
- Meeting Schedule

This document is more user-friendly, adjustable per staff, driven by staff

Previously Approved Templates



Big Buckets of Data Trend Themes

- Access (#'s served)
- Persistence
- Student Success
- Return Rates

Previously Approved Template: Financial Aid



Mission Statement, SLO's, Service Area Outcomes

Data Trend	Characteristics
FAFSA Completion Trends	Overall, by ethnicity, first gen, gender
Students Completing the FAFSA In Year Two	Overall, by ethnicity
Dream Act Applications Trends	Overall, by ethnicity, first gen, gender
Students Completing the Dream Act In Year Two	Overall, by ethnicity
College Promise Participation Trends In Year One and Two	Overall

Previously Approved Template: Admissions & Records



Mission Statement, SLO's, Service Area Outcomes

Data Trend	Characteristics
Students completing CCC Apply	Overall #, by ethnicity, first gen, gender
Students meeting assessment requirement	Overall #, by ethnicity, first gen, gender
Students completing online orientation	Overall #, by ethnicity, first gen, gender
Students who create an ed plan	Overall #, by ethnicity, first gen, gender
Students who register for classes	Overall #, by ethnicity, first gen, gender

Psych Services



Data Trend	Rationale	Characteristics
Total encounters utilized and reasons for appointments too	Self-efficacy; mental health trends:	Overall, ethnicity, first gen, gender
Identification of stressors	Strategies to manage stressors indicated by using services	Overall
Campus climate	Sense of belonging	Overall
Events, Suicide Prevention, In Reach, Outreach	Stigma reduction	Overall
Individual sessions by gender and race	Who is utilizing services	Overall, ethnicity, gender

*Note: Area to evaluate in Strategic Plan ~ Wellness Ambassadors

Counseling Division



Data Trend	Rationale	Characteristics
Utilization levels	Receptivity to services	demographic, attendance level, frequency, reason type, academic program
Technology supports	Gains and gaps in service delivery	demographic, academic program, reason type
Retention strategies	Effective interventions	demographic, academic program, attendance level, service type
Service requests	Efficiency process	demographic, attendance level, reason type
Service quality	Perception of services	demographic, reason type, frequency

*Note: Owl Scholars program included where appropriate.

DRC, Tools for Transition & Work (TTW), and Community Based Ed. (CB)



Data Trend	Rationale	Characteristics
DRC: Persistence, retention rates by # of counseling appointments	Determine connection/impact of DRC counseling services and success	Overall, ethnicity, first time first college
DRC: % of students approved for LD that utilize accommodations	Track/eliminate gap of students that don't use of LD accommodations	Overall, ethnicity
DRC, TTW, & CB: % of students satisfied with services	Determine areas for improvement; DI in access to/experience with services	Overall, ethnicity, gender identity
DRC, TTW, & CB: Enrollment trends	Determine if there is disproportionate impact in access	Overall, ethnicity, gender identity
TTW: Assess level of parental engagement and intervention	Enhance student independence and self-advocacy	Overall
TTW: Post-program activities	Determine if TTW has successfully prepared students for workforce/college entry	Overall, ethnicity

Veterans Resource Center



Data Trend	Rationale	Characteristics
VRC Service Rates of Self-Identified Student Veterans	Determine the gap between self-identified student Veterans that access benefits/VRC services and those that do not	Overall, ethnicity, gender identity
Persistence and retention rates by # of counseling appointments	Determine connection / impact of VRC counseling services and success	Overall, ethnicity, gender identity
% of students satisfied with VRC services	Determine areas for improvement; DI in access to/experience with services	Overall, ethnicity, gender identity
# of students applying to student Veteran scholarship opportunities	Develop baseline and improve upon it; Determine if there is DI in access to scholarships	Overall, ethnicity, gender identity

Student Affairs & Activities



Data Trend	Rationale	Characteristics
Demographic trends in conduct reporting and case resolutions (charges and sanctions)	Identifying and addressing potential disproportionate impact in reporting	Number of conduct reports and case resolution disaggregated by race, gender, DRC status
Patient visit information and service quality	Identifying the health services our students seek most (reason for visit) and who are the students that are accessing these services most; what is the student experience in health services	Number of visits per academic year, reasons for visits, disaggregated by race and ethnicity, gender and international status
Student Participation Rates	Assess levels of student engagement in NSO, student clubs, student leadership	Program attendance, club registration, leadership positions

EOPS/CARE



Data Trend	Rationale	Characteristics
#Of EOPS/CARE Eligible Students Not receiving EOPS/CARE Services	Evaluate current Outreach and In-reach practices. Develop strategies to assure program enrollment that meets program eligibility criteria, with deliberate focus on raising black student participation.	Overall, ethnicity, race gender
Participant Satisfaction rates to determine ongoing student support needs and quality of services provided.	Retention/Minimize Attrition: Lose less than 5% of new and continuing participants from quarter to quarter. Value student voice and to build program connectedness and retention.	Overall, ethnicity, gender
% of Persistence, Retention, Completion	Determine a baseline to be used to compare EOPS participant demographic success (Certificates, AA/AS and transfer) to non-participants at Foothill College annually.	Overall, ethnicity, gender

Note: EOPS Participation eligibility requirements: Students must be economically & educationally disadvantaged; First-time college student or minimal college experience and enrolled as Full-time.



Questions, Feedback, Next Steps