

Columbia College Student Services Program Review

October 06, 2011

Summary

A representative group from Student Services including faculty, staff, and administrators met in the Fall 2010 with the assistance of a member of the BRIC Technical Assistance Program to create a cohesive and standardize format for program review in Student Services.

Program review is a data driven process in which each program has the ability to make informed planning assumptions to better prepare and respond to student needs.

General Planning assumptions from program review are assembled into organized comprehensive projects in each area's Unit Plan. Projects contained within the unit plan are tied to College Goals as defined by the Columbia College Educational Master Plan. Activities within each unit plan project are individually assigned an estimated cost and appropriate budget code.

Student Services Mission Statement

Columbia College Student Services is a broad range of integrated support programs that promote academic wellness and learning, goal setting and attainment, and life-skill development, in order to build a strong foundation for success. Our programs educate, guide, and provide access to resources that help students navigate their individual, academic, and career pathways. All Student Service programs strive to impart the essential values of critical thinking, respect, accountability, and self-advocacy in meeting the holistic needs of students.

Program: Admissions and Records

Faculty/Staff:

Name	Title
Patricia Ramirez	Admissions and Records Specialist
Debbie York	Admissions and Records Technician
Rickee Hill	Admissions and Records Technician

Description/Function:

Number Served

Program Success

Student Satisfaction

Data:

Rate your satisfaction with Admissions and Records.

Response	Frequency	Percent	Mean: 3.34
Very Dissatisfied	20	3.84	
Somewhat Dissatisfied	32	6.14	
Somewhat Satisfied	218	41.84	
Very Satisfied	251	48.18	

Analysis of Data:

Strengths

Challenges

Changes/Goals

Program: CalWORKs/Job Placement

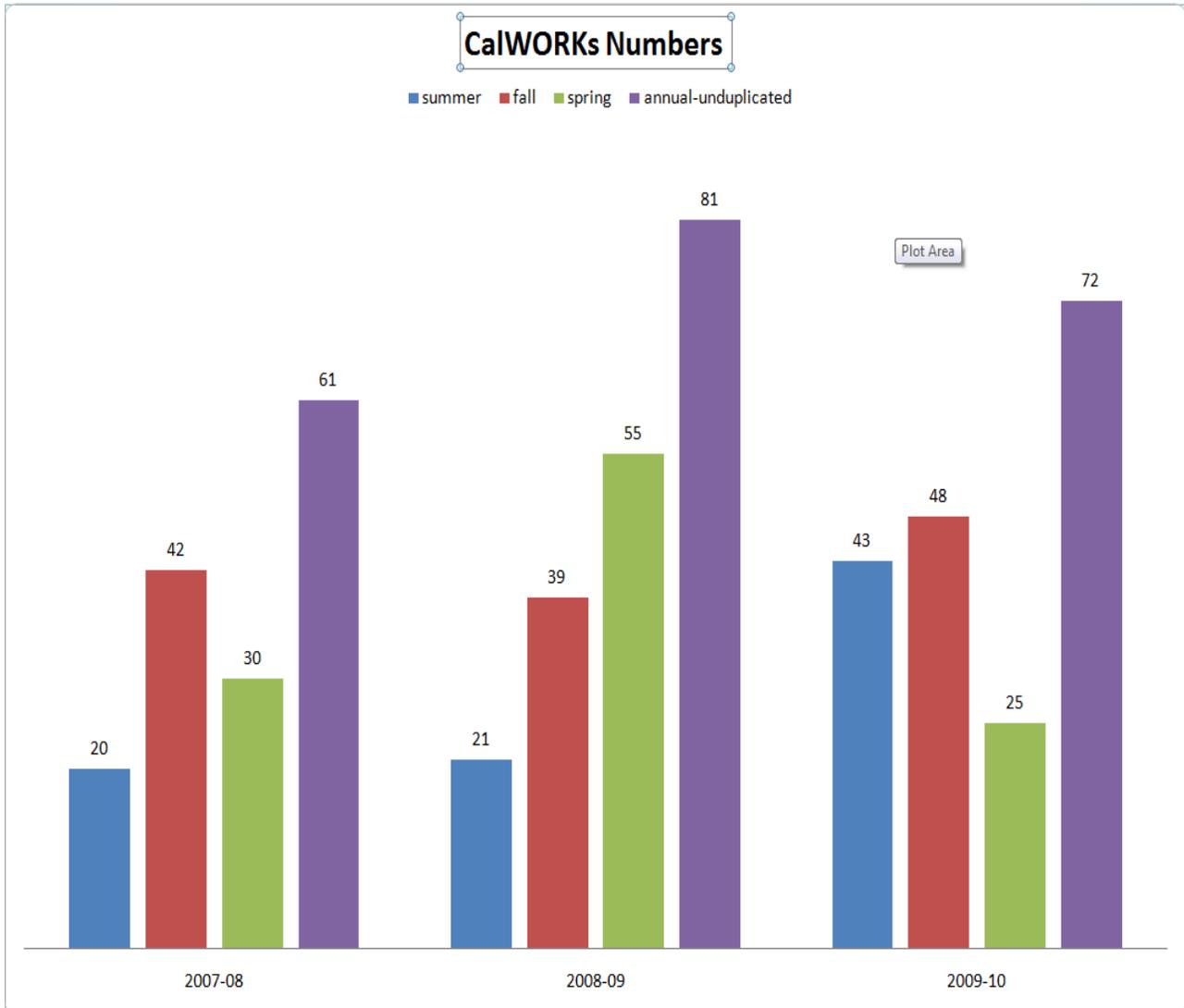
Faculty/Staff:

Name	Title
Kirsten Miller	Counselor (15%)
Dave Chesnut	Program Coordinator
Miriam Medina	Administrative Assistant (25%)
Dr. Brian Jenson	Counselor (30%)

Description/Function:

The CalWORKs Program assists clients referred from county Social Services in receiving services and getting into classes/programs that will lead them into employment; we also offer job placement, job search, assistance with resumes and cover letters, interview and all things related to employment.

**Number Served
Data:**



Analysis of Data:

Headcounts for the past three years show how as the state of the economy grew worse and local conditions deteriorated, the number of residents requesting assistance likewise grew (Summer 09 was one of the busiest summer sessions on record here at CC). The dip in 2009-10 (Spring 10) reflects the ‘temporary changes’ initiated by the state exempting certain CalWORKs participants from services.

Source: California Community College Chancellor’s Office Data Mart
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

Program Success

Data:

Data collected only goes back a few years and the nature of the data is inconclusive. Figures relating to ‘workforce development’, ‘academic success’, show some modest numbers with occupational studies taking the lead; ironically, transfer and degree numbers are interesting due to the fact that transfers and degrees are not the focus of the CalWORKs program. Regardless, over the years, the Columbia program has seen many successes, including two students that were finalists for Student of the Year (and one who won!) and numerous students that transferred to four year schools to continue their education. Many have found quality employment including students that have been hired here on campus as permanent district employees.

Analysis of Data:

(‘Cash Assistance since Welfare Reform;’ TANF Policy Brief, 01/21/2011) www.clasp.org)

Between 1993 and 2000 the employment rate of single mothers increased from 57.3% to 72.8% (+15.5%). Between 2001 and 2009 the employment rate of single mothers decreased to 65.8% (-7%). The impressive increase in the employment rate of single mothers was the direct result of the welfare reforms of 1997 and the inception of Welfare to Work. However, many of these individuals, having completed their training, entered into a labor market full of low-wage jobs and had to face the first of two national recessions. Further tightening of Federal TANF regulations in 2005 restricted many from training opportunities and the current recession that began in 2007 has likewise impaired efforts to increase employment numbers.

National welfare caseloads reached record lows in July 2008 but have increased by 14% since then. By contrast, food stamp caseloads are currently at record highs with 43 million individuals and over 20 million households receiving benefits. Many states have eased food stamp application barriers while discouraging receipt of cash assistance and related services.

Student Satisfaction

Data:

JOB PLACEMENT SERVICES/STUDENT SATISFACTION QUESTIONNAIRE FALL 2007: This informal questionnaire was distributed to students via JPS webpage and hard copies that were provided at the desk. The questionnaire asked for feedback on six questions and provided a space to write in comments.

Analysis of Data:

The students that returned our questionnaire told us we were doing well with respect to the level of service received (good) and the process for requesting job listing information was easy to understand and follow. Ironically, after initiating an online request process, a significant number of students indicated they preferred the desk service. The majority of students said they would recommend the service to others, though a few students were unhappy with their results. About 30% of those seeking employment found a job through our services during that semester.

Comments focused on expanding desk hours over just about everything else. As a result of the questionnaire, Job Placement Services has continued to accommodate as many student requests for work as possible each semester. We have increased staffing and hours of service at the desk; we have made significant improvements to our online job-posting process; we have created a portal through which employers can list their jobs with us via the Internet. In spite of a sagging

economy, JPS continues to remain very active and staff now have been trained to offer assistance to students using the Career/Transfer Center.

Strengths

Thanks to a revised funding formula at the state level, this program has survived what has killed programs on other campuses: lack of funding. We are not funded at a level that allows us to take advantage of all the components of the program (curriculum development, job development, instruction). However, the program has managed to maintain a modest workstudy program and make significant contributions to the childcare needs of our participants. More importantly, the program can boast a number of successful participants, some of which work for the college or with agencies within our community and beyond.

Other strengths include having nurtured enduring relationships with our campus and community partners. An excellent example of one of the strengths of this program is Job Placement Services. Student staff at JPS are trained to manage daily activities at the desk and typically respond to over 1000 requests for job information every semester. Students also assist with Career Center needs, such as career research, completing applications, registration and so much more.

Challenges

Like everyone else in the California Community College system we have some tough years ahead of us. If the state is not able to 'fix' the current budget situation, the programs will likely suffer another round of severe cuts, leading to fewer resources for students. Major confusion regarding changes in regulations have left some students hanging without services and the future promises even more challenges as the state moves toward reducing new and continuing participants' months of participation from 60 months (5 years) to 48 months. The challenge now is to convince the state that the Welfare-to-Work program is worth what it costs to run and provide services to eligible participants. If past accomplishments are worth mentioning, the value of this program should be obvious.

Changes/Goals

- Need to reestablish relations with Tuolumne County DSS; try to find a 'happy place' from which we can start to rebuild on the notion of helping our mutual charges receive the services due them.
- Will soon have a system in place to verify monthly activity hours for each WtW participant engaged in classes/programs.
- Continue to work toward a stable and sustainable budget plan.
- Expand workstudy program to include more opportunities for employment, both on and off campus.
- Conduct outreach to exempted participants to assist them in developing education plans, applying for financial aid and making referrals to other campus programs and community agencies.

Program: Disabled Student Programs and Services (DSPS)

Faculty/Staff:

Name	Title
Karin Rodts	DSPS Coordinator
Brian Jenson	Counselor - DSPS
Shawn Jordison	Alternative Media Specialist
Kimberly Carter	Program Technician
Cody Baker	Instructional Assistant - Temporary Contract

Description/Function:

Statement of process/history:

Our specific Disabled Student Programs and Services (DSPS) program, services and activities support students with disabilities in accordance with Title 5 Guidelines as illustrated below:

- DSPS does not duplicate other services on campus - During our initial intake process, DSPS refers all students to beneficial student academic resources and services on campus which may include the Academic Achievement Center (tutorial assistance and supplemental instruction), counseling (academic, career and personal) and the math resource center to name a few. If and when it is determined that an academic adjustment needs to occur, DSPS will assist students with verified disabilities in making a(an) accommodation in a specific course, discipline and/or event. Academic assistance incorporates learning strategies specific to individual needs.
- Are directly related to the educational limitations of the verified disabilities of the students served;
- Are also related to educational participation (APE is a good example; classes should be used to acquire skills, not to provide therapy). - DSPS developed Skills 610, Introduction to Computer Access course to teach keyboarding skills and word processing that directly relates to Office Technology and basic Computer Science courses on campus. Accommodations relate directly to rigor in general course content.
- Promote maximum independence and integration through the use of Adaptive Technology devices. - An example is the Kurzweil Read and Scan program which is networked on campus and is accessible in numerous alternate locations on campus not excluding the DSPS High Tech Center. DSPS provides training to areas such as the library and computer labs on campus to effectively use assistive technology to accommodate students with disabilities.

