

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Student Success **Planning Year:** 2019-2020 **Last Year CPPR Completed:** 2017-2018

Unit: Student Services **Cluster:** Student Services

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

Student Success Mission Statement

The Student Success team serves all Cuesta College students through the evaluation of coursework, the placement process, secure maintenance of records, confirmation of degrees, and success initiatives directed toward dreamers and transfer-bound students.

B. Describe any changes in primary relationships, internal and external, to the District.

- Student Services Reorganization: The Student Success Team is part of the Student Services reorganization which aligns personnel and directors to the Pillars of Guided Pathways. This change is going into effect mid-Spring 2019 semester.
- Cuesta College received a Catalyst Fund to establish two Dream Centers, the Monarch Centers, on campus. It is a one-year grant with ability to expand for two additional years.

C. List any changes to program service, including changes and improvements, since last year, if applicable.

- Development of Monarch Centers
- Development of Testing Center and ending of standardized assessment testing
- Math and English Placement Module
- Cougar Welcome Days – new student orientation
- Online Degree/Certificate Application
- Expansion of transfer articulation to all counseling appointments made

- D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.
- Student Equity and Achievement Program - Integration of Credit and Noncredit SSSP, BSI, and Student Equity to create common goals with a shared budget
 - AB 705 implementation by Fall 2019

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

- A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

1. Inspire diverse student population to achieve their educational goals

- LLN Leadership Trip with Students
- Awarding of Catalyst Fund to establish Dream Centers
- Educate Conference
- Development of Testing Center to support distance education students

2. Supporting students to transfer

- The Articulation Officer and Transfer Center Coordinator contributed to expanding our ADT offerings. Cuesta College currently has the highest number in the CCC system.
- Degree Works, a comprehensive academic planning and degree audit tool, is designed to help students and the institution to streamline course selection and offerings. Students can access this tool independently, giving them up to date information on their academic progress and outstanding requirements. When used to its capacity, students are less likely to take unnecessary courses and are more likely to stay on track to efficient graduation and transfer eligibility.
- Expansion of transfer-articulation for students.

3. Promote cultural, intellectual, and professional growth

- Staff contributed to the planning and implementation of the Educate: Sí Se Puede Conference.
- Weekly department meeting, administrative student services meetings, all-staff service meetings, webinars, and through attendance at local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues.
- As needed, there are lunchtime professional development trainings and activities.

This year's conferences and workshops included:

- Leading from the Middle
- Guided Pathways
- Athletic Eligibility
- AB 705 Training
- Student Equity and Achievement Training
- California Community College Assessment Association (CCCCAA)
- Region 6 Meetings – Athletics, Counseling, Transfer Center
- Ellucian Live – Degree Works, Transfer Articulation
- CACCRAO
- Catalyst Fund Convening (Undocumented Student Support)
- Latinx Professional Summit
- Annual Statewide LLN Conference

- B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

These are the activities the program is implementing to support the 2017-2020 Strategic Plan:

Institutional Goal 1: Completion: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

- Allocated funding for targeted data collection pertaining to goal
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- Development of new Probation interventions, including workshops in-person and online
- Equity-minded professional development
- Guided Pathways
- Implementation of AB 705 for placement
- New Student Services reorganization to align services with Guided Pathways (directors and support staff)
- Student Success Festival and Student Success Center Open House
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Transfer Day Event and UC/CSU application assistance

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- Implementation of AB 705 for placement
- Interventions for students on Early Alert (Enrollment Success Specialist support, Student Success Plans)
- Development of new Probation interventions, including workshops in-person and online
- Equity-minded professional development
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Student Success Festival and Student Success Center Open House
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Establishment of Monarch Centers
- Monthly Dreamers' United Club meetings
- Collaboration amongst Latinx student clubs to plan and execute events on-campus and in the community (Día de los Muertos, Latinx Graduation, HSI Week activities)

Institutional Goal 2: Access: Increase student access to higher education.

Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

- Implementation of AB 705 for placement
- Development of new Probation interventions, including workshops in-person and online
- Equity-minded professional development
- Allocated funding for targeted data collection pertaining to goal
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Student Success Festival and Student Success Center Open House
- Establishment of Monarch Centers
- Conduct Spanish Presentations at Local K-12 schools at ELAC meetings, SLO Promotores Collaborative, community fairs, etc
- Spanish Media (interviews and announcements)
- Undocu-Ally trainings (in-person and webinar)

Institutional Goal 3: Partnerships: Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1: Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- New Student Services reorganization to align services with Guided Pathways (directors and support staff)

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- New Student Services reorganization to align services with Guided Pathways (directors and support staff)
- Ongoing professional development

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

- Describe data collection tool(s) used.

