

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: Student Success & Retention Programs

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

PROBATION/DISMISSAL DATA COLLECTED BY TERM

Fall	2014	2015	2016	2017
Total students enrolled:	8865	7746	8874	9179
Total students' in academic distress:	1100	1493	707	1129
Academic/Progress Probation 1:	540	886	569	544
Academic/Progress Probation 2:	367	398	109	388
Academic/Progress Dismissal:	193	209	29	197
Total students approved:	292	309	277	414
Academic/Progress Probation 2:	210	201	202	314
Academic/Progress Dismissal:	117	108	75	100

Fall semester numbers indicate a decrease in the overall number of students in academic distress in 2014 and 2016. It is difficult to pinpoint the causes of the fluctuation in numbers from year to year. However, it is important to note that the row highlighted in yellow indicate an increase in the number of students that have engaged with our department, most significantly from Fall 2016 to Fall 2017.

Spring	2014	2015	2016	2017
Total students enrolled:		8629	8762	8880
Total students' academic distress:		1265	1237	1204
Academic/Progress Probation 1:		624	554	564
Academic/Progress Probation 2:		440	491	479
Academic/Progress Dismissal:		201	192	161
Total students approved:		317	285	367
Academic/Progress Probation 2:		197	198	278
Academic/Progress Dismissal:		120	87	89

Spring semester numbers indicate a continuous decrease in the overall number of students in academic distress from Spring 2015-Spring 2017. The row highlighted in yellow indicate an increase in the number of students that have engaged with our department. The most significant increase occurred from Spring 2016 to Spring 2017.

Summer	2014	2015	2016	2017
Total students enrolled:	3542	3817	3774	3600
Total students' academic distress:	313	308	242	270
Academic/Progress Probation 1:	66	72	58	69
Academic/Progress Probation 2:	194	179	145	167
Academic/Progress Dismissal:	53	57	39	34
Total students approved:	85	111	105	109
Academic/Progress Probation 2:	51	76		72
Academic/Progress Dismissal:	34	35		37

Summer semester numbers indicate an increase in the number of students in academic distress. The row highlighted in yellow indicates a consistent number of students engaging with our department, between Summer 2015-Summer 2017.

ANALYSIS

Since its inception the Department of Student Success & Retention Programs has gone through many changes to its infrastructure. In its most recent iteration, it includes the following positions: Sr. Academic Manager (1.0 FT), Admin I (1.0 FT), Program Coordinator (2.0 FT), Counselor (2.0 FT).

Each iteration has resulted in further enhancements of the mission, goals, and objectives of the department. The current structure has increased our ability to bridge the gap between when students register for classes and when they are in academic distress.

Moving forward with a more established department our goal is to assess the various forms in which we are engaging with our students. From the equity lens we plan to dig deeper into our students' profiles in an effort to better identify the groups that we aren't reaching and develop more impactful strategies.

Additionally, our department will engage in a thoughtful process of tracking and evaluating the outcomes of our collaborations.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

The department of Student Success & Retention Programs has been in continuous development since its inception in July 2015. In September 2016, the department reached a place of stability with a restructure that included giving oversight of the department to the Director of SSSP. Now with a more clearly outlined mission and objectives that align with institutional goals we have established the following PSLOs that we will be assessing beginning Fall 2017. Please note that we will be adding additional PSLO's over the course of the year. Our goal is to ultimately have a total of 3-4 PSLO's.

Student Services Themes	Student Learning Outcomes	Means of Assessment	Criteria for Success
<ul style="list-style-type: none"> ➤ Demonstrate proficiency in self-advocacy. ➤ Be able to identify and set goals to guide their educational and career plans. 	As a result of attending a counseling workshop, students will be able to identify academic, career, and/or personal goals, as well as identify course(s) and services on campus toward achieving these goals.	Student survey at initial intake (workshop) and upon completion of required counseling appointment.	End-of semester survey results will indicate that students have increased their knowledge and access of services available to them.
<ul style="list-style-type: none"> ➤ Be able to identify and set goals to guide their educational and career plans. 	All program participants will complete an updated Educational Plan that supports their identified educational objective.	A report will be requested from district identifying current and prior year numbers of updated educational plans among program participants.	Reports will indicate an increase in the number of updated educational plans among program participants when compared to the prior year.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success.

As outlined in the grid below, members of the Student Success & Retention department have participated in a variety of professional development opportunities. These opportunities have supported the development of awareness and strategies as it pertains to equity, learning how to use the data to make informed decisions and, best practices for working with our at-risk populations. Over the years, having a budget to support professional development opportunities has been the greatest barrier. At

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this time we are fortunate to have funding committed to professional development specifically in areas such as retention through Student Success & Support Plan, Equity, and Basic Skills funding. Future goals include identifying professional development opportunities and coordinating to send a team made up of LMC faculty, staff, and administrators. This strategy would support sharing practices among the varying college constituencies and ultimately lead to a cohesive network that supports student success at LMC.