DSPS services are consistent with the student services mission and purpose:

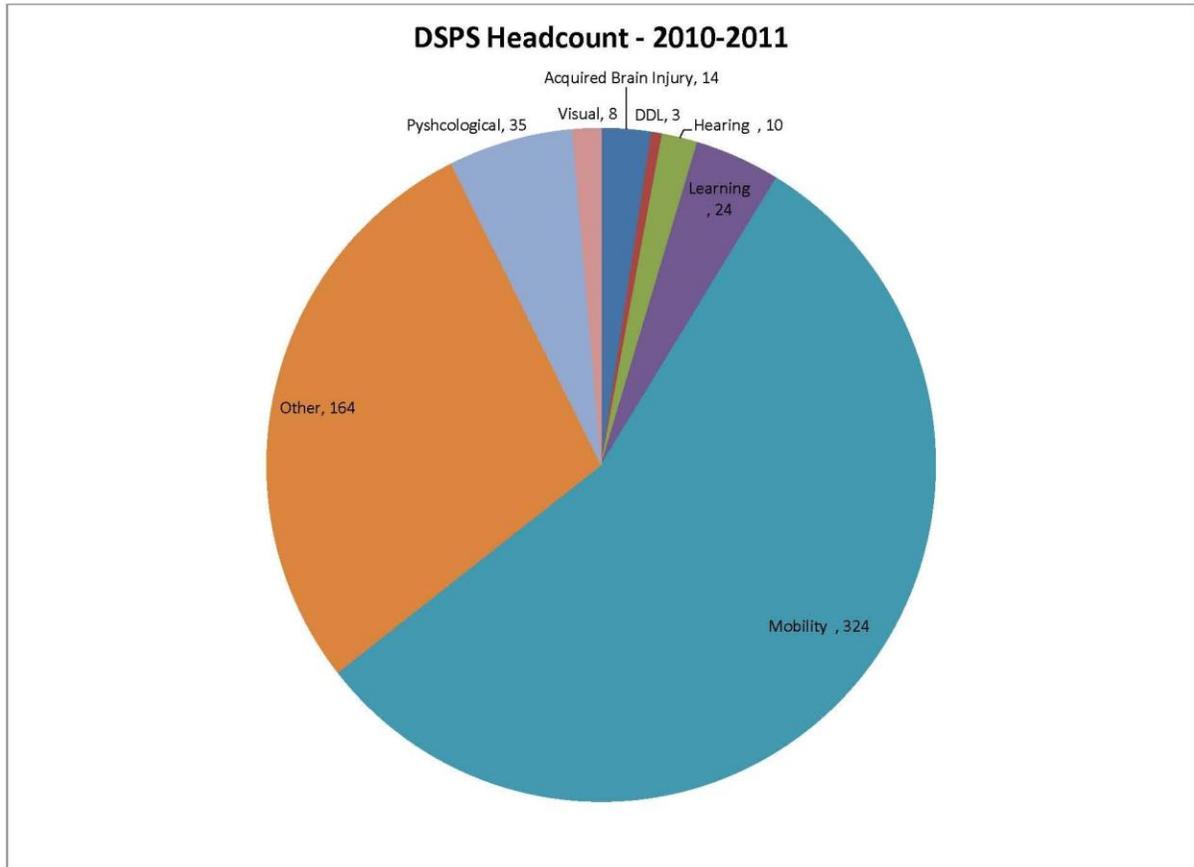
Within the framework of our Student Services mission which states in part 'Student Service programs strive to impart the essential values of critical thinking, respect, accountability, and self-advocacy in meeting the holistic needs of students,' DSPS is committed to serving and supporting students by adhering to the following guidelines:

- Services and accommodations are provided students with verified disabilities by highly trained staff, use of special equipment, and compensatory learning strategies within a classroom and lab setting.
- DSPS Staff ensures that the Student Educational Contract (SEC) establishes and maintains the relationship between proposed activities and educational limitation(s).
- Services are delivered as planned in collaboration with staff and students within appropriate timelines.
- DSPS promotes student success by teaching self-advocacy skills to aid instructor and campus liaisons. Also, within the forum of DSPS orientations self-advocacy skills are explored.
- Evaluative processes are developed and utilized on a regular basis to ensure quality and higher standards.

DSPS Mission Statement:

The Mission of Disabled Student Programs and Services (DSPS) of Columbia College is to help students with disabilities (as defined by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and California Bill Number AB 422) compete academically on an equal basis with their non-disabled peers. The department provides accessibility through support services, special equipment, specially trained staff, and removal of architectural barriers. We encourage independence and integration in the pursuit of learning and participation in college life.

**Number Served
Data:**



Analysis of Data:

A total of 582 students were served in 2010-2011. Services and activities provided to students include:

- Priority Registration
- Alternative Media
- Adaptive furniture for classrooms
- Adaptive equipment
- Academic, Vocational and Personal Counseling
- Guidance and Support for transition from high school to post-secondary setting
- Academic Support (specialized tutoring)
- Alternative Testing (test facilitation)
- Architectural Barrier Removal

- Assistive Listening Devices
- Assistive/Adaptive Technology
- High Tech Center
- Special Parking
- Interpreters
- Remote captioning
- Mobility Assistance
- Learning Disabilities Assessment Review *
- Notetakers (NCR)
- Readers
- Special Classes
- Campus and Community Liaison
- Relationship with Vocational Rehabilitation and Transition with DSPS services
- Equipment Loan
- Liaison with local, state and federal agencies
- Outreach activities
- Special class instruction includes: Adaptive PE, Pulmonary Rehabilitation, Exercise and Diabetes Management, Intro to Cardiac Rehab-Phase III, Cardiac Rehab-Phase III, First Step to Fitness, Rehab for Physically Limited, Computer Access Instruction

**Program Success
Data:**

Student Success and Retention Summary Report

Term: 2011CSP

DSPS Students

Division	Sections	1st Census Enrollment	Success Rate	Retention Rate
CACSS	2	6	16.67	33.33
CARSC	189	429	55.24	78.09
CHPAT	58	130	75.38	84.62
CVOED	122	234	66.67	88.89
Totals:	371	799	61.58	81.98

Analysis of Data:

Data indicates for 2010-2011, DSPS students persist at a lower rate compared to college general population students during summer sessions. Factors influencing the data may be our compressed calendar, shorter duration of summer sessions and reduced DSPS services. During the same year, results of data indicate both retention and success for DSPS and general population college students is highest in the fall semester. Further study of targeted student populations is needed to examine activities that might be implemented to improve retention and success rates in both the summer and spring semesters.

Activities and services that promote success and retention include:

- Accessibility/Disability Awareness Training for Faculty and Staff;
- Mobility Van to enhance services;
- Remote captioning for students with Hard of Hearing;
- Front Desk (EOPS etc) student worker program;
- Services for Veterans (collaboration with Financial Aid);
- Early Alert electronic process (campus-wide);
- Updated Graduation Requirement Substitutions and/or Waiver process;
- DECT Grant (captioning);
- APEI funding;
- TRIO Grant;

- disAbility and Health Services Fair (collaboration with Health services and student senate);
- Training workshops for AAC Tutors (collaboration with Academic Wellness Educators focus inquiry group);
- Adjunct Orientation Workshops.

Student Satisfaction

Data:

CC provides appropriate and accessible support services to disabled students.

Response	Frequency	Percent	Mean: 3.37
Strongly Disagree	20	4.44	
Somewhat Disagree	27	6.00	
Somewhat Agree	170	37.78	
Strongly Agree	233	51.78	

Analysis of Data:

On the spring 2010 comprehensive student survey, nearly 90% of students somewhat or strongly agree that the College provides appropriate and accessible support services to disabled students.

As a functioning, dynamic entity DSPS bases its operations on formal and informal evaluations, assessment and feedback. Evaluation is dual in nature, illustrative of reactive and proactive modes due to the unique nature/needs of our student population that we currently serve.

Program and evaluation activities include the following:

- DSPS Orientations followed by a DSPS Student Questionnaire (paired problem solving activity).
- DSPS Focus Groups followed by a Questionnaire. Our focus groups are a means to collect additional qualitative data on the effectiveness of an Orientation as well as to determine direction for improvement.
- DSPS has developed Student Learning Outcomes and measurement tools which include student and faculty surveys. Assessment tools include Skills 610 student intake Questionnaire, LD eligibility model Component 1.0 intake interview screening (suspended), psychological screenings, and use of outside documentation such as Individual Educational Plans (IEP) and 504s.
- DSPS program surveys are randomly distributed to students to evaluate our services both in electronic form and hard copy. (Alternate formats upon request).

- Special Programs Advisory Committee meets on a biannual basis in compliance with Title 5 regulations.

Strengths

Summary of Strengths include:

- Energetic, committed and available staff with positive working relationships
- Strong Administrative support
- Excellent working relations with college staff
- Campus Committee involvement
- High Tech Center well-equipped with alternative media
- Timeliness of Alternative Media Services
- Adaptive PE classes
- Accessible van for transporting DSPS students around the hilly campus

Veterans Trends:

- Veteran students who attend Columbia College access Veteran Affairs' Benefits, either through the Montgomery GI Bill, Post 911 Bill, or being a beneficiary of a veteran with disabilities. These students receive services through Special Programs and DSPS.
- In 2005-06, there were a total of 35 students receiving Veteran Benefits. From the 166 veteran students attending receiving benefits at Columbia College (list provided by the Veterans Certifying Official) for the 2010-11 academic year, 116 students were served through the DSPS program for academic, career, and/or personal counseling as it related to their schooling and educational endeavors.
- From the 116 students accessing veteran benefits, 56 students have continued to make progress. Progress is measured by either transferring to a four-year academic institution, graduating with an Associate degree or completing a certificate of achievement, being accepted into a vocational program, such as Nursing, being named to the president's list, or completing courses in a satisfactory manner. The completion rate of veteran student for the 2010-11 is an impressive 48%, considering that many students come to Columbia College and access their benefits to just survive in a rough economy, just transitioning out of the military, as well as have other personal barriers such as PTSD, grief and loss, and other unseen psychological variables.

Student Learning Outcomes:

- SLO- 1--As a result of participation in DSPS, a student will demonstrate self-advocacy skills with college instructors, college staff, tutors, and peers by explaining the need for and requesting authorized academic accommodations. Self-Advocacy is defined as the ability to describe one's abilities and skills as well as the nature of specific disabilities and the accommodations needed to complete course objectives and educational goals.

Measurement: Student Surveys, Instructor Reports, Records of requests for Test Facilitation and Alternative Media (SARS & MIS), Data collected in conjunction with Academic Achievement Center (AAC))

- SLO- 2--DSPS students who use the High Tech Center will demonstrate competency in the independent use of appropriate assistive technology.

Measurement: Student Survey, Satisfactory completion of Skills 610, Introduction to Computer Access, Knowledge Surveys, Lab Management Data

- SLO- 3--As a result of participation in DSPS, a student will demonstrate independent application of learning strategies.

Measurement: Measurable Progress on Student Educational Contract (SEC), Student Survey, Knowledge Surveys, Completion of Portfolio Binder component in Skills 610, Early Alert Data.

Evaluation/Student Satisfaction Tools utilized:

- DSPS-SLO Student Survey
- DSPS Orientation Evaluations Fall 2011
- Alternative Media Questionnaire
- Tram Driver Comment Card/Evaluation
- Skills 610 Student Intake Questionnaire
- Psychological Assessments
- Unit Plan Project Detail Report
- Advisory Committee Agenda and Minutes 2010
 - Comprehensive student survey
 - Point of service surveys
 - Access, availability

Challenges

- Create ways to increase funding sources.
- Manage appropriate transitions and referrals for students between community agencies.
- Measure program effectiveness with regard to Student Learning Outcomes.
- Maintain staffing levels to run an effective program and learning environment.
- Develop understanding at the campus level of regulations and policies by which DSPS must comply.
- Continue to meet the increasing number of requests for accommodations by students with disabilities as student numbers/needs increase.

Changes/Goals

- Collaborate with Adaptive PE program in a more thorough integration of DSPTS services.
- Develop an updated ADA Transition Plan for our Columbia College campus.
- Expand membership in our Advisory Committee to establish a means for regular communication among constituents.
- Plan and implement activities for our disAbility and Health Awareness Fair on an annual basis.
- Incorporate student tutors in the training of assistive technology to aid student success.
- Produce an online orientation to DSPTS services that students can access upon verification so when eligible for services can return to on an as needed basis.
- Design program documents to include an updated DSPTS Faculty Handbook. Forms utilized by students and staff will improve compliance with Title V regulations and DSPTS information dissemination model.
- Restore DSPTS personnel to previous levels.
- Collaborate with Distance Education/ITC to enhance student accessibility.
- Provide individual alternative testing rooms/space conducive to disability needs.
- Increase Outreach Activities to enhance smooth transition from High School and community to College.