We looked at the following Student Services common data elements collected from Institutional Research:

- Students Served
- Student Success
- Student Persistence

In addition, we looked at the new CCCCO Student Success Metrics:

1. Successful Enrollment
 2. Learning Progress
 3. Momentum
 4. Success
 5. Employment
 6. Earnings
- Include updates to program data results from the previous year, if any.

Program Title: Admissions and Records

Description: Program Information from IPPR, such as Mission, Program Outcomes, and Program Connection to College Mission and Goals

	2015/2016	2016/2017	2017/2018
Total Students Served APPLICATIONS			
District-wide	17276	17980	18085

	2015/2016	2016/2017	2017/2018
Total Students Served DEGREES and CERTIFICATES			
District-wide	1992	2152	2043

Data

Admissions and Records	Staffing Ratio: HEADCOUNT/FTE Applications	Staffing Ratio: HEADCOUNT/FTE Degrees/Certs
Annual 2015/16 Total	8638	438.3
Annual 2016/17 Total	4495	518.5
Annual 2017/18 Total	3512	396.6

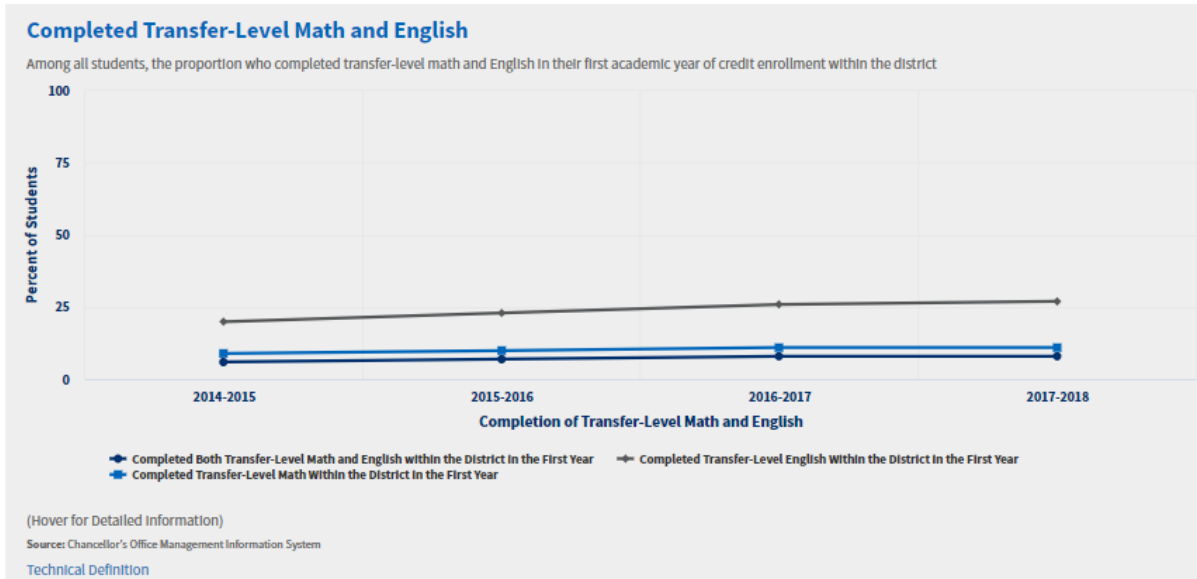
Summary:

In looking at the number of degrees awarded, we see an increase in the number of degrees and certificates awarded in 2016-2017 from 2015-2016 and a slight decrease in 2017-2018.