LETTA GREENE, Program Coordinator	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	3/4/15 - 3/6/15	A2MEND Conference	Recognition of micro-aggression and the critical impact upon academic performance of African-American males; being able to address those situations and acknowledge the obstacles that lead to disenfranchisement of males of color in a sensitive, progressive manner designed to build a network of support. Better lines of communication with students and instructors have resulted.
	1/27/16 - 5/3/16	Appreciative Advising	Build stronger rapport with students to facilitate campus connection point; challenge self and students to do and become better
	3/14/16 - 3/16/16	Advancing Student Success: From Plan to Action	Networking and concepts highlighted at conference assured that current program interactions with student and campus are on par with many programs and colleges throughout California
	5/9/16 - 2/9/17	CCCCD Campus Probation Collaboration	Creation of online districtwide student success video to insure all CCCCCD students experiencing academic distress are provided the same academic standards information, provide information earlier to prevent further academic difficulties, offer college resources and success skills, for increased retention and academic success.
	8/8/16 - 4/21/17	Equity Core Team and Leadership training	Ensure each student is evaluated independently for support and resources to lead to better educational outcome; work with other departments to assist in providing a welcoming and inclusive environment that will lead to retention of student population.

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	10/4/16 - 10/7/16	Strengthening Student Success	Renewed determination to insure the Starfish retention/early alert program came on-line and is effective through increased communication with all levels of campus community.
	12/7/2016	Mental Health First Aid Training	Closer collaboration with DSPS and provided better department lines of communication to assist in referrals and connections to campus resources; additional patience and empathy in evaluation of academic history.
	12/10/17 - 12/12/17	California Community College Starfish Users' Group Summit	Provided ideas to improve the Fall 2017 soft launch of Starfish Early Alert system for a wider Spring 2018 campus distribution.
MARQUES McCOY, Program Coordinator	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	Dec/2017 - May/2018	4CDLI Leadership Institute	As a participant in the 4CDLI Program I am being introduced to several district wide concern areas, which include attendance, recruitment and retention rates for our student population. I am also being challenged to continue to hone my leadership skills; my skills are being enhanced by attending required monthly meetings, shadowing a CCC EOPS Manager, a mock interview and collectively presenting a group project in front of the Chancellor's Board. These experiences will continue to prove beneficial as I continue to be a resource for our student population.

	11/1/2017	Umoja Conference	This Umoja Conference was beneficial to me due to the fact that I learned more about the guidelines and regulations for the Umoja Program, and I was also introduced to techniques focused on building a sense of community at my college campus. I was able to apply this shared information towards understanding our Umoja Program here at Los Medanos College (LMC). My participation at this conference afforded me the opportunity to have in depth conversations with the Umoja Students that traveled to this conference and are actively enrolled at LMC.
	3/1/2017	A2MEND Conference	I attended the A2MEND Conference and Chaperoned a group of 18 Black Males Students as we traveled via airplane to Los Angeles. This was a unique experience for many of these students, one that I imagine they will never forget. This conference offered workshops that provided suggestions centered on building a sense of "brotherhood," at any/all college campuses.
	11/1/2016	EOPS Conference	I attended this EOPS Conference and learned more about EOPS rules & regulations, geared toward offering services to Low Income/1st Generation College Students. I attended workshops about effectively communicating w/students and was able to meet and network with other EOPS Staff Members from other counties. I also spoke with other staff members about recruitment and ways to encourage students and offer additional support services to students that are actively enrolled in EOPS.

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NICOLE WESTBROOK, Counselor	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	12/1/2014	CA Perkins Special Populations Conference	This conference focused specifically on factors and issues directly affecting community college students, comprising of special populations, such as Foster Youth.
	9/8/2015	Meeting of the Minds Conference	This conference emphasized innovation, technology, and the economic and career development/advancement.
	5/13/2018	UC's Ensuring Transfer Success Conference	This conference informs CCC Counselors of transfer preparation information pertinent to community college transfer students.
	11/6/2018	2017 NASPA Western Regional Conference	This conference emphasized issues of equity and how best to address these issues from a student-centered perspective.
SHARLICE WRIGHT, Counselor	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	3/1/2016	A2MEND	Enhance outreach, retention, success, and engagement methodologies for male African-American students.
	7/1/2016	Hobsons University	Evaluate Hobsons early alert, degree planner, and connect capabilities towards increasing student retention, degree completion, and access to resources through Starfish.
	4/1/2017	Counselors Conference: Equity Minded Counseling	Analyze methodologies for engaging with students of color from historically underrepresented populations towards increasing awareness of campus resources, connections, and community.
	11/1/2017	Annual NASPA Western Regional Conference	Develop additional cultural and community resources that encourage students to take an active approach in their education by evaluating those social justice and cultural issues important to them.