Program: EOPS/CARE

Faculty/Staff:

Name	Title
Susan Medeiros	EOPS/CARE Coordinator/Counselor
Brian Jenson	Counselor
Jill Olson	Counselor - Adjunct
Kimberly Carter	Program Technician

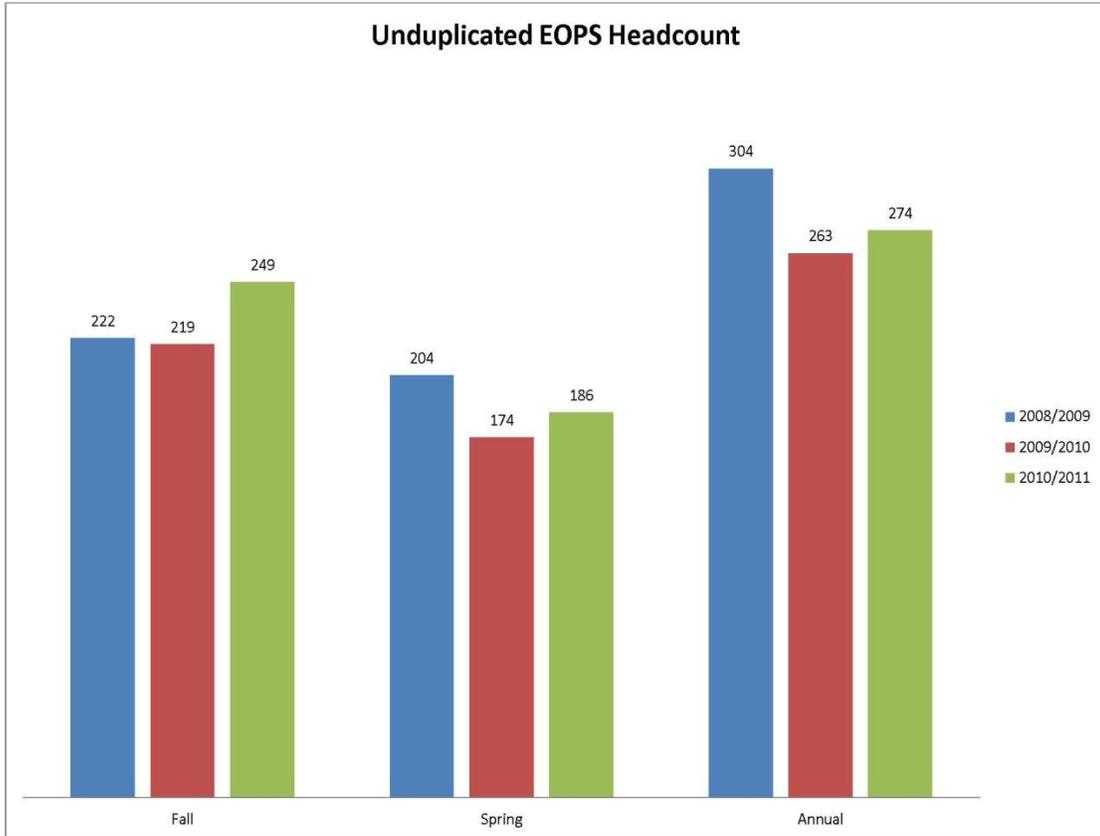
Description/Function:

EOPS is a state-funded categorical program that supports students with economic and educational challenges in order to facilitate student success in academic and career goal achievement. It serves students who plan to transfer for advanced education as well as those who plan to enter the workforce directly. EOPS provides ‘over and above’ financial and academic services to its students. Its financial services include assistance with textbooks, parking permits / bus passes, and cash grants; however, grants for 2011-12 have been suspended due to state allocation reduction.

Its academic services include priority (early) registration, counseling, and student success workshops. Counseling services integrate academic, career, and personal counseling. Counseling sessions emphasize monitoring student progress and developing effective strategies for college success. Educational planning and evaluation is integrated into the three required counselor contacts each semester. EOPS has identified Self-advocacy as its Student Learning Outcome. The theme of self-advocacy is embedded in staff-student interactions, counseling sessions, and workshops.

CARE is a categorical program that serves EOPS students who are single (head of household) parents of young children. CARE students must be receiving county cash aid (TANF) benefits for themselves and /or their children. These students may or may not be receiving supportive services through CalWORKs. CARE provides services that are ‘over and above’ those provided by the college, EOPS and agencies such as CalWORKs. CARE provides financial assistance in child care, transportation, meals, textbooks, and supplies. CARE provides specialized counseling, workshops, and seminars to meet the needs of the CARE students. CARE students are required to participate in these activities. The purpose of CARE is to provide supplemental services so that its students may successfully complete their academic goals and receive training for a career in order that they may achieve economic self-sufficiency for themselves and their families.

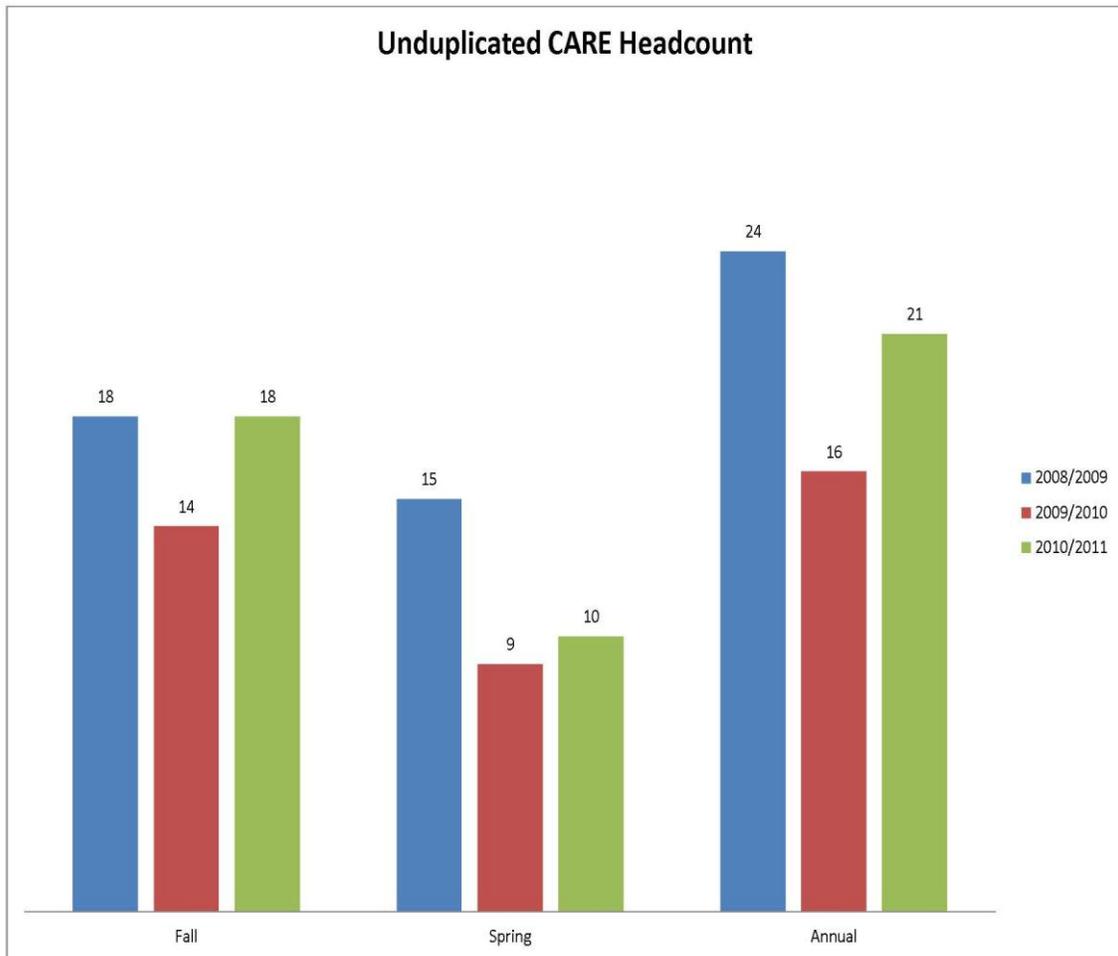
**Number Served
Data:**



Analysis of Data:

In 08-09, EOPS sustained a cut in allocation of nearly 40%, and additional cuts were expected. At this time the student cap was reduced proportionately. Program strategy was to significantly reduce the number of students served for the following two years, but retain the level of services. It is expected that the numbers will remain at this level as we are already serving students ‘over cap’ (171), and no increase in allocation nor augmentation from outside funds is expected. Numbers reflect CCCCO MIS reports.

Data:



Analysis of Data:

In 08-09 CARE developed a more systematic approach to recruiting CARE students from the EOPS population. This is reflected in the significant increase in CARE numbers. In 09-10, the EOPS numbers decreased due to budget cuts, and this likely affected the overall numbers in CARE students. We did increase the EOPS student numbers in 10-11 with a corresponding increase in CARE students. CARE students on CalWORKs appear to have declined, increasing the demand for CARE services.

Program Success Data:

EOPS Persistence Rates in EOPS Program (excludes students who have met program limits- 70 units or 6 semesters in EOPS or met goal)	
All EOPS Students:	Fall 2010 to Spring 2011: 95%
	Spring 2011 to Fall 2011: 90%
CARE Students:	Fall 2010 to Spring 2011: 89%
	Spring 2011 to Fall 2011: 90%

EOPS Student Program Compliance	
Fall 2010	
% EOPS students who completed three required contacts: 65%	% CARE students who completed three required contacts: 72%
% EOPS students who completed Contact #1 Educational Plan: 95%	% CARE students who completed Contact #1 Educational Plan: 100%
% EOPS students who completed Contact #2 Progress Evaluation: 75%	% CARE students who completed Contact #2 Progress Evaluation: 83%
% EOPS students who completed Contact #3 End-of-Term: 65%	% CARE students who completed Contact #3 End-of-Term: 72%
Spring 2011	
% EOPS students who completed three required contacts: 74%	% CARE students who completed three required contacts: 100%
% EOPS students who completed Contact #1 Educational Plan: 91%	% CARE students who completed Contact #1 Educational Plan: 100%
% EOPS students who completed Contact #2 Progress Evaluation: 79%	% CARE students who completed Contact #2 Progress Evaluation: 100%
% EOPS students who completed Contact #3 End-of-Term: 74%	% CARE students who completed Contact #3 End-of-Term: 100%

Academic Outcomes : Term GPA	
Fall 2010	
% EOPS students with a minimum term GPA of 2.0: 22%	% CARE students with a minimum term GPA of 2.0: 22%
% EOPS students with term 3.0 to 3.44 GPA: 18%	% CARE students with term 3.0 to 3.49 GPA: 17%
% EOPS students with term 3.5 to 4.0 GPA: 20%	% CARE students with term 3.5 to 4.0 GPA: 28%
Spring 2011	
% EOPS students with a minimum term GPA of 2.0: 24%	% CARE students with a minimum term GPA of 2.0: 30%
% EOPS students with term 3.0 to 3.49 GPA: 20%	% CARE students with term 3.0 to 3.49 GPA: 50%
% EOPS students with term 3.5 to 4.0 GPA: 23%	% CARE students with term 3.5 to 4.0 GPA: 20%

Academic Outcomes : Term Unit Completion Rate	
Fall 2010	
% EOPS students with a term unit completion rate over 50%: 69%	% CARE students with a term unit completion rate over 50%: 78%
Spring 2011	
% EOPS students with a term unit completion rate over 50%: 77%	% CARE students with a term unit completion rate over 50%: 100%

President's (Dean's) List (Students must achieve a term GPA of 3.5 and complete a minimum of 12 Associate-level units.)		
Fall 2010	# EOPS Students: 31 students (CARE included in EOPS count)	# CARE Students: 4 students
Spring 2011:	# EOPS Students: 19 students (CARE included in EOPS count)	# CARE Students: 1 student

Analysis of Data:

EOPS /CARE needs to have access to data that accurately reflects program ‘goal achievers.’ • Students often achieve Associate degree or transfer goals after they have completed the EOPS program due to reaching unit or semester limits. Identifying only the EOPS /CARE students for that academic year does not recognize the successes of previous EOPS students. Skills Attainment Certificate data is not collected in Datatel.

Scheduled in 2011-12 to measure success: # students who achieve improvement by improving term GPA or unit completion rate to meet program level of satisfaction.