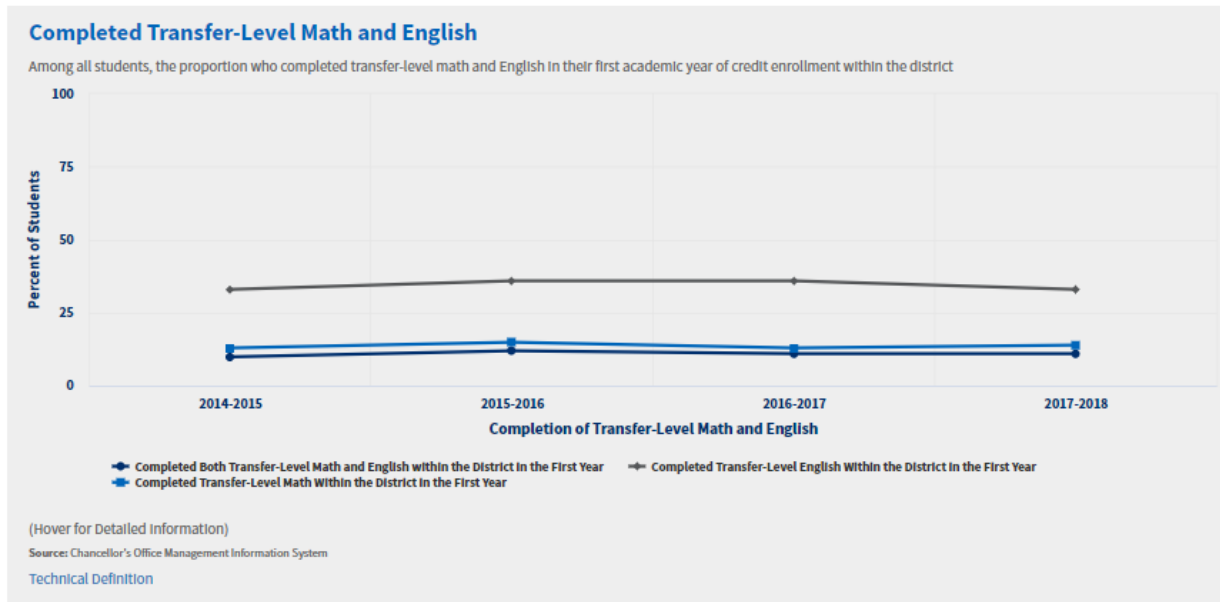
Because this is a newly developed Student Success Team, we looked at ways in which we will begin to analyze our program data via the Student Services common data elements. We will work with Institutional Research to analyze and begin to collect these data points.

The Student Success Metrics indicate the following:

Statewide



Cuesta College

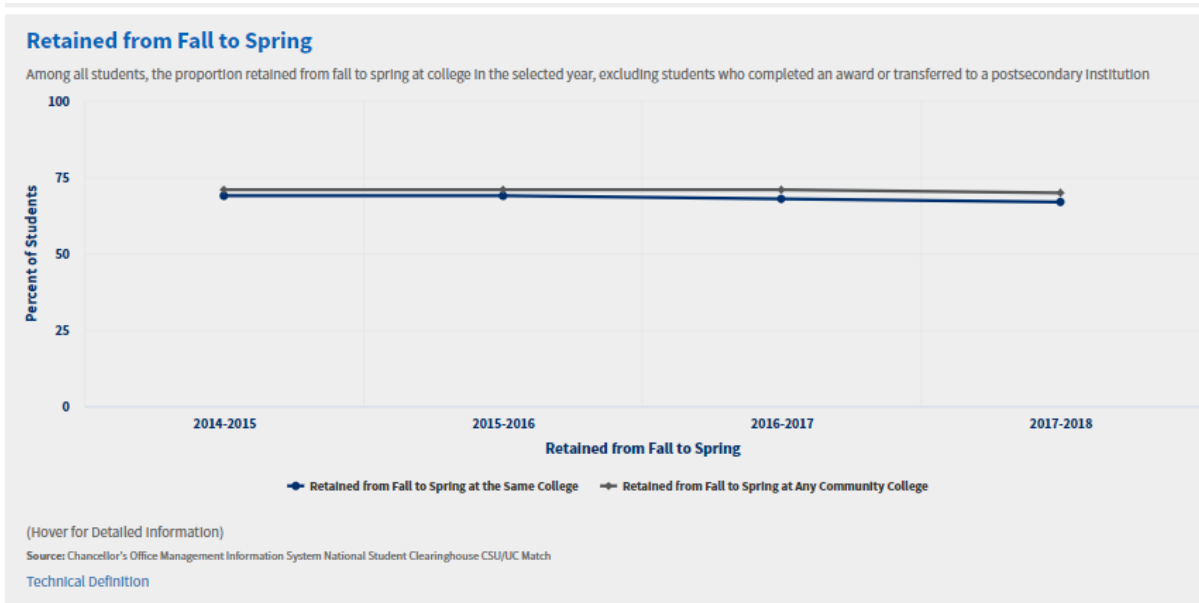


Summary:

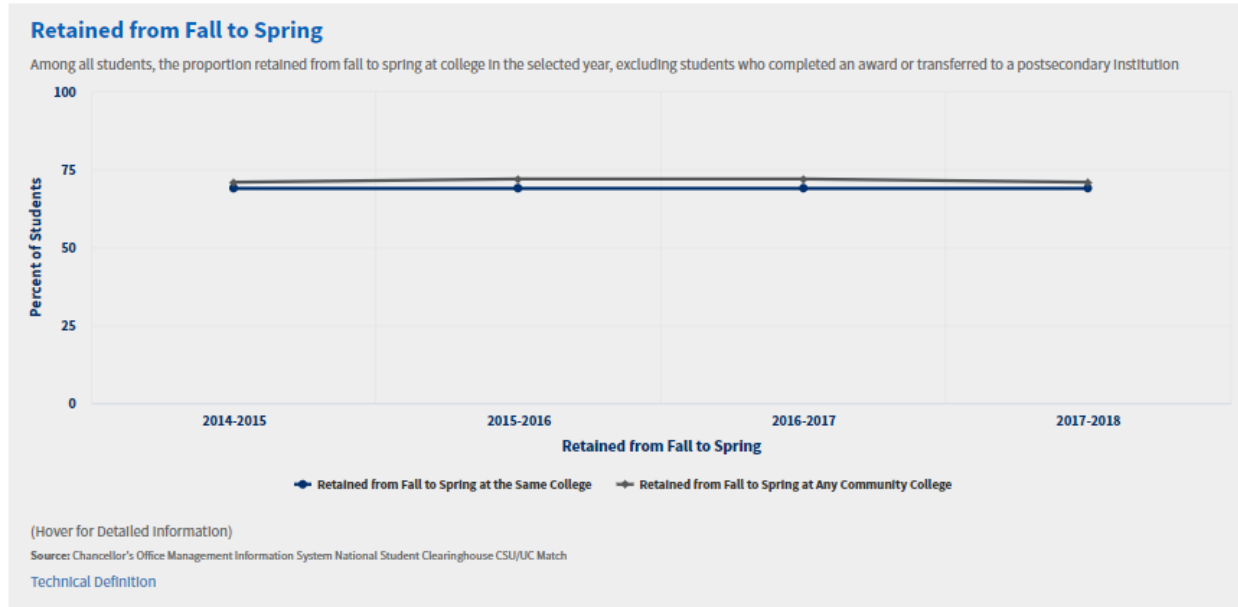
The Cuesta College completion rate for math and English is higher than the statewide average. This could be due to the Multiple Measure Placement Project (MMAP) that went into effect in Fall 2017. We expect to see more results that follow this trend with the implementation of AB 705 in the Fall 2019 term.

Retention/Persistence Fall to Spring

Statewide



Cuesta College



Summary:

Cuesta College has retention rates that are similar to the state average. We are implementing a number of strategies that will contribute to District-wide efforts to raise the rate of persistence. Some of these efforts include the establishment of the Dream Centers, targeted efforts with Enrollment Success Specialists, activities that contribute to student sense of belonging, accurate reflection of non-native coursework for students, and distance education proctoring onsite in San Luis Obispo.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

Students Served

As we look to define the metrics that will be used to analyze Student Success Team data for future years, we will explore the ways in which we serve students based upon the following:

Transfer Center

- Transfer applicants
- Transfer preparation
- Students declaring transfer
- Students who want transfer
- Students seeking Career guidance
- Student who use transfer career center services

Evaluations

- Students w/non-native transcripts
- Students submitting degree certificate apps
- Students who submit prerequisite APS/college requests

Placement

- Students who received a math/English placement

Monarch Centers

- Students who utilize the Monarch Centers

- Identify areas if any that may need improvement for program quality and growth.
 - Transfer-Articulation and Degree Awarding with new Student-Centered Funding Formula
 - Development of Monarch Centers
 - Expansion of Testing Centers
 - Development of Transfer Center Plan
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

We will explore implementing the following strategies to improve upon program outcomes:

Students Success

Monarch Center

- Workshops (Financial Aid/CCPG)
- Peer-mentor sessions
- Motivational speakers

Transfer Center

- Attend Workshops
- CSU/UC applications
- Get students to use early in college career
- Priority deadlines

Student Persistence

Monarch Center

- Showing that we care
- Student Follow-Up
- Communication
- Creation of safe spaces on campus

Transfer Center

- ADT info sharing
- Program mapping

Summary:

- We have discussed new ways in which to target transfer-articulation
- We are also writing a Transfer Center Plan and developing new workshops, field trips, and materials for students.
- We are creating practices and utilizing technology to establish Testing Centers.
- We are strategically planning ways to bring new services and staffing to the Monarch Centers.

IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

- A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

Since this is a newly developed team, Student Success does not have any Student Services Outcomes to analyze from the prior year. Based upon our new configuration and taking into account the Vision for Success, the goals of Guided Pathways, and the Student Equity and Achievement Program, we have established new Student Services Outcomes for 2019-2020.

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

Student Services Outcome #1

- The Student Success Team will increase the number of degrees and certificates awarded by implementing strategies to reduce the number of unneeded courses taken.

