Administrative Comprehensive Program Review: Student Success Division Office Program Review

Cover

Program Review Year
2024
Division
Student Success
Department
Counseling and Articulation

Subject

- COUNSART Counseling and Articulation

Overview
Title Student Success Division Office Program Review
Year of Last Administrative Unit Review Fall 2024
Originator Garza, Victor
Area Manager Garza, Victor

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Department Overview

- **1. Please describe the functions of your department. Feel free to use a bulleted list for ease of reading.**

    The Division of Student Success supports and guides students through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and the wider community. We seek to cultivate brave spaces where students feel respected, valued, and able to fully participate in their educational journey, free from judgment, criticism, abuse, and harassment.

    We offer a variety of support services to help students achieve their academic goals. Our Counseling Department is committed to creating a culturally inclusive and equitable learning environment for all students. In addition to academic counseling, tutoring services, transfer counseling, financial aid counseling and career counseling, we offer an array of support services which are critical to student success.

    The Division of Student Success has a wide range of programs that support our diverse students and provide individualized support for a variety of needs. These programs include:

  - CalWORKs
  - Disabilities Support Program (DSP)
  - Extended Opportunity Program and Services (EOP&S)
  - Foster Youth Programs and Services
  - Outreach and Advocacy Services for Immigrant Student Success (OASISS)
  - Student Health and Wellness Services
  - Veterans Freedom Center
  - Counseling Department
  - Early Alert
  - Probation/Dismissal
  - Work Experience
  - Transfer Center
  - Articulation

2. Describe current department staffing including whether they are filled or vacant.

Classified Full Time
 # Assigned to the Department
23
 # Actually Staffed
19

Classified Part Time Permanent
 # Assigned to the Department
1
 # Actually Staffed
1

Classified Part Time Hourly
 # Assigned to the Department
0

 # Actually Staffed

0

Administrators

 # Assigned to the Department

3

 # Actually Staffed

3

Other (please specify)

Faculty

 # Assigned to the Department

18

 # Actually Staffed

18

- **3. List department goals. For all follow-up Program Reviews, please provide an update on the department's progress on achieving its department goals set during the last program review cycle.**

  This is the first Administrative Program Review for the Division of Student Success.

  Since a majority of the aforementioned programs/departments complete their own program reviews, I will primarily focus on our Early Alert program.

  What is Early Alert?

  The Early Alert program at Evergreen Valley College (EVC) is a collaborative initiative between faculty, staff, student services, and District ITSS. An "Early Alert" is a proactive communication initiated by faculty and sent to students. This communication serves to identify areas where students may need some improvement or benefit from additional support. Faculty can also commend students for their positive academic performance. Alerts are sent early in the semester to allow time for key players to provide necessary follow-up services and for students to access available resources to successfully complete their courses. The primary purpose of the Early Alert program is to increase academic persistence, retention, and success.

  Early Alert's Mission

  Every student who attends Evergreen Valley College (EVC) is important to us, and we want to ensure that all students have the tools and support they need to be successful. The goal of EVC's Early Alert program is to support students' academic success by providing intervention and follow-up services to help students successfully complete their courses.

  Early Alert's Vision

  Every student feels supported and cared for.

  Goal: We aim to keep the identification process simple and user-friendly for faculty.

  Goal: We aim to maintain a supportive, non-punitive, and non-judgmental approach.

  Goal: Through case management and tailored follow up services, we aim to connect students to campus wide services to support their academic success.

  Goal: We aim to use assessment and evaluation, guided by data, to continuously improve Early Alert activities and intervention strategies to ensure the ongoing effectiveness of our program.

  These goals can be found in our Early Alert Program Guide (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.evc.edu/sites/default/files/2023-10/Early%20Alert%20Program%20Guide.pdf).

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or improve unit services. (The resources can be personnel or fiscal).**

  We did not receive any funds from the resource allocation.

- **5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.**

  The Early Alert team recently implemented a feature in SARS Early Alert that marks whether a student received the intervention that was recommended by faculty. Previously, when a faculty submitted an early alert for a student to receive an intervention (tutoring for example) the SARS system did not mark that the service was satisfied. As a result, we had no way of collecting that data. However, the team worked with our SARS representative to add this feature so we can now report on the number of students that received the recommended faculty intervention. (Student Centered: Access & Services)

  We are currently in the process of hiring three additional Program Specialists to assist the college with its efforts to implement Student Success Teams. These teams will take a case-management approach to serving students. While a small percentage of our college students receive case-management support via their participation in special programs (e.g., Umoja-AFFIRM, EOPS, DSP, etc.), there are thousands of unaffiliated students that do not receive any follow-up services. The team of specialists will work with counseling faculty, and other service departments to send targeted communication to the unaffiliated population to ensure they remain on track to achieve their academic goals. This team of specialists will also assist the college with its Early Alert efforts. (Student Centered: Access & Services)

Service Area (Department) Effectiveness

Service Area Outcomes

- **List the department Service Area Outcomes. (See the supplemental guide to SAOs for information on how to create a SAO; your department should have 2 to 3 SAOs and at least one must be process outcome).**

Core Service or Activity	Service Area Outcome (SAO)
Counseling Experience	Students will report satisfaction with the quality of counseling services
Faculty Contact	Faculty are contacted with directions and timeline for submitting Early Alert recommendation
Participation	Students will have an increased participation in student support services as a result of recei

- **Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/deparment/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

This is the Division's first Administrative Program Review.