Student Satisfaction Data:

Columbia College EOPS Student Survey Results- April 2011						
		Average result	1= Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree
#1	I found the EOPS counselors to be professional, knowledgeable, courteous and helpful.	3.87	0	0	13	86
#2	The additional financial services available through EOPS increased my opportunity to afford college and pursue my educational goals.	3.86	0	0	14	85
#3	I found EOPS office staff to be professional, knowledgeable, courteous and helpful.	3.80	0	1	18	80
#4	My educational plan has helped me know what courses I must take to reach my goal.	3.76	0	2	18	78
#5	My multi-semester Education Plan has given me a clear step-by-step pathway to reach my academic goals.	3.73	0	3	21	75
#6	I was able to schedule my appointments to see a counselor in a timely manner.	3.72	1	1	23	74
#7	By updating my educational plan each semester, I feel that I am more likely to keep on track and motivated.	3.71	0	5	19	75
#8	Assistance in scheduling courses for the next semester helped prepare me for registration.	3.69	1	1	26	71
#9	I regularly received important information from EOPS via my student email account, in a timely manner.	3.69	2	1	23	73
#10	The End-of-Term self-evaluation (identifying my accomplishments and challenges) has helped to prepare me for the upcoming semester.	3.61	1	3	30	65
#11	Discussing strategies for academic success during the Mid-semester Progress Evaluation has been helpful.	3.55	1	2	38	58
#12	The EOPS website helped me stay informed about services, requirements and activities.	3.47	1	3	39	48
#13	The EOPS/CARE Student Success Workshop topics were relevant to me as a student.	3.43	1	7	34	48
#14	Reading the EOPS monthly announcements in the Student Bulletin was helpful.	3.41	1	6	41	47

Analysis of Data:

Number of EOPS students survey participants: 99. Average EOPS Student Satisfaction = 3.66 on 4 point scale. Items arranged in descending order. #9, #12, #13, #14 = 25 items left blank & reflect service not used (verified by comments.) #12, #13, #14 target goals for program improvement. Student comments collected for more detailed program evaluation.

Strengths

Financial Support and Staff /Counselor Student Assistance

- The EOPS Student Survey rated EOPS financial support, especially textbook assistance, as well as the services of the staff and counselors as the top program strengths. Many students added comments that EOPS /CARE services are an essential part of their college success.

Services to ‘First Generation’ Students

- EOPS students are almost exclusively ‘first generation’ - neither parent having completed a college education. EOPS helps its students to navigate a pathway through the higher education system to goal achievement. It is a highly structured program that prepares its students to succeed in college. Through counseling sessions and workshops, students learn about valuable resources and strategies so that they can be strong self-advocates. Ongoing educational planning, the monitoring of progress, and self-evaluation are all key focal points in the required counselor contacts. EOPS emphasizes student responsibility, organization, critical thinking, and communication. These skills prepare ‘first generation’ college students for university transfer and the workplace as well.

Planning and Evaluation

- EOPS /CARE students are expected to plan and evaluate for self-improvement. Planning and evaluation is an established, ongoing process for EOPS program improvement as well. This is evident in its use of Student Learning Outcomes, Service Area Outcomes, the Unit Plan, and the Outreach Plan. Its team members plan and evaluate all activities through staff meetings and annual retreats. Students complete a program evaluation survey once a year. The EOPS Policies and Procedures Manual is a result of this process. Staff members of EOPS /CARE are represented on inter-unit meetings, departmental meetings, division meetings, and campus-wide committees where strategic planning occurs. Through the Special Programs Advisory Committee, campus and community partners provide input in the planning and evaluation process. Columbia College is part of a regional and statewide network of EOPS /CARE colleagues, creating a broader field of support for program improvement.

Campus-wide Climate of Collaboration

- EOPS /CARE collaborates closely with its ‘student support’ partners, especially DSPS, CalWORKs, TRiO, Financial Aid, Academic Achievement Center, Counseling, and Admissions & Records. In addition, the activities sponsored by Academic Wellness Educators (AWE) leverage the support available to EOPS and CARE students. Examples are the activities of Early Alert, EPS for Student Success, and the Student Success Workshop Series. Through AWE support of these EOPS /CARE/CalWORKs/TRiO sponsored workshops, it is possible to offer a wider range of topics to students because of

increased faculty/staff participation. The AWE-sponsored First Semester Experience and On Ramp programs help prepare students for continued support through EOPS and CARE. The campus culture of collaboration makes it possible for EOPS/CARE, limited in staff and financial resources, to maximize the services available to its students.

Innovative Use of Technology

- EOPS and CARE adapt available technology to improve program effectiveness. This reflects a campus climate of openness to innovation. EOPS/CARE uses an electronic shared file system (Front Desk) to organize and store documents and student data. This information is accessible to program staff. One example of its use is that the student educational plans are created and stored electronically, facilitating later updated versions. Another example is that the EOPS and CARE use ‘e-mail blast’ to regularly communicate with its students individually or in groups. This has proven to be both cost-effective and efficient. This was adapted from the instructional faculty ‘e-mail blast’ and has offered a creative way to meet the challenges of limited resources and staff time.

Challenges

Fiscal Resources

- The primary challenge of EOPS/CARE is limited fiscal resources. The EOPS and CARE budgets were cut 39.66% in 2008-09 and have remained at that level due to the state budgetary crisis. Although EOPS and CARE have been given support through ARRA (federal relief funds) and an augmentation from general college funds, these resources will not be available in 2011-12. In the previous years of 2008-09 and 2009-10, the California State Chancellor’s Office (CCCCO) allowed the carryover of unspent funds. This was not allowed with the 2010-11 funds, and, in fact, there were no funds available to carry over.

Staffing Limitations

- As a result of limited fiscal resources, EOPS and CARE continue to be short-staffed. This is especially true regarding the office staff. The only office staff is one Program Technician who serves the EOPS/CARE and DSPS programs. The programs rely upon student workers to cover the Special Programs reception area. This coverage is intermittent. These limitation are somewhat mitigated through sharing reception duties with the Counseling Office. The full-time Special Programs counselor caseload is approximately 35% EOPS students. The EOPS/CARE director spends approximately 50% of her time counseling EOPS/CARE students. An adjunct counselor is available to EOPS students 12 hours a week.

CARE Planning & Evaluation

- Due to limited staff, it has been difficult to give priority to CARE program planning and evaluation. CARE student numbers were reduced to 10 in Spring 2011. Although it is normal to serve reduced numbers of EOPS and CARE students in the Spring, this year’s numbers appear to be disproportionately small. This indicates a lack of recruitment efforts.

Student Success Strategies Assessment

- EOPS collaborated with CalWORKs and counseling with the purchasing and use of LASSI, an online and hard copy tool to assess skills in being a successful student. Due to limited staff, it has been a challenge to activate this project.

Changes/Goals

Limit Student Numbers and Prioritize Services Based on Fiscal Resources

- In response to the challenges of fiscal resources, the number of EOPS students will be reduced by approximately 30%. This summer, EOPS closed its Fall application period in July and plans to close the Spring application period in November. This is much earlier than in the past. EOPS will evaluate its Spring enrollment before making a decision on whether EOPS grants will be for Fall and Spring semesters. EOPS book services and staffing will remain at the present level of funding as this has been considered a priority by the students. Even with the 30% reduction in the number of students, EOPS will be serving students at more than 10% over the 'student cap' • set by the CCCC. As funds increase from the state, EOPS/CARE plans to increase student numbers and services.

Efficient Office Practices and Increased Use of Technology

Short-term Goals

- Revise the present internal student database to improve data extraction /analysis and the tracking of student status and outcomes for reports.
- Utilize the Columbia College EOPS Policies and Procedures Manual, now on the electronic shared file (Front Desk), as a tool for planning and evaluating program effectiveness.
- Collect and organize program documents through Front Desk, making them readily available to staff for use and revisions.
- Improve the EOPS website and the e-mail blast to increase communication with students.

Long-term Goals

- Convert to electronic student files.
- Partner with other Student Services for a 'one-stop shop' reception area.

Coordination of Special Programs - EOPS/CARE & DSPS

Short-term Goals

- Establish EOPS/CARE and DSPS weekly leadership meetings to coordinate the activities of these programs in terms of time and office staff resources (in progress.)

Long-term Goals

- Augment office staff as funds allow.

Integrated Training of Student Workers

Short-term Goals

- Create a Student Worker Manual.
- Provide a common training for student workers.

CARE Program Improvements

Short-term Goals

- Establish a CARE Policies and Procedures Manual similar to EOPS (in-progress.)
- Improve the CARE student spreadsheet as a database.
- Provide group-formats for orientation.
- Implement the use of the CARE Survey to assess the needs of CARE students.
- Improve CARE recruitment (in-progress.)

Long-term Goals

- Develop half-day seminars for CARE students with topics to meet the specific needs of CARE students.

Student Success Skills Assessment

Short-term Goals

- Develop and activate a plan for the use of LASSI as a student success skills assessment tool.

Program: Health Services

Faculty/Staff:

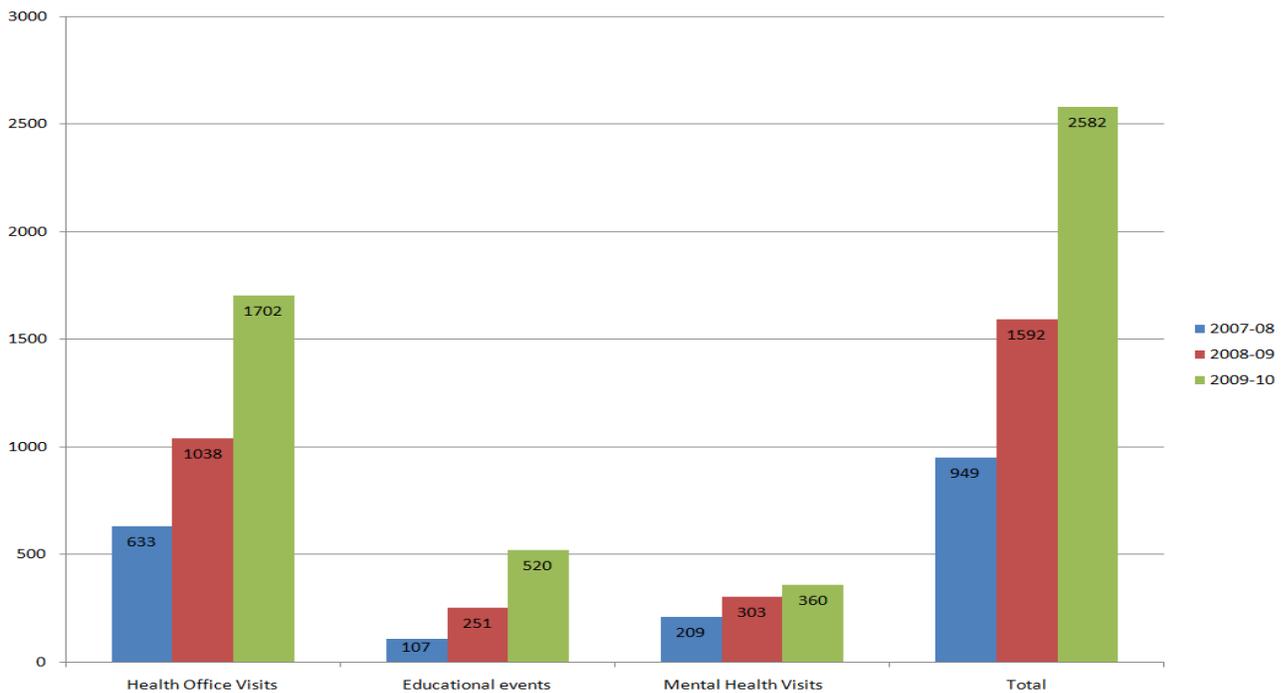
Name	Title
Laureen Campana, RN, NP, MPH	Coordinator of Health Services/College Nurse
Kim Zubek	Program Assistant (Temporary Contract)
Brian Jensen PhD	Mental Health Counselor
Tamara Oxford PhD	Mental Health Counselor
Earlene Keller LCSW	Mental Health Counselor

Description/Function:

To complement the Columbia College Mission by providing health and wellness support to the campus community to aid in achieving the educational goals of all students and the broader goals of the college. Using a wellness model and working within the guidelines of Title V, the health services program strives for excellence, professionalism, and accountability, as well as creativity in the provision of services.

Number Served

Data:



Analysis of Data:

The suggested reasons for the consistent and striking increase in the utilization of health services are varied. Awareness of health services has increased through intentional marketing (bookmark, poster campaign, ad in the class schedule). Hours of service increased by 7 per week starting fall 2009. Expansion of open office hours and educational offerings increased with the hire of a temp program assistant and increasing coordinator position from 80% to 100%. Enrollment has increased as has the percentage of students without health insurance coverage. Decreasing public services, especially mental health, led student to seek care from health services. Not only has the number of students seen increased but also the acuity of illness seen has increased as well.