Strategies:

- Increase the number of transfer articulations completed by evaluating current processes, analyzing efficiencies, and through cross-training.
- Simplify student access to their educational data.

- Make it easier to access their information and request evaluations, records, and placement.

Student Services Outcome #2

- Students who have a goal of transfer and who utilize the Transfer Center will have a higher rate of persistence (fall to spring) than students who do not utilize the Transfer Center.

Strategies:

- Classroom presentations
- Table in courtyard and at events
- In reach efforts
- Transfer Center info to prospective students/orientation
- Workshop development

Student Services Outcome #3

- Undocumented Students who utilize the Monarch Centers will have a higher rate of persistence (fall to spring) than students who do not utilize the Monarch Centers.

Strategies:

- Outreach and Spanish language media
- Marketing materials
- Involvement of student clubs
- Open house
- Website (bilingual)
- Workshops/Services
- Extended hours

Student Services Outcome #4

- The Student Success Team helps students stay on their path and meet their educational goals through support services and records functions.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

- Establishment of Monarch Centers (Dream Centers)
- Transfer-Articulation and Degree Awarding with new Student-Centered Funding Formula
- Development of Monarch Centers

- Expansion of Testing Centers
- Development of Transfer Center Plan

Suggested Elements:

- A. Regulatory changes
 - CCCCCO Guided Pathways
 - AB 705: Seymour-Campbell Student Success Act of 2012: Assessment
 - Academic/Progress Dismissal Board Policy Change
 - Course Program of Study (CPoS) – Financial Aid

- B. Internal and external organizational changes
 - We will continue to focus on the reorganization and ways in which we can streamline processes to better serve our students with existing resources.

- C. Student and staff demographic changes
 - Our overall enrollment is not increasing. The increases that we see are in nontraditional student populations.

- D. Community economic changes – workforce demands
 - Strong local economy

- E. Role of technology for information, service delivery and data retrieval
 - New student portal
 - Program Mapper

- F. Providing service to multiple off-campus sites
 - We are establishing Dream Centers at both SLO and NCC

- G. Anticipated staffing changes/retirements
 - Dream Center staffing on both the NCC and SLO sites are needed to keep the centers open.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

- A. Personnel
 - Clerical Assistant II for Evaluations & Degrees
 - Clerical Assistant for Monarch Centers (both SLO/NCC campuses)
 - Evaluations Coordinator

- Associate Director, Student Success
 - Peer-mentors (Monarch Centers)
 - Full-time counselor for Monarch Center, both SLO/NCC campuses
- B. Facilities
- Wall, window, and door to the Student Success area (Assessment Services, Proctoring Services, Evaluations, and Records departments)
- C. Supplies
- In-reach supplies/marketing materials (tent, table, chairs, wagon)
 - Transfer Center activities: campus tours, workshops, Transfer Day
 - Outsource printing and mailing degrees
 - Outreach supplies
- D. Equipment/furniture (other than technology)
- Professional development
 - Golf cart repair/replacement
 - Stand-up desk
- E. Technology
- 3 monitors for evaluators
 - Replacement computers

Top Ten Requests

1. Clerical Assistant Degrees/Evaluation
2. Professional Development
3. FT Counselor Monarch Centers
4. Peer Mentors Monarch Center
5. 3 monitors for evaluators
6. Clerical Assistant Monarch Center
7. Outreach Supplies
8. Wall, window, and door/Student Success
9. Associate Director/Student Success
10. Outsource printing – mailing of degrees

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

<u>Erin Lastrero</u>	<u>Erin Lastrero</u>	<u>3/4/19</u>
Division Chair/Director Name	Signature	Date
<u>Vicky Almaguer</u>	<u>Vicky Almaguer</u>	<u>3/4/19</u>
Name	Signature	Date
<u>Karen Garza</u>	<u>Karen Garza</u>	<u>3/1/2019</u>
Name	Signature	Date
<u>Robert WHITEFORD</u>	<u>Robert Whiteford</u>	<u>3/4/19</u>
Name	Signature	Date
<u>Lynn Lynn Maul</u>	<u>Lynn Maul</u>	<u>3/5/19</u>
Name	Signature	Date
<u>Rebecca Carter</u> ↔ <u>REBECCA CARTER</u>	<u>REBECCA CARTER</u>	<u>3/5/19</u>
Name	Signature	Date
<u>William Wooster</u>	<u>William Wooster</u>	<u>3/5/19</u>
Name	Signature	Date

Ruth Cook

Name

Ruth Cook

Signature

3/5/19

Date

Estrella Vazquez

Name

Estrella Vazquez

Signature

3/5/19

Date