Communication regarding the survey went out to all counselors on April 26, 2023. The survey was also translated to Vietnamese. The surveys were administered in Spring 2023 to students that attended a counseling appointment from April through May 2023. The results were entered in CurriQunet. Below are the survey results.

Evergreen Valley College Counseling Department

#Question	Strongly disagree	Disagree		Neither agree nor disagree		Agree		Strongly agree	Total
1 I was able to schedule a counseling appointment easily.	6.25%	5	11.25%	9	6.25%	5	23.75%	19 52.50%	42 80
2 The counselor I met with addressed my questions/concerns.	2.50%	2	3.75%	3	1.25%	1	21.25%	17 71.25%	57 80
3 I missed a deadline (registration, graduation petition, etc.) because of counselor's unavailability.	52.50%	42	28.75%	23	11.25%	9	2.50%	2 5.00%	4 80
4 The front desk staff made efforts to help me via phone or in-person.	2.50%	2	5.00%	4	25.00%	20	28.75%	23 38.75%	31 80
5 Overall, I was satisfied with my experience with the Counseling Department	2.50%	2	5.00%	4	5.00%	4	28.75%	23 58.75%	47 80

- **What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

As a result of SAO assessment, we have extended our Express Counseling services to allow students with quick questions to meet with a counselor in 15 minutes or less. The purpose of this is to help reduce the number of students taking appointments unnecessarily. Students often schedule appointments when they do not need one, which impacts the department's ability to serve more students.

Highlighting some departmental successes include:

- In 22-23, the Counseling Department served 5,214 students

- 1,622 students served through Express Counseling

- 4,291 students served through appointments

Another success is the increase of faculty participation in Early Alert. The team has made a number of presentations during PDD and division meetings to demonstrate how user-friendly our new reporting system is. As a result, we had 104 faculty members submit an early alert this semester (spring 2024). We are still collecting and analyzing data, so not all numbers are available. However, data below shows the increase of participation over the past few semesters.

Spring 2022

Faculty Participation - 12

Unduplicated Students - 205

Total Alerts - 213

Fall 2022

Faculty Participation - 60

Unduplicated Students - 676

Total Alerts - 837

Spring 2023

Faculty Participation - 76

Unduplicated Students - 705

Total Alerts - 837

<u>Fall 2023</u>

Faculty Participation - 90

Unduplicated Students - 1377

Total Alerts - 1576

Budget Planning

Part E: Budget Planning

- **1. List any changes to budget since the last program review.**

  There have not been any changes to my budget. Please see Additional Information for budget details.

Technology and Equipment

- **1. List any changes to technology of equipment since the last program review.**

  This is the Division's first Administrative Program Review. We have not received new equipment.

Service Area Outcomes and Assessment

Related Assessments

Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

  We currently have 18 F/T counseling faculty and 12 adjunct counselors. When I became the Dean of Counseling Services & Student Success in 2018 we had 21 F/T counseling faculty and fewer adjuncts. I have hired adjuncts because of our inability to meet the demand for counseling appointments. The challenge is that I am unable to hire additional adjuncts because they are paid out of my budget (fund 17) and not the district budget (fund 10). In contrast, our sister college has 28 F/T counseling faculty and 2 adjunct counselors despite the fact that we serve more students.

  As you can see from the table below, approximately 80% is designated to salary and benefits. This budget pays for management, faculty and classified positions throughout the college. This does not include the $100,000 allocated annually to Equity Programs (i.e., Enlace, Umoja-AFFIRM, ASPIRE, and Basic Needs). In addition, there are annual subscriptions paid out of this budget such as the College's New Student Online Orientation ($10,000) and the SARS Appointment System ($16,000). SEAP also sets aside $50,000 annually to award to programs that submit equity proposals that are approved the Student Equity Committee. In the end, the remaining balance for discretionary funds is little and changes annually since SEAP is used to pay for other services, such as guest speakers and equity based events.

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	$766,680	29.53%
2000 - Non-Instructional Salaries	$645,626	24.87%
3000 - Employee Benefits	$654,694	25.22%
4000 - Supplies and Materials	$37,692	1.45%
5000 - Other Operating Expenses and Services	$37,124	1.43%

6000 - Capital Outlay	$14,388	0.55%
7000 - Other Outgo	Not Entered	0%
Total Expenditures	**$2,156,204**	**83.06%**
Year 2 Forecast	$439,909	16.94%

The **fund 10** budget for Counseling for 23-24 is $2,005,091. This budget pays for salaries and benefits. There are no discretionary funds.

Future Needs and Resource Allocation Request

1. **Other**

   Ongoing Budget Needs
   $1,537,216

   One-Time Expenditure
   No

   Request linked to SAO #
   Counseling Experience

   Strategic Initiatives (student centered, organizational transformation, community engagement) Yes

   Improving student success rates
   Yes

   Achievement of program set standard for student success
   Yes

2. **Other**

   Ongoing Budget Needs
   $384,822

   One-Time Expenditure

   Request linked to SAO #
   Participation

   Strategic Initiatives (student centered, organizational transformation, community engagement) Yes

   Improving student success rates
   Yes

   Achievement of program set standard for student success
   No

Total Cost
Other
Ongoing Budget Needs: $1,537,216
One-Time Expenditure: No
Other
Ongoing Budget Needs: $384,822

Attach Files

Attached File
General Counseling Survey.pdf (/Form/Module/_DownloadFile/5112/42281?fileId=491)

IEC Reviewers

IEC Mentor
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