Program Success

Data:

N/A

Analysis of Data:

N/A

Student Satisfaction

Data:

Rate your satisfaction with Health Services.

Response	Frequency	Percent	Mean: 3.41
Very Dissatisfied	12	2.57	
Somewhat Dissatisfied	25	5.35	
Somewhat Satisfied	190	40.69	
Very Satisfied	240	51.39	

Analysis of Data:

Point of Service Surveys for Health Office and for mental health counselors.

Mental Health: 21 undated surveys,

- 21 felt it ‘easy’ or ‘very easy’ to make an appointment;
- 19 ‘very satisfied’, 2 ‘satisfied’ with services;
- 15 reports ‘helped me achieve academic goals’, 3 ‘no, did not help’, 3 unanswered

Fall 2010-Sp 2011 surveys

- 12 felt it ‘very easy’ and 3 ‘easy’ to make an appointment;
- 14 were ‘very satisfied’ and 1 ‘satisfied’ with the service
- 9 ‘performed better academically’, 5 ‘felt better in some way’, 1 no answer

Health Office - Point of Service Survey March 2011: 25 surveys

- 18 'strongly agreed' office hours met their needs, services were timely, staff were helpful and friendly, staff was well trained and knowledgeable, confidentiality was provided, and needs were met.
- 7 'strongly agreed' or 'agreed' to all the above areas.

Strengths

Our students appear to think we are doing well at the point of services. We have a wide range of services for a small campus: nurse, health van, mental health, food bank, referral system, educational programs, and community presence. We have a well trained staff and a pleasant if not too small location.

Challenges

- We need to continue to reach out to the student base to be sure everyone knows about our services.
- We do not have a strong web presence.
- We are not completely sure if we are meeting our students perceived needs - survey planned
- We do not have adequate space

Changes/Goals

- web presence Marketing Student Survey

Program: Library

Faculty/Staff:

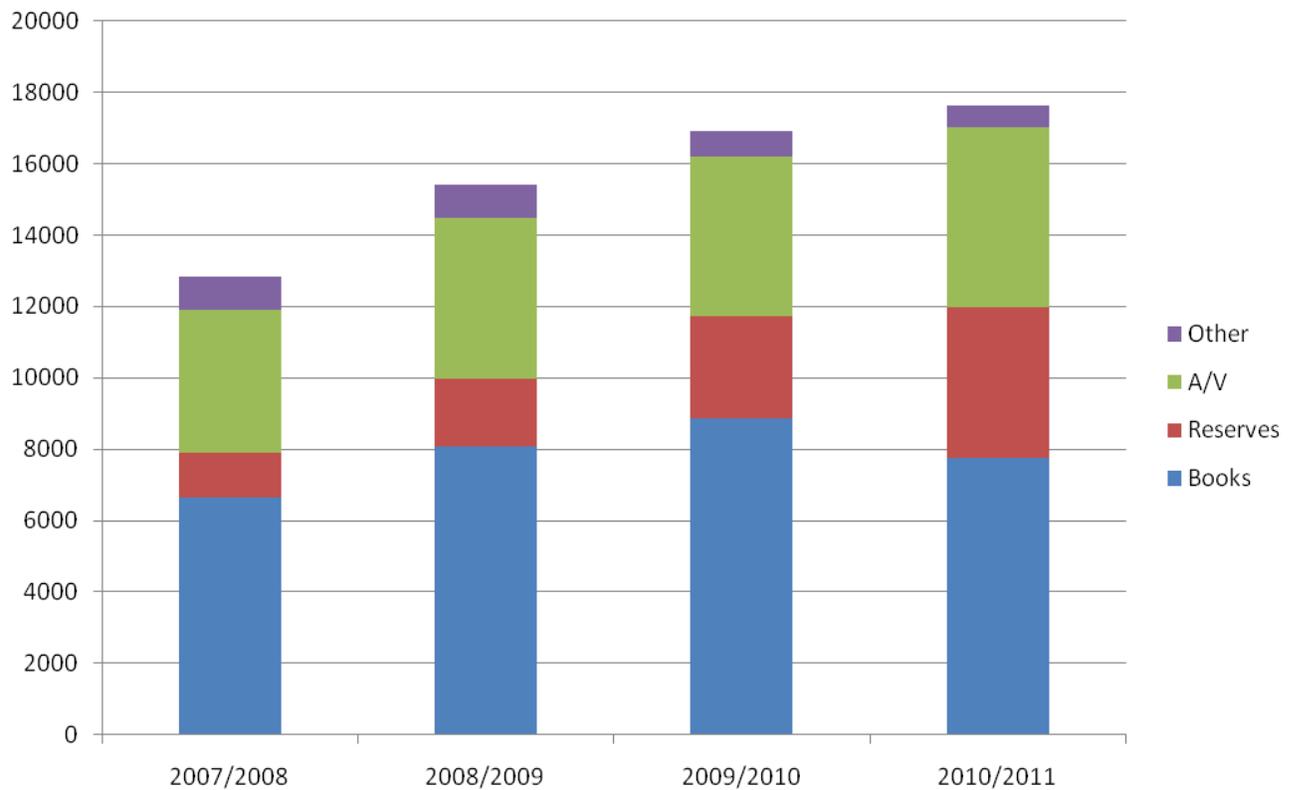
Name	Title
Brian Greene	Librarian
Nancy Brooks	Library Specialist
Shelley Muniz	Library Specialist
Luisa Adams	Library Specialist

Description/Function:

Provide resources and services in support of the library's mission and the college's curriculum.

Number Served

Data:



Analysis of Data:

Circulation Statistics Analysis As you can see in the graph on the previous slide, total circulation numbers have increased each of the past four years. However, this year our book circulation decreased roughly 10%. I attribute this to two main factors: A number of our books were reclassified as reserves through our textbook reserve project. I believe this also explains some of the increase in reserve circulation (see below). The numbers for 2010/11 are not for a complete year. On a related note, during the academic year our ebooks were accessed 777 times. However, I don't get the sense that ebook usage impacts print book circulation statistics. At least, not yet. Our reserve and A/V collections saw increased usage: The reserve collection was the focus of an AWE- and VTEA-sponsored effort to make more textbooks available in the library. In addition to adding scores of new texts, we also reorganized the collection to make it easier to use.

Our A/V collection has been the focus of a multi-year effort to make highly regarded movies and music available to students. In addition, we've replaced many of our VHS films with DVD versions because access to a VCR is no longer common. Print magazine circulation (included in the 'Other' category) decreased slightly. I attribute this to the following factors: For more than five years it has been our strategy to provide a browsing collection of print magazines while using our electronic databases to provide access to periodicals for research purposes. The continued dominance of the Internet in providing access to periodical-type information.

Data:

Door/Gate Counts

2007/2008	128571
2008/2009	141273
2009/2010	149588
2010/2011	141,397*

* Numbers are through 4/20/11. In addition, the gates were out of order for ten days in the spring. Accounting for those two things this year's numbers are very similar to last year's.

Analysis of Data:

The number of people entering the library has increased over the past four years along with enrollment. Note that entering and exiting the library counts as two in the figures above. Therefore we've had approximately 70,500 visits in 2010/11. In addition, the numbers do not distinguish between staff and students.

Data:

Database Usage

Gale databases, number of searches:	
2008/2009	22,825
2009/2010	23,691
2010/2011	31,478

Analysis of Data:

Our suite of Gale databases form the core of our research databases. Their usage has increased each of the past three years, however something other than enrollment must be driving the increases because the change from 2008/09 to 2009/10 is minor, while the change from 2009/10 to the current year is quite dramatic.

Program Success

Data:

Instructor Feedback: 8 out of 12 instructors who use library orientations with their classes and responded to our 2011 SLO assessment survey indicated that students who participated in the orientation performed better than those who did not. The remaining four instructors had no indication one way or the other.

Analysis of Data:

Measuring program success in libraries is a challenging exercise. For one thing, we have little to no interaction with many of the students we serve. For another, it's difficult to disentangle the impact the library had on a particular assignment. Elsewhere in this review we've demonstrated that the library is heavily used and that our users are overwhelmingly satisfied with our efforts, but those are largely superficial measures of success. One exception is the instructor feedback noted above. According to the instructors surveyed, students who take advantage of library orientations do better on their assignments than their peers who do not. Of course that could be because students who attend the orientation or more likely to be motivated or attending class in general. However, some instructors reported improvements even when comparing different sections of the same course. That is, we have some indication that improvements exist even when controlling for other factors.

Student Satisfaction

Data:

Point of Service Survey: With only one exception all 57 respondents to our POS survey either agreed or strongly agreed with the following questions:

- Library’s hours met my needs
- The services were provided in a timely manner
- The procedures were clear and easy to understand
- The staff members were helpful and friendly
- The staff members were well trained and knowledgeable
- The services helped me to be successful

Analysis of Data:

The sole disagree or strongly disagree response was in regards to our hours; the respondent thinks we should be open longer. The positive response from library patrons in this survey is slightly better than the 85%-90% satisfaction (somewhat + strongly agree) found in the student survey that was distributed campus-wide (i.e. not solely to library users) in 2010.

Data:

The library’s resource materials are sufficient to meet my assignment and research needs.

Response	Frequency	Percent	Mean: 3.47
Strongly Disagree	10	2.01	
Somewhat Disagree	28	5.63	
Somewhat Agree	177	35.61	
Strongly Agree	282	56.74	

Library/learning resource facilities are accessible to me during my preferred study hours.

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	12	2.40	
Somewhat Disagree	39	7.82	
Somewhat Agree	155	31.06	
Strongly Agree	293	58.72	

Libray staff is knowledgeable, competent and available to help me search for and obtain needed information.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	13	2.62	
Somewhat Disagree	14	2.82	
Somewhat Agree	152	30.65	
Strongly Agree	317	63.91	

I regularly use the inter-library loan service.

Response	Frequency	Percent	Mean: 2.47
Strongly Disagree	140	30.17	
Somewhat Disagree	79	17.03	
Somewhat Agree	131	28.23	
Strongly Agree	114	24.57	

I regularly use the library’s online catalog.

Response	Frequency	Percent	Mean: 2.76
Strongly Disagree	94	19.71	
Somewhat Disagree	75	15.72	
Somewhat Agree	159	33.33	
Strongly Agree	149	31.24	

I have been successful in locating resource information with the library’s online catalog.

Response	Frequency	Percent	Mean: 3.09
Strongly Disagree	46	9.64	
Somewhat Disagree	55	11.53	
Somewhat Agree	184	38.57	
Strongly Agree	192	40.25	

Strengths

- The library has demonstrated that it meets the expectations of students by providing excellent customer service and relevant resources.
- The library has made marked improvements in the currency of its book collection over the past four years.
- The library has broadened its electronic resource offerings to address gaps in literature and reference holdings.

Challenges

- Staffing in the library has declined at the same time usage has increased.
- In addition, changes in technology require staff to have an ever-expanding skill set in order to meet patron needs.
- The library needs to provide more user-friendly, consolidated access to its resources.
- The library has more demand for study rooms and quiet study spaces than we have supply.

Changes/Goals

- Increase staff (e.g. the proposed instructional support technician) and continue training opportunities with existing staff.
- Technological solutions exist that would make many of our resources available in a more user-friendly manner. Cost considerations are the primary barrier to implementing them.
- Addressing study room and quiet study space concerns will likely require physical changes to the existing building.