CARLA ROSAS, Director SSRP	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	Annual Conference	Hobsons University	As a pilot college for the CCCC0 Ed Planning Initiative, attending this annual conference supported my ability to serve as a lead in the implementation of the Starfish Early Alert at LMC.
	Annual Training	SSSP Directors Training	This annual training kept me up to date in terms of legislation and best practices as it pertains to SSSP.
	Monthly Meeting	EPT-DAS Steering Committee Starfish Implementation	I have served as committee member and ultimately, the chair of the steering committee. In this role, I have had the ability to support student success through the use of technology on a statewide level.

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

The Department of Student Success and Retention Programs places a great emphasis on collaborative work/partnerships in an effort to develop and further enhance a strong support network for student success. Below are some examples of the collaborations we have engaged in over the last 5 years.

PROJECT/DEPARTMENT	DESCRIPTION
Adjunct- Counselor Orientation	Support cross-training/professional development by informing new adjunct counselors of guidelines and procedures associated with the levels of academic probation. The concepts included: Level I Probation, Level II Probation, and Academic Dismissal. We discussed the academic services our department offers students in academic distress and the proactive efforts we are engaging in to prevent students from getting to the point of dismissal.
Extended Opportunity Program & Services (EOPS)	Collaborative efforts with the LMC EOPS Program involve the delivery of presentations informing students of the Student Success and Retention Programs Department and the support services that our campus provides to enrolled students that attend LMC. Information about these academic

	enrichment support services are intended to assist our students as they pursue academic success at LMC.
Umoja Program	The Umoja Program at Los Medanos College is in the process of developing academic courses that will be offered during the upcoming Fall 2018 Semester. These courses include two sections of English 100S (one section which will focus on a Black Male Cohort and the alternate class would be a co-ed course). Our program coordinator for the Male Empowerment Network plays an active role with the planning, recruitment, and retention efforts of this enhancement to the Umoja program.
Brothers Of Excellence Program (BOEP)	Collaboration with this program includes discussing Study Skills Development, Time Management, current events and life experiences. These sessions are intended to support the development of soft skills and providing a safe community space for the participants.
LMC Athlete Orientation	This collaboration included working with coaches and the LMC Athletic Director from our LMC Athletic Department as they assisted new and continuing athletes with class enrollment. Additionally, we supported the coordination, workshops, and activities for the orientation.
Counseling Partnership	The Counseling Partnership is a collaboration between the Developmental Education Program, Counseling Department, and Student Success & Retention Programs that provides information about early academic counseling right in the classroom. It is an intervention that is based on research into factors that affect retention and persistence for community college students.
Chemistry Department	Student Success & Retention and Chemistry 25 instructors have collaborated to support student recruitment and notification of CHEM 25 Bootcamp available to increase student success in passing the course.
FAM Program	Student Success & Retention Programs have partnered with FAM (Equity initiative) to develop a mechanism for tracking student contacts in Starfish Early Alert and train new adjunct faculty that are participating in the program.
Transfer & Career Services	After reviewing student records and Probation and/or Dismissal surveys, SSRP approached the Transfer Center. They had designed and presented workshops for students in the Transfer Academy who have not declared a major. Working together, SSRP was able to assist the Transfer Center offer many more workshops designed to aid students in choosing a major, a requirement for the matriculation enrollment process and financial aid file. In this one workshop students are able to start structuring a pathway to success and get better enrollment dates. While these workshops have had mass outreach and intensive calling, some of the smaller workshops facilitated by the Transfer Center have been intentionally designed to insure students are receiving the tools needed to become a better student: Learning Styles, and Time Management. These workshops have not only been offered to students who are struggling academically but to students who wish to strengthen their academic skills. Beginning Spring 2017, as part of the Developmental Education Bridge established between SSRP and the Math Department, the Transfer Center