Program: Matriculation

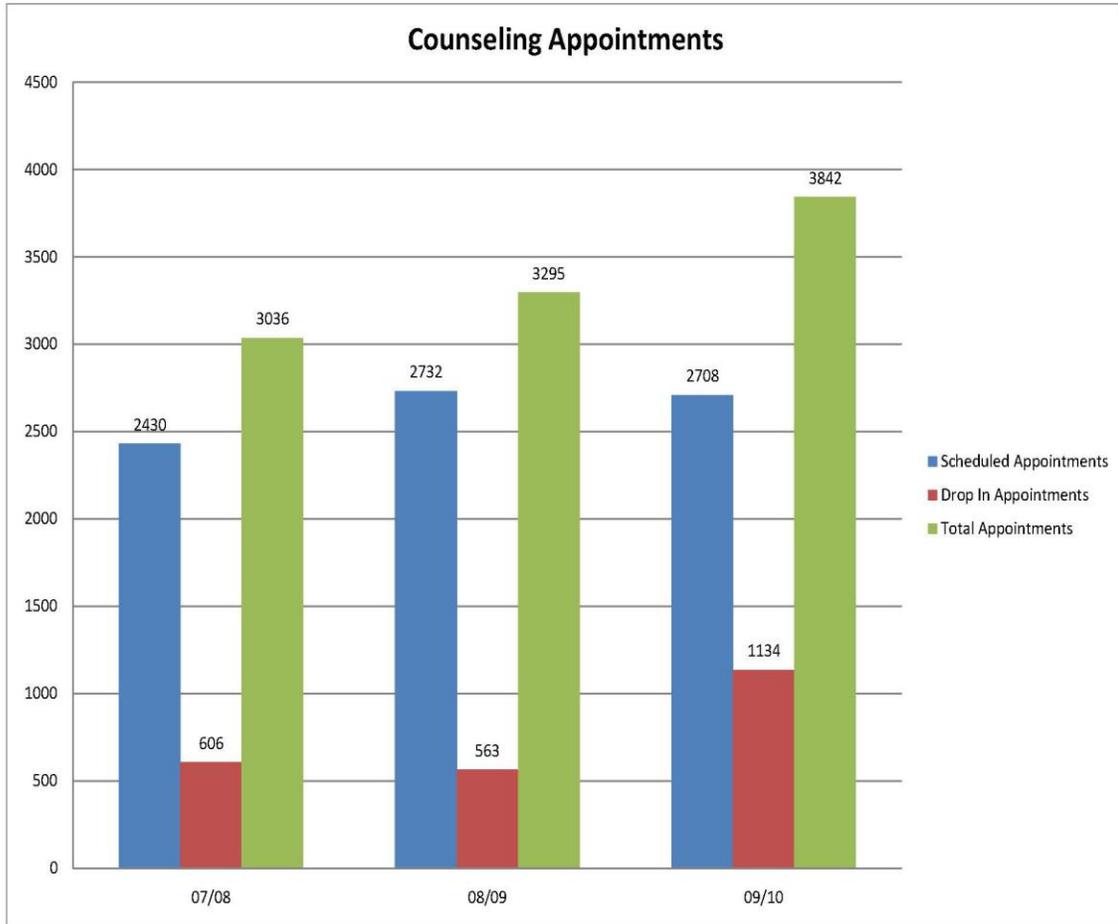
Faculty/Staff:

Name	Title
Melissa Raby	Dean of Student Services
Alicia Kolstad	Counselor - Full-time
Jeff Fitzwater	Counselor - Full-time
Elizabeth Pflieger	Counselor - Adjunct
Kirsten Miller	Counselor - Adjunct
Courtney Castle	Counselor - Adjunct
Miriam Medina	Administrative Assistant
Brian Jenson	Special Programs Counselor
Susan Medieros	EOPS/CARE Coordinator/Counselor

Description/Function:

Matriculation is a partnership between students and Columbia College, which is designed to help students in planning, choosing, and achieving educational goals. This process for new, returning or transfer students provides orientation to the College, assessment, course advising, registration information and ongoing educational planning (counseling and follow-up). It brings the student into an agreement with the College for the purpose of realizing educational goals through programs, policies, and requirements. The main purpose behind the Columbia College Matriculation program is that of promoting student success.

**Number Served
Data:**



Analysis of Data:

Scheduled Appointments Increase:

According to the data, scheduled counseling appointments increased 12.4% between the 07/08 and 08/09 academic years, and decreased slightly -.88% between the 08/09 and 09/10 academic years. The increase in scheduled counseling appointments during the three year period covered by the data indicate a 11.5% increase in students served through scheduled counseling appointments. This increase can be attributed to an overall upsurge in student population and a corresponding demand for counseling services.

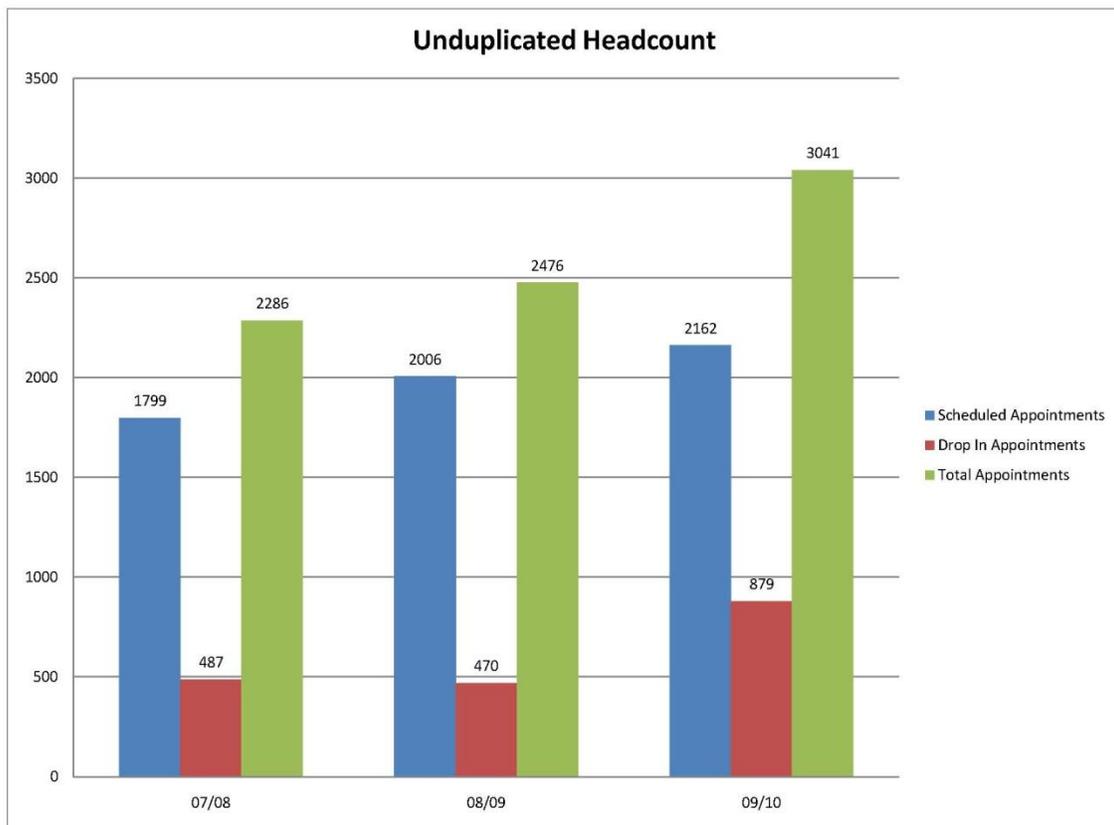
Drop In Appointments Increase:

According to the data, drop in counseling appointments decreased -7.6% between the 07/08 and 08/09 academic years, and increased 101.4% between the 08/09 and 09/10 academic years. The increase in drop in counseling appointments during the three year period covered by the data indicate a 93.8% increase in students served through drop in appointments. This increase can be attributed to a rise in student population, demand for counseling services and an increased utilization by counselors of the drop in counseling format.

Total Counseling Appointments Increase:

According to the data, total counseling appointments increased 8.5% between the 07/08 and 08/09 academic years, and increased 16.6% between the 08/09 and 09/10 academic years. The increase in total counseling appointments during the three year period covered by the data indicate a 25.1% increase in students served through counseling. This increase can be attributed to rising student population at Columbia College, a corresponding demand for counseling services and the dedication and efforts of the Counseling Department to meet that demand.

Data:



Analysis of Data:**Scheduled Appointments/Unduplicated Headcount Increase:**

A review of the data for unduplicated headcount show that between the 07/08 and 08/09 academic years scheduled appointments rose by 11.5%, and that between the 08/09 and 09/10 academic years increased again by 7.7%. The increase in unduplicated headcount scheduled counseling appointments during the three year period covered by the data indicate a 19.4% increase in students served through scheduled counseling appointments. This increase can be attributed to rising student population at Columbia College, a corresponding demand for counseling services.

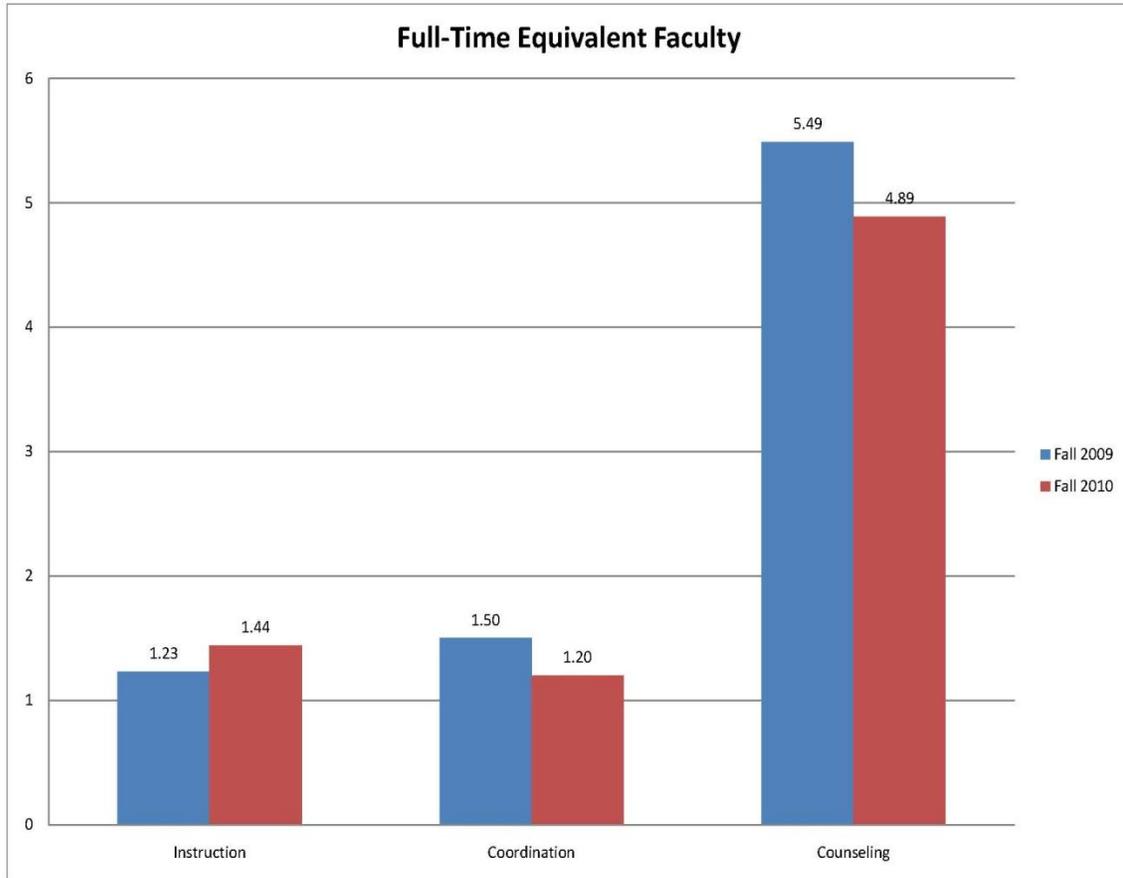
Drop-In Appointments/Unduplicated Headcount Increase:

A review of the data for unduplicated headcount show that between the 07/08 and 08/09 academic years drop in appointments decreased by -3.6%, and that between the 08/09 and 09/10 academic years increased by 87.0%. The increase in unduplicated headcount drop-in counseling appointments during the three year period covered by the data indicate a 83.4% increase in students served through drop in counseling. This increase can be attributed to rising student population at Columbia College, a corresponding demand for counseling services and an increased utilization by counselors of the drop in counseling format.

Total Counseling Appointments/Unduplicated Headcount Increase:

According to the data, total unduplicated headcount counseling appointments increased 8.3% between the 07/08 and 08/09 academic years, and increased 22.8% between the 08/09 and 09/10 academic years. The increase in total unduplicated headcount counseling appointments during the three year period covered by the data indicate a 31.1% increase in students served through counseling. This increase can be attributed to rising student population at Columbia College, a corresponding demand for counseling services and the dedication and efforts of the Counseling Department to meet that demand. When comparing the data for total appointments from the Counseling Appointments table to the data from the Unduplicated Headcount Counseling Appointments it is apparent that many students come in to only one counseling appointment per year. For example, the number of total counseling appointments for all three years 07/08-09/10 are 10,173. The total number of unduplicated headcount counseling appointments for the same period is 7,804. The difference between these figures is 2,370 which represents the number of duplicate headcount appointments.

Data:



Analysis of Data:

Counseling/Coordinator:

A review of this data indicates that there has been a drop in counseling FTEF between Fall '09 (5.49 FTEF) and Fall '10 (4.89 FTEF), with a corresponding drop in coordinator FTEF between Fall '09 (1.5 FTEF) and Fall' 10 (1.2 FTEF). This reduction in counseling staff has come at a time when our student population is growing and need and demand for counseling help is rising significantly. Interestingly, as we have reduced counseling FTEF, the number of students served has grown. This underscores the efforts counseling staff have contributed to serve our students and do more with less. However, such a trend cannot continue indefinitely and an increase in counseling staff is well warranted.

Instruction:

Counselors also serve as instructors of Guidance classes. The data indicates that counselor instruction FTEF has increased between Fall '09 (1.23 FTEF) and Fall '10 (1.44 FTEF), as

counselors reach out to students through teaching career/educational planning, college success and leadership courses.

Data:

	07/08	08/09	09/10
Educational Plans	444	330	442
Assessment tests	989	1072	1178
In-Person Orientation	490	563	297
On-Line Orientation	0	40	54

Analysis of Data:

Educational Plans:

The Columbia College counseling department recorded 444 educational plans completed in the 2007-2008 academic year. In the 2008-2009, 330 educational plans were recorded in SARS our record keeping database. The most recent SARS data for 2009-2010 reflects 442 educational plans being completed.

Math and English Assessment Testing:

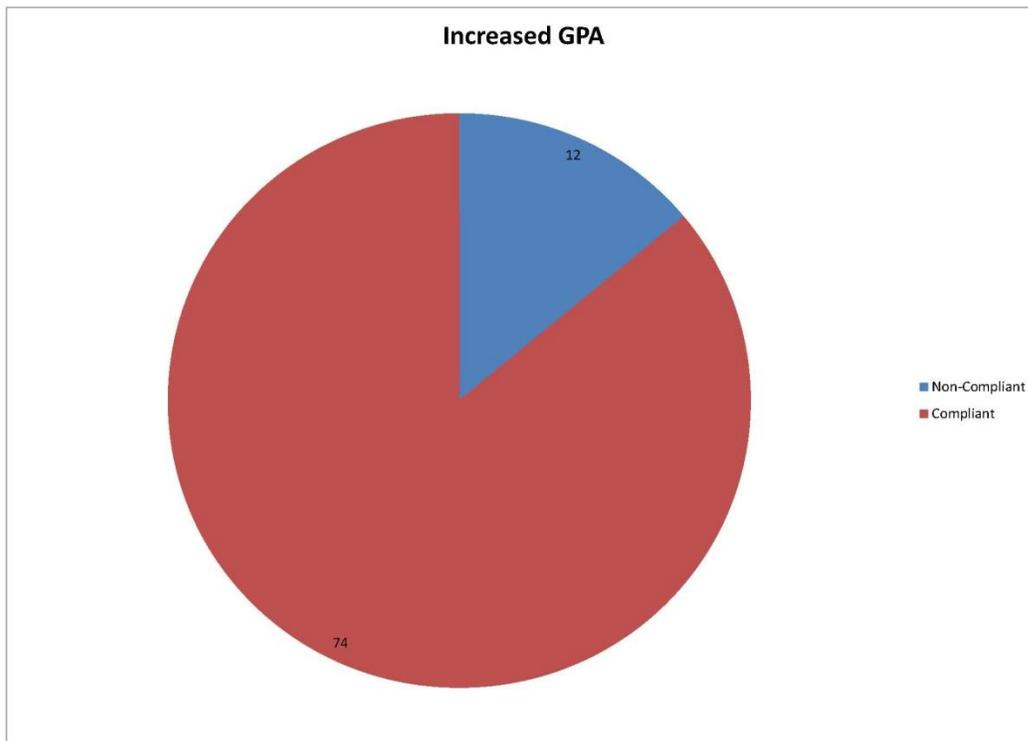
English and Mathematics assessment are critical components for educational advising. The assessment numbers have increased consistently over the last three years. In the 2008-2009 academic year 989 student completed assessment testing. In the 2009-2010 academic year 1,072 students completed assessment testing. Our most recent data indicates that in the 2010-2011 academic year we tested 1,178 students.

College Orientation:

Group orientations are offered to all students as part of our student matriculation process. In the 2007-2008 we provided group orientation to 490 students. In the 2008-2009 academic year we provided group orientations to 563 students. In the 2009-2010 academic year we added an online orientation to our orientation delivery options. In 2009, 40 students used the online option. In 2010, 54 students used the online option. Our 2009-2010 group orientation numbers declined significantly to 297. It is important to note that our department experienced significant staffing changes between 2008 and 2010. We had several retirements of counselor and staff members as well as other staffing changes. Some of our positions were left empty for months and others were never replaced. Our numbers may be impacted by new staff members not yet understanding the requirement for data entry into the SARS system and fewer staff members in the student services division.

Program Success

Data:



Analysis of Data:

Specifically in the area of probation, our counseling program has a proven significant impact on student success. Students are placed on academic status (probation or dismissal) due to low grade point average (academic) or low course completion rate (progress). In order to enroll in courses, students on academic status are required to obtain a counselor's signature and enter into a contract with a counselor which requires counselor intervention, grade checks, and possibly a guidance course, to help the student toward successful completion of educational goals. Of the 130 probation contracts in the Fall 2010 semester, 85 students had at least partial if not full compliance after initial contract was developed, 34 students were non-compliant with their contract stipulations, and 11 did not enroll in or complete the semester. Of those that were compliant, 71.4% showed improvement in their cumulative GPA after the Fall 2010 semester. Of those that were not compliant, only 28.6% showed improvement. These statistics confirm that compliance with a probation contract, which includes counselor contact and intervention opportunities for support and guidance, can have a positive impact on a student's overall academic success and retention, which is our overall program goal.

Data:

	07/08	08/09	09/10
Degrees/Awards Received	281	245	282

Analysis of Data:

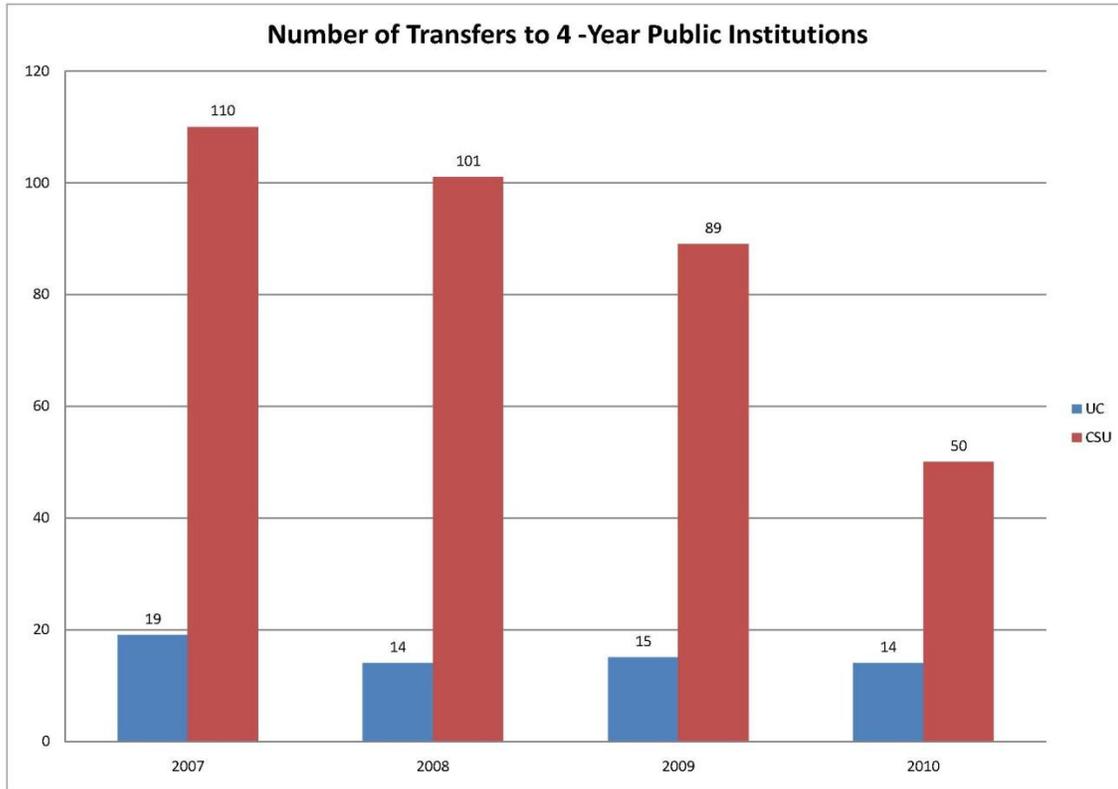
The combination of Associate Degrees and Certificates of Achievement of the 2007-2008 academic years at Columbia College totaled 281; however, there was a drop in the combination of completed degrees and certificates during the 2008-2009 school year, totaling 245. Although there is no specifically clear evidence or data that exists, there are a number of variables that may have played a factor in the drop off.

1.) EOPS lost a full-time counselor, due to the counselor being promoted to a director position. With the responsibilities of directing the program, the director still saw students in a counseling capacity, although there might not have been as much availability for counseling appointments, due to the enormous demands of the director position. Thus, there wasn't as much opportunity for students to attain the necessary guidance to attain their degrees.

2.) General Counseling has three full-time counselors and only one part-time counselor. Moreover, with the impact of the probation program fully implemented, the ability for students to receive appointments for degree and certificate planning may have been affected, due to counseling having to see so many students.

3.) The catalog had changed. For years, an Associate Degree in Liberal Studies could be attained by completing almost any series of the General Education, plus 60 units. In 2008-2009, the degree changed and required a specific degree pattern, and was not as liberal as prior years. During the 2009-2010 academic years, the total for Associate Degrees and Certificates earned bounced back to prior levels, totaling 282. It would be easy to assume with the State Implementing the new Intermediate Algebra requirement for all Associate Degrees that we might see a drop off in degrees at Columbia College; however, it seems that the math factor was not the impact that was first speculated. Some of the factors that may have played a role in the return to a higher number of completion rates were that general counseling had, in addition to three excellent full-time counselors, they also added three outstanding adjunct counselors as well, being able to support the increased student need and provide the necessary guidance for students to earn their degrees and certificates. Special Programs also had adjunct counseling help as well, being able to meet the needs of students for degree and certificate planning.

Data:



Analysis of Data:

During the 2007-2008 academic year, 19 students transferred to one of the Universities of California and 110 transferred to the California State University system. In 2008-2009, there was a slight drop in transfers, UC totaling 14 and CSU totaling 101. One possible variable to this statistic was that gasoline prices were still very high. Being that Columbia College is a small rural college; our two closest non-private universities are CSU Stanislaus, and CSU Sacramento, both campuses being 1.5 to 2.0 hours drive. Also both university systems were impacted, raised their tuition rates, cost of living to move anywhere else in California to attend other universities had raised due to inflation, and many schools no longer were accepting students during spring semesters, so some students no longer wanting to wait may have either become frustrated and quit, or sought out private institutions'. In 2009-2010, the number of students who transferred decreased once again; UC 14 and CSU 50. Additionally, with the increase in tuition, gasoline, and living expenses, some students might have decided to give up on transferring, and instead attain certain skills at Columbia College in order to return to the workforce. Finally, with the increase cuts in the budget at Columbia, summer sessions have been effected over the past two years, possibly affecting the time frame of potential transfer students.

Student Satisfaction

Data:

Rate your satisfaction with Academic Advising and Guidance Counseling.

Response	Frequency	Percent	Mean: 3.30
Very Dissatisfied	16	3.19	
Somewhat Dissatisfied	58	11.55	
Somewhat Satisfied	186	37.05	
Very Satisfied	242	48.21	

Analysis of Data:

This is information gathered and recorded in a condensed item analysis report. The questions were based upon student satisfaction with services received at Columbia College. More specifically described will be in relation to Counseling/Student Services.

- Q- CC has contributed to my self development in understanding and exploring my career prospects: A- 44.64% Somewhat Positive Effect and the mean score of 3.99
- Q- I am knowledgeable about the requirements for achieving my Ed goal: A- 52.22% Strongly agree and the mean score of 3.40
- Q-Rate your satisfaction with Academic Advising and Guidance Counseling: A- 48.21% Very satisfied and the mean score of 3.30
- Q-Rate your satisfaction with the Career and Transfer Center: A- 44.95% are somewhat satisfied and the mean score of 3.27
- Q- Rate your satisfaction with On-line New Student Orientation: A- 44.52% somewhat satisfied and the mean score of 3.16
- Q- Rate your satisfaction with New student Orientation on campus: A- 44.86 very satisfied and the mean score of 3.24
- Q- Rate your satisfaction with placement testing Services: A- 48.64% Somewhat satisfied and mean score of 3.10
- Q- Rate your satisfaction with the Transfer Center: A- 49.52% Somewhat satisfied and a means core of 3.17
- Q- Counseling and advising times are available when I need them: A- 36.63% Somewhat agree and 36.63% Strongly agree with a mean of 2.99

Some of these scores could be attributed to the need for more Counselors and Counseling hours.