	<p>will facilitate several workshops. The workshops will be presented to several Math 12 and 25 classes. They will introduce career pathways, major choices, and transfer requirements. The intent, that with early knowledge, students will make an informed choice about their educational pathway and increased completion, graduation, and transfer will occur.</p>
<p>Contra Costa Community College District</p>	<p>Collaborative efforts with CCCCD included all college campus, over the course of many months, working with the District IT department and a software company to design an online Student Success Workshop. The workshop, designed for students who may be experiencing academic difficulties for the first time, is intended to provide some knowledge of college academic expectations, campus resources, and strategies to assist manage time more effectively and plan a successful semester. It is the first such collaborative efforts among the three campus, and is projected to decrease the number of students progressing deeper into academic difficulties. The online effort is almost a year old. Reports will be soon be completed by the District to allow for reflection and adjustments.</p>
<p>Admissions & Records</p>	<p>As part of the talks that began with Financial Aid in Spring 2016, SSRP also brought the Office of Admissions to the table. To clarify the Board of Governor’s Fee Waiver appeal process, the impact upon this office, and how we could assist them in providing information to the students, SSRP agreed to introduce information about the additional legislative changes that impact Probation 2 and/or Dismissal students’ enrollment date, the process to appeal loss of early registration, and the appeal form. SSRP has also worked with Admissions to receive training about the process to remove and/or post academic holds upon student records. Previous procedures to lift academic holds involved communication between the two offices and a response time that could take up to two (2) days. With SSRP now being able to lift academic holds the response to student enrollment has been cut dramatically, as well as relief of duties from Admissions.</p> <p>In addition, the two offices worked together to design an Enrollment Form to enable students to enroll in classes without removal of the academic hold. Dismissal students whose previous reinstatement petition(s) showed a clear struggle with course selection recommendation are now able to enroll in a manner that enables SSRP assist them establish a pattern of successful behaviors designed to lead to course completion, graduation, and transfer.</p>
<p>Counseling</p>	<p>Several years ago, Counselors were responsible for evaluating student academic records and making recommendations to the Dean of Counseling and Student Services about approval or denial of a Probation/Dismissal petition. In the last few years, the role of counselors for students in academic distress has evolved to facilitating Probation 2 and Dismissal Reinstatement workshops. With the advent of hiring SSRP full-time counselors workshops have become standard and the information provided consistent.</p>
<p>Financial Aid</p>	<p>To insure students are aware of the possible impact their academic standing may have upon their state and federal financial assistance, SSRP</p>

	<p>has introduced into their Probation and Dismissal Workshops relevant financial aid information. After talks with Office of Financial Assistance in Spring 2016, SSRP incorporated into the Probation and Dismissal presentation information about the impact of academic standing upon the Board of Governor’s Fee Waiver eligibility and the campus appeal process. Further talks with Financial Aid led to the federal Satisfactory Academic Progress (SAP) policy being incorporated into the workshops in Spring 2017. Each of these inclusions were intended to insure students received the information they needed to make an informed decision about financial assistance and financial responsibility in a timely manner, and address the matter before the lack of knowledge became an issue. For students who were unaware of new legislative changes, or the fact that financial assistance is tied to academic performance, the college sought to ensure students had the knowledge and resources necessary to continue forward with their education.</p> <p>In addition, SSRP has also agreed to assist all students seeking to complete a Financial Aid Appeal. Before the agreement, students could wait a week or two after the start of the semester before counseling appointments became available for an appeal. Now, counseling time is allotted each day for students seeking an appointment. Students are seen in a timely manner and all appeals are completed in a similar manner.</p>
<p>Center for Academic Support</p>	<p>Since the Spring 2017, we have been working in collaboration with the Center for Academic Support (CORE). To encourage students to utilize academic support services that enhance classroom instructions, as well as provide a more in-depth knowledge of the campus environment, SSRP requested the CORE to design various workshops that provide students with the skills to succeed in a learning environment. Students who have self-identified as needing to enhance classroom and study skills may choose from a handful of different workshops. They may choose from: How to Take Classroom Notes, a basic English punctuation session, or Successful Study Habits. Each workshop is designed to focus on a particular skill that will increase their ability to be a more successful student.</p> <p>We have also encouraged the CORE to expand existing workshop offerings to enable more students the ability to connect with the Academic Support Center.</p>

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
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<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
<p>Goal 1: College-wide implementation of Starfish Early Alert</p>	<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course

		<p>completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>
<p>Goal 2: Identify obstacles and establish partnerships to support student success.</p>	<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
<p>Goal 3: Decrease the number of students going from Probation I to Probation II.</p>	<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 	<ol style="list-style-type: none"> 1. ACCESS: Increase access through enrollment of students currently underserved in our community.

		<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>
<p>Goal 4: Increase engagement with students as a part of the onboarding process.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase</p>

		<p>successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

<u>Faculty/Staff Resource Request</u>		
Department/Unit Goal - Reference #	Strategic Objective - Reference #	
Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

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2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2 CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4 COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.