Data:

Counseling and advising times are available when I need them.

Response	Frequency	Percent	Mean: 2.99
Strongly Disagree	54	11.11	
Somewhat Disagree	76	15.64	
Somewhat Agree	178	36.63	
Strongly Agree	178	36.63	

Analysis of Data:

Over 25% of students did not agree that counseling was available during times that were needed. Currently, there is approximately a three week wait for students to see a counselor. This is evidence that additional counselors are needed to meet the needs of students.

Strengths

- The Counseling department at Columbia has a very cohesive team with excellent coordination among faculty, staff and administration. Counselors are represented campus-wide on various committees and workgroups. Regular bi-weekly meetings are held with counselors, the dean, and counseling center staff to discuss program improvement, and staff development. For example, on a regular basis, instructional faculty and student services staff are invited to discuss their programs and services so that counselors can stay up-to-date on changes.
- The team is always willing to do whatever needs to be done to serve our students. When the Director of Enrollment and Student Customer Service retired, Faculty and staff absorbed the duties of the assessment process. Another example is the willingness to try new things such as creating Student Educational Plan (SEP) workshops, which have traditionally been done by one hour individual appointments.
- The department has a strong student success program for students on probation. A probation student is required to meet with a counselor prior to registering for classes and they sign a contract that spells out responsibilities of the student. As evidence shows, students who comply with their contract are more successful than students who do not.

Challenges

- We know that ‘high touch’ counseling efforts work in helping our students succeed. This is evidenced by the successes we see in programs such as First Semester Experience, EOPS and TRiO Student Support Services. However, we currently do not have enough counselors available to meet the demand of the growing student population. We have currently about a three week wait time for students to see a counselor. Efforts have been made to help increase access (online orientation, SEP workshops); however, much more still needs to be done.
- We have a good facility and resources for our Career/Transfer Center, but currently do not have adequate staff. Students can make an appointment to see a counselor, but as indicated previously; there are not enough counseling appointments available to meet student demand.
- Additionally, our numbers for matriculation services posted on the State Chancellor’s Office Data Mart do not reflect actual service numbers as indicated in our SARS database system. For example, the Data Mart indicates that we only did 53 SEPs during the 09/10 year, when we really completed 442. The Data Mart additionally indicates that we provided only 1813 students with counseling services and in reality; we served an unduplicated headcount of 3041.

Changes/Goals

- Hire two new full-time counselors - one with an emphasis in articulation and one with an emphasis in career counseling. Both counselors will still be general counselors who will counsel, teach and participate fully in the college community.
- Continue to develop alternative means of delivering services to students such as online counseling and degree audit.
- Work with IT department to improve MIS data submitted to the State that truly reflects actual services provided to students.

Program: Student Financial Services

Faculty/Staff:

Name	Title
Marnie Shively	Director of Student Financial Services
Michelle Vidaurri	Financial Aid Specialist
Kristina Bethel	Financial Aid Technician

Description/Function:

Financial Aid Mission Statement:

The mission of the Columbia College Financial Aid Office is to heighten awareness of financial aid opportunities and to ensure availability of financial aid for students who, without such assistance, would be unable to pursue their educational goals.

Description/Function:

Columbia College participates in a wide array of federal, state, and institutional financial aid programs, which offer its students numerous financial aid options. The purpose of these programs is to make certain that students have access to post-secondary education. Each program has specific administrative and management requirements that necessitate the development of instructional policy and procedures to ensure compliance with regulatory requirements; consistency of treatment among students; and timely and efficient delivery of aid to students. These programs are administered through the Financial Aid Office which operates organizationally within the Student Services Division and reports directly to the Dean of Student Services.

**Number Served
Data:**

Free Applications for Federal Student Aid (FAFSA) submitted to Columbia College
– 2009-2010 = 2,331
– 2010-2011 = 2,363

Analysis of Data:

The growing number in submitted FAFSA's can mostly be contributed to the economic time in which we live. When financially hard economic times occur we usually find an increasing trend for people to come back to school to increase job skills and marketability. With such, is the need for financial aid to help pay for the cost of tuition, books and supplies for school.

Program Success

Data:

Large percentage rates of students who are awarded federal funding accept the funds.

- 2011-2012 = 441 student have been paid federal funds out of the 508 student who have been awarded. That is an 87% rate of acceptance.
- 2010-2011 = 1024 students awarded with 913 accepting. 89.2 % acceptance rate.
- 2009-2010 = 953 students awarded with 862 accepting. 90.5 % acceptance rate.

Analysis of Data:

While previous data shows that more students are applying for financial aid, the current data shows that less students are accepting their awards. This may be due to the fact that our office processing time is 8 to 10 weeks from date a student submits their FAFSA. Many students do not plan ahead and expect funding to be immediate. Therefore they enroll and have to drop before funding can be disbursed.

**Student Satisfaction
Data:**

Rate your satisfaction with Financial Aid.

Response	Frequency	Percent	Mean: 3.20
Very Dissatisfied	38	7.79	
Somewhat Dissatisfied	43	8.81	
Somewhat Satisfied	188	38.52	
Very Satisfied	219	44.88	

Analysis of Data:

The Financial Aid Office posted a student survey during the last two weeks of April 2011. We had 6 turned back in. It asked students to respond to our office hours, service, procedures, staff contact and provided space for students to comment.

Finds were:

- Due to the lack of surveys returned we determined that the end of the semester during finals is a poor time to offer a student survey.
- Most of the responders either strongly agreed or agreed with our hours of operation, the service that they were provided, that office procedures were clear, the staff was helpful, friendly, and well trained, and the service they received helped them be successful.
- All of the responders complimented that the newest staff member, Kristina Bethel, was helpful and nice.
- A few responders mentioned that they would like to see a faster processing of their FAFSA (currently we have a 8 to 12 weeks processing time which is standard for many community colleges that I have talked to in California).

Strengths

Customer Services

- We provide a one-on-one review of a student’s account as they call or come into our office. This ensures that students are aware of what is happening to their financial aid file and what the next step of the process will be.

Efficiency and Productive

- While the financial aid world can be very complicated and regulated, our office has managed to develop and adopt many workflows and checks and balances to ensure we are working as efficiently and productively as possible.

Dedicated

- Our staff works endlessly to ensure student success. We often go over and above to call the student and have a direct conversation about needed documentation, to explain any verification of a student's file we must make, or even offer guidance and direction to students who may have a special financial circumstance on processes to qualify for additional financial aid.

Challenges

Processing times

The data has shown, and our students have stated that our office must find a way to reduce financial aid file processing times. I feel this can be done by hiring a Financial Aid Assistance who could handle the counters, phones, outreach, and workshops so that the specialized staff can focus solely on file review.

Reduce confusion

Financial Aid can be a very complex process and can be very confusing to a student who has never attending college before. I feel the Financial Aid Office can find better ways to break down this convoluted process into a more simplified and manageable and achievable goal for all students.

Our place in Columbia College

It is not commonly known by many at Columbia College the level of complexity or the amount of regulatory guidance that the Financial Aid Office has to adhere to. I would like to college community to know and appreciate that over 65% of all students at Columbia College are receiving some form of financial aid and that our office paid four million dollars in federal and state aid in the 2010-2011 academic year.

Changes/Goals

Program plan to improve effectiveness

- Increase office staff
- Continue with staff training and development
- Develop more clear and precious ways to communicate with students about their financial aid
- Increase campus awareness of what the Financial Aid Office provides to our students
- Increase promotion of Financial Aid opportunities for students (both current and incoming)
- Continue to build relations with financial aid counter parts in California to stay current on regulations and trends.

Program: Student Life

Faculty/Staff:

Name	Title
Doralyn Foletti	Student Outreach/Student Life Coordinator

Description/Function:

Number Served

Program Success

Student Satisfaction

Data:

Rate your satisfaction with Student Activities/Student Government (Senate).

Response	Frequency	Percent	Mean: 3.04
Very Dissatisfied	29	6.82	
Somewhat Dissatisfied	58	13.65	
Somewhat Satisfied	207	48.71	
Very Satisfied	131	30.82	

Rate your satisfaction with Student Activities/Student Government (Senate).

Response	Frequency	Percent	Mean: 3.06
Very Dissatisfied	29	6.94	
Somewhat Dissatisfied	49	11.72	
Somewhat Satisfied	207	49.52	
Very Satisfied	133	31.82	

Analysis of Data:

Strengths

Challenges

Changes/Goals

Program: TRIO Student Support Services

Faculty/Staff:

Name	Title
Anneka Rogers	Project Director
Courtney Castle	Counselor

Description/Function:

Daily program operations, outreach/ student identification, determine eligibility, student intake, advise students in areas of: financial aid/ scholarships, college resources/ community referrals, workshop schedules, study skills, etc; teach workshops, track student participation, database management, monitoring of budget, purchase supplies, coordination/logistics of university field trips, prepare/submit federal reports, ensure compliance to TRIO grant to federal regulations.

Number Served

Data:

Projected enrollment by End of Term Fall 2011 = 140
Total enrolled as of 2/25/11 = 10 TRIO SSS students
First generation & Low income = 4
FG, LI, & DSPS = 1
DSPS & LI = 1
FG only = 3
DSPS only = 1
LI only = 0
As of 3/15/11 in progress of enrolling 2 more (FG & LI). Have plans to enroll many more students by 8/31/11 deadline using adjusted guidelines (able to graduate within one semester, able to co-enrolled EOPS, etc).

Analysis of Data:

Not enough data gathered yet; program is in adolescent stages and cannot make accurate statements with current information about predictive data. Outreach objectives to identify more students are currently in the works.

Program Success

Data:

N/A

Analysis of Data:

Program too new; no data to report yet. Progress report: Students are communicating well with PT; checking in through phone and email. PT sending frequent email reminders and following up with phone calls. Early Alert system has been utilized. Examples of advising that students receive is listed in PT duties. Students will have completed one workshop cycle on their own through the Student Success Workshop series at the end of February. Data on workshop attendance is collected on the first Wednesday of each month and added to TRIO tracking database by first Friday of each month. Students completed their Financial Aid Workshop by March 2nd (canceled on 2/25/11 due to weather conditions). Confirmed through one-on-one appointments with Fin Aid office. Many students learned a great deal through this process. Students are starting their mid-semester review appointments as of 3/7/11. This is revealing a new set of barriers for TRIO SSS students to overcome: study skills, determining whether to drop classes, balancing of priorities, motivation, etc. Peer Student Mentor program has been designed, mentors hired, training scheduled; students will start attending 30 min sessions by end of March 2011 once a week until end of semester; will attend every other week starting next term.

Student Satisfaction

Data:

General Student Survey distributed in month of March 2 forms returned so far Both marked highest marks on all categories Access, availability, staff, services discussed in survey

Analysis of Data:

N/A, results inconclusive due to lack of return.

Strengths

The speed in which TRIO SSS has developed its service base, policies, procedures, and all components of the program from the ground up is a major strength. Communication with staff and students has been a marked strength in order to accomplish the above task. Accessibility for students and staff is key for program success and student success ultimately. TRIO has adapted to the changing needs of learned program regulations, discovery made in review of other TRIO programs, and especially to TRIO student needs; this is an important strength to continue to utilize over the coming year.

Challenges

Similarly to the strength of speed there is always room for improvement- TRIO needs to increase outreach efforts to meet the enrollment goal of 140 by 8/31/11. Because we have had to adapt to the discoveries of legislation/ regulations, consistency in information to staff and students could be improved. TRIO has an ever increasing desire to meet the ever changing needs of the diverse student population of the College and therefore needs to improve the menu of services available to students as the program grows.

Changes/Goals

TRIO has already begun to increase the outreach effectiveness by presenting in guidance classes to identify students for TRIO services. Additionally lists of appropriate TRIO eligible students are being gathered as this report is generated for a mass mailing/emailing/phone contact to take place by the end of March. This effort should yield at least half of the needed student population. TRIO staff also plan on attending Matriculation starting in April and will conduct TRIO orientations throughout the summer in order to meet the enrollment number required. With the changes to guidelines in eligibility (i.e. EOPS co-enrollment OK, high unit completion OK) enrollment effectiveness should increase dramatically. However, additional support staff would be extremely helpful. Propose use of student staff (Peer Mentors) to assist with high volume of paperwork due to Outreach/Identification efforts as needed during Spring 2011 term and/or into Fall 2011 as